



GUIDANCE MODEL

WORKING TOOLS



HOW TO READ THE DOCUMENT

In "Guidance Model - working tools" you can find, choose and print all the document that could be used with participants.



In each document the connection with the Methodological Guide is highlighted with a margin note (ex see MG 1.1 means that the schedule and the related methodology is reported in the methodological guide at point 1.1)



Co-funded by the
Erasmus+ Programme
of the European Union

NFIL Project
Valorize Non Formal and Informal
Learning across Europe
cod 2018-1-IT02-KA204-048012

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LEAFLET

Do you want to valorize your work experience?

Do you want to know if your experience can also be approved in another European country?

YOU CAN!!!!

Find out how!

What is the enhancement of non-formal and informal skills?

It is a possible activity in all European countries, as provided for by the guidelines of the European Union.

The path foresees 4 phases:

- IDENTIFICATION
- DOCUMENTATION
- ASSESSMENT
- CERTIFICATION

More information inside

Project references and partners

Casa di Carità Arti e Mestieri (I)

IMI Sdruzhenie Mezhdunaroden Institut po Menidzhmant (BUL)

Confederación Española de Centros de Enseñanza - C.E.C.E. - (E)

Training Vision Ltd (UK)

Lycée Charles et Adrien Dupuy (F)

Ljudska univerza Ptuj (SLO)

Comité Européen de Coordination (B)

<http://valorizenfil.eu/>



Which are the stages of the skill validation process?

In any European country, the process consists of 4 steps:

IDENTIFICATION of an individual's learning outcomes acquired through non-formal and informal learning;

DOCUMENTATION of an individual's learning outcomes acquired through non-formal and informal learning;

ASSESSMENT of an individual's learning outcomes acquired through non-formal and informal learning; (d)

CERTIFICATION of the results of the assessment of an individual's learning outcomes acquired through non formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate.

Why can it be useful?

A person can show that he or she has got some skills through the qualifications he or she has acquired, or through his or her CV.

Validation is a further possibility, for an individual, to explain and confirm the competences gained in non-formal and informal contexts, to use them for new purposes like career choices or further educational pathways. Through validation, carried out by an authorized body, the individual competence development is mostly measured against the standards used in formal education. As a result, a partial or a full qualification can be acquired.

Why a European pathway?

The validation of competences is entrusted to authorized bodies operating within each country.

The project allows to get some necessary information to understand if and how one's own NFILs can be valorized in another EU country, for example:

- Is it possible to certify the whole profile or just some competences?
- Who certifies it?
- Which procedures do you need to follow?
- Which documents are required?
- Can certified NFILs be considered as training credits?



GENERAL INFORMATION ABOUT COMPETENCES ACQUIRED IN NON-FORMAL AND INFORMAL LEARNING

This brief sheet contains some information to better understand what competences acquired in non-formal and informal contexts are, and how these competences can be acquired and enhanced.

Formal, Non-formal and Informal Learning: What Are the Differences?

At the beginning you can find the three definitions of the three different ways of learning in short. There are times when the lines between each type of learning get blurred, as well. It isn't always as cut and dry as it seems, but these definitions give you a general idea of each type of learning.

- **Formal education** is organized and guided by a formal curriculum which leads to a formally recognized credential such as a high school completion, diploma or a degree, and is often guided and recognized by government at some level. Teachers are usually trained professionals in some way.
- **Non-formal learning** - Organized (even if it is only loosely organized), may or may not be guided by a formal curriculum. This type of education may be led by a qualified teacher or by a leader with more experience. Though it doesn't result in a formal degree or diploma, non-formal education is highly enriching and builds an individual's skills and capacities. Continuing education courses are an example for adults.
- **Informal learning** - No formal curriculum and no credits earned. The 'trainer' is simply someone with more experience such as a parent, grandparent or a friend.

Here are some common informal learning activity examples:

1. On-the-job experience.
2. Previous.
3. License to practice; professional registration.
4. Workplace Mentoring: pairing new employees with seasoned employees gives the newcomers an interesting opportunity. New employees can learn by example and incorporate the practices they observe in more experienced employees.
5. References from current and past employers, supervisors and colleagues.
6. Social Media Engagement; LinkedIn, Facebook, and other social media outlets are full of industry information that help to stay on top of the latest news and trends.
7. Seminars; Attending a seminar or presenting new machinery is a way of acquiring new information and skills related to a specific professional activity.
8. Volunteering.
9. Hobbies.
10. Self training.



PERSONAL RECORD¹

PERSONAL DATA	
SURNAME	
FIRST NAME	
GENDER	
DATE OF BIRTH	
ADDRESS AND POST CODE	
TEL	
MAIL	
NATIONALITY	
MIGRATION EXPERIENCE	
	<input type="checkbox"/> POSSIBLE, FUTURE <input type="checkbox"/> REALIZED
Type of administrative status (if the migration is realized)	<input type="checkbox"/> Work and residence permit <input type="checkbox"/> EU-Permit <input type="checkbox"/> Student Permit <input type="checkbox"/> Residence permit <input type="checkbox"/> Asylum Seeker <input type="checkbox"/> Other (specify.....)
Document number	<input type="checkbox"/> PASSport <input type="checkbox"/> ID (Identity Card.....)
Arrival via Family reunification?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Family	Children? <input type="checkbox"/> Yes <input type="checkbox"/> No Number Do they live in this Country? <input type="checkbox"/> Yes <input type="checkbox"/> No Number Do they live with you? <input type="checkbox"/> Yes <input type="checkbox"/> No Number Do you live with other relatives? <input type="checkbox"/> Yes <input type="checkbox"/> No Number
House Who do you live with?	<input type="checkbox"/> Parents <input type="checkbox"/> Relatives <input type="checkbox"/> Other people (Non relatives) <input type="checkbox"/> No one
EDUCATION AND TRAINING	
Study	<input type="checkbox"/> No school <input type="checkbox"/> Primary school <input type="checkbox"/> In this Country? <input type="checkbox"/> In your Home Country? <input type="checkbox"/> Secondary school <input type="checkbox"/> In this Country? <input type="checkbox"/> In your Home Country? <input type="checkbox"/> University studies <input type="checkbox"/> In this Country? <input type="checkbox"/> In your Home Country? Are your studies recognized in this Country? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Yet Other training course? <input type="checkbox"/> Yes <input type="checkbox"/> No In this Country: In your home Country:
ICT Knowledge	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Language	Mother tongue: other language:..... level..... other language:..... level..... other language:..... level..... Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user Common European Framework of Reference for Languages.

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1. IMPORTANT NOTE: some information is **sensitive data** and **may be overlooked from this form**. But the counsellor must however consider that this information must be acquired in a process of social and employment migrant integration.

WORK EXPERIENCE

Occupation or position held:

Are you working at the moment? Yes No

Work experience in this Country? Last 3 jobs

1) Position held: Sector: Duration:

2) Position held: Sector: Duration:

3) Position held: Sector: Duration:

Work experience in your Home Country? Last 3 jobs

1) Position held: Sector: Duration:

2) Position held: Sector: Duration:

3) Position held: Sector: Duration:

OTHER EXPERIENCE

Other experience in this Country?

Yes No

1)

2)

3)

Other experience in your Home Country?

Yes No

Yes No

1)

2)

3)

DETECTED NEEDS

Information

Assessment

Valorization NFIL

Definition of a migration project

NFIL data base consultation

Interest in the NFIL Valorize Yes No

HEADQUARTER

DATE

OPERATOR

PARTICIPANT SIGNATURE

<Add privacy policy>



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COMMITMENT FORM

First name and Surname of beneficiary:

.....

Aim of the service

The aim of the Valorize Non Formal and Informal Learning path is the Transparency and recognition of skills and qualifications to facilitate learning, employability and job mobility for EU and Extra EU migrants

Description of the service

The path will be composed of six different steps:

- Information
- Vocational guidance
- Identification NFIL
- Documentation NFIL
- Database consultation
- Integrated NFIL IDENTIFICATION

Personal agenda

The participant and the counsellor agree that in the vocational path the following tools will be used:

<input type="checkbox"/> 2.2 COUNCIL RECOMMENDATION of 20 December 2012 on the validation of non-formal and informal learning	<input type="checkbox"/> 2.3 CV	<input type="checkbox"/> 2.4 Storytelling/autobiography
<input type="checkbox"/> 2.5 SWOT mobility	<input type="checkbox"/> 2.6 Grow Model mobility project/	<input type="checkbox"/> 2.7 PDCA/mobility
<input type="checkbox"/> 2.8 Porfolio	<input type="checkbox"/> 2.9 WIXSITE	<input type="checkbox"/> 2.10 Mobility stories/case study
<input type="checkbox"/> 2.1 EU skills Profile	<input type="checkbox"/>	<input type="checkbox"/>



Tasks and obligations

After the first contact held on the date in the office of this Organization,

the participant

- Accepts to participate actively and responsibly in the service activities of the Valorize NFIL path as agreed and indicated above.
- Undertakes to notify the Agency providing the service of any absences, duly justified, to allow the possible rescheduling of events.

The Agency providing the service

- Ensures that the service activities as agreed and indicated above shall be duly carried out.

Place and date:

.....

The Beneficiary

.....

For the Agency providing the service

.....



COUNCIL RECOMMENDATION OF 20 DECEMBER 2012 ON THE VALIDATION OF NON-FORMAL AND INFORMAL LEARNING - 2012/C 398/01

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty on the Functioning of the European Union, and in particular Articles 165 and 166 thereof,

Having regard to the proposal from the European Commission,

Whereas:

1. The validation of learning outcomes, namely knowledge, skills and competences acquired through non-formal and informal learning can play an important role in enhancing employability and mobility, as well as increasing motivation for lifelong learning, particularly in the case of the socio-economically disadvantaged or the low-qualified.
2. At a time when the European Union is confronted with a serious economic crisis which has caused a surge in unemployment, especially among young people, and in the context of an ageing population, the validation of relevant knowledge, skills and competences has an even more valuable contribution to make. This can be in improving the functioning of the labour market, in promoting mobility and in enhancing competitiveness and economic growth.
3. Employer organizations, individual employers, trade unions, chambers of industry, commerce and skilled crafts, national entities involved in the process of recognizing professional qualifications and in assessing and certifying learning outcomes, employment services, youth organizations youth workers, education and training providers, as well as civil society organizations are all key stakeholders with an important role to play in facilitating opportunities for non-formal and informal learning and any subsequent validation processes.
4. The 'Europe 2020' strategy for smart, sustainable and inclusive growth, calls for the development of knowledge, skills and competences for achieving economic growth and employment. The accompanying flagship initiatives 'Youth on the Move' and the 'Agenda for new skills and jobs' emphasize the need for more flexible learning pathways. They can improve entry into and progression in the labour market, facilitate transitions between the phases of work and learning, and promote the validation of non-formal and informal learning.
5. The Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020) (1) noted that lifelong-learning should be regarded as a fundamental principle underpinning the entire framework, which is designed to cover learning in all contexts whether formal, non-formal or informal.
6. The *EU Strategy for Youth - Investing and Empowering; a renewed open method of coordination to address youth challenges and opportunities* of 2009, called for better recognition of skills acquired through

non-formal education for young people and stressed the need for full use to be made of the range of tools established at EU level for the validation of knowledge, skills and competences for the recognition of qualifications. It was endorsed by Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018) (2).

7. In the Bruges Communiqué of December 2010, the European Ministers for Vocational Education and Training, the European Social Partners and the European Commission declared that participating countries should start to develop, no later than 2015, national procedures for the recognition and validation of non-formal and informal learning, supported, as appropriate, by national qualifications frameworks.
8. The Communiqué of the Conference of European Ministers responsible for Higher Education held in Leuven and Louvain-la-Neuve on 28 and 29 April 2009 underlined that successful policies for lifelong learning should include basic principles and procedures for the recognition of prior learning on the basis of learning outcomes. Later, the Council conclusions of 28 November 2011 on the modernization of higher education (3) called upon Member States to develop clear routes into higher education from vocational and other types of education, as well as mechanisms for recognizing prior learning and experience gained outside of formal education and training.
9. Council Resolution of 28 November 2011 on a renewed European agenda for adult learning (4) defined as one of its priority areas for the period 2012-14 the putting in place of fully functional systems for validating non-formal and informal learning and promoting the use by adults of all ages and at all qualification levels, as well as by enterprises and other organizations.
10. The Council Resolution of 19 December 2002 on the promotion of enhanced European cooperation in vocational education and training (5) and the Copenhagen Declaration of 30 November 2002 requested the development of a set of common principles, regarding the validation of non-formal and informal learning.
11. The conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 18 May 2004, promoted Common European Principles for the identification and validation of non-formal and informal learning.
12. A European Inventory on the validation of non-formal and informal learning containing up-to-date information on current validation practices in European countries has been published regularly since 2004, while European Guidelines for validating non-formal and informal learning were published in 2009.
13. Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass) (6) established Europass, a European portfolio which citizens can use to communicate better and record and present their competences and qualifications throughout Europe.
14. The Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 18 May 2006 on the recognition of the value of non-formal and informal learning within the European youth field (7) invited the Member States to enable the identification of competences acquired through non-formal and informal learning, with a view to their recognition in the labour market.

15. The 'Youthpass' was created as a transparency tool for participants in projects funded by the 'Youth in Action' programme, established by the European Parliament and the Council in Decision No 1719/2006/EC (8).
16. The Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong-learning, (9) invited Member States to relate their national qualifications systems to the European Qualifications Framework and to promote the validation of non-formal and informal learning, in accordance with the Common European Principles agreed in May 2004.
17. The European Credit Transfer and Accumulation System (ECTS) established in 1989 within the framework of the Erasmus programme, awards credits for formal learning based on learning outcomes and student workload. It also facilitates the award by higher education institutions of credits based on learning outcomes for non-formal and informal learning experiences.
18. The Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (10) stated, that that Framework should support the implementation of the Common European Principles for the identification and validation of non-formal and informal learning, improving the interrelationship of education, training and employment, and building bridges between formal, non-formal and informal learning.
19. The Recommendation of the European Parliament and of the Council of 18 June 2009 (11) established a European Credit System for Vocational Education and Training (ECVET), to be used for the transfer and accumulation of individuals' learning outcomes, achieved in formal and, where appropriate, non-formal and informal contexts.
20. Consultations in the form of an online survey, discussions in relevant policy bodies, as well as a variety of peer learning activities involving the social partners, indicate an overwhelming consensus on the importance of making visible the knowledge, skills and competences gained through life and work experience, and show broad support for a Union initiative, to enhance validation policy and practice in the Member States,

HAS ADOPTED THIS RECOMMENDATION:

A. THE MEMBER STATES SHOULD, WITH A VIEW TO OFFERING INDIVIDUALS THE OPPORTUNITY TO DEMONSTRATE WHAT THEY HAVE LEARNED OUTSIDE FORMAL EDUCATION AND TRAINING - INCLUDING THROUGH MOBILITY EXPERIENCES - AND TO MAKE USE OF THAT LEARNING FOR THEIR CAREERS AND FURTHER LEARNING, AND WITH DUE REGARD FOR THE PRINCIPLE OF SUBSIDIARITY:

A1. Have in place, no later than 2018, in accordance with national circumstances and specificities, and as they deem appropriate, arrangements for the validation of non-formal and informal learning which enable individuals to:

- a. have knowledge, skills and competences which have been acquired through non-formal and informal learning validated, including, where applicable, through open educational resources;
- b. obtain a full qualification, or, where applicable, part qualification, on the basis of validated non-formal and informal learning experiences, without prejudice to other applicable Union law, in particular Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications (12).

Member States may prioritise certain areas and/or sectors within their validation arrangements in accordance with their needs;

A2. include, as appropriate, the following elements in arrangements for the validation of non-formal and informal learning, whilst allowing each individual to take advantage of any of these, either separately or in combination, in accordance with his/her needs:

- a. IDENTIFICATION of an individual's learning outcomes acquired through non-formal and informal learning;
- b. DOCUMENTATION of an individual's learning outcomes acquired through non-formal and informal learning;
- c. ASSESSMENT of an individual's learning outcomes acquired through non-formal and informal learning;
- d. CERTIFICATION of the results of the assessment of an individual's learning outcomes acquired through non-formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate;

A3. apply, as appropriate, the following principles in arrangements for the validation of non-formal and informal learning, whilst taking into consideration national, regional and/or local, as well as sectoral needs and characteristics:

- a. the validation arrangements are linked to national qualifications frameworks and are in line with the European Qualifications Framework;
- b. information and guidance on the benefits of, and opportunities for validation, as well as on the relevant procedures, are available to individuals and organisations;
- c. disadvantaged groups, including individuals who are unemployed and those at risk of unemployment, are particularly likely to benefit from the validation arrangements, since validation can increase their participation in lifelong learning and their access to the labour market;
- d. individuals who are unemployed or at risk of unemployment have the opportunity, in accordance with national legislation and specificities, to undergo a 'skills audit' aimed at identifying their knowledge, skills and competences within a reasonable period of time, ideally within six months of an identified need;
- e. the validation of non-formal and informal learning is supported by appropriate guidance and counselling and is readily accessible;
- f. transparent quality assurance measures, in line with existing quality assurance frameworks are in place, that support reliable, valid and credible assessment methodologies and tools;
- g. provision is made for the development of the professional competences of staff involved in the validation process across all relevant sectors;
- h. qualifications or, where applicable, parts of qualifications obtained by means of the validation of non-formal and informal learning experiences, comply with agreed standards that are either the same as, or equivalent to, the standards for qualifications obtained through formal education programmes;
- i. the use of Union transparency tools, such as the Europass framework and Youthpass, is promoted in order to facilitate the documentation of learning outcomes;
- j. synergies exist between validation arrangements and credit systems, applicable in the formal education and training system, such as ECTS and ECVET;

A4. promote the involvement in the development and implementation of the elements and principles referred to in points 1 to 4 of all relevant stakeholders, such as employers, trade unions, chambers of industry, commerce and skilled crafts. In addition, national entities involved in the process of recognition of professional qualifications, employment services, youth organizations, youth workers, education and training providers, and civil society organizations.

To foster participation in this process:

- a. employers, youth organizations and civil society organizations should promote and facilitate the identification and documentation of learning outcomes acquired at work, or in voluntary activities, using relevant Union transparency tools, such as those developed under the Europass framework and Youthpass;
- b. education and training providers should facilitate access to formal education and training on the basis of learning outcomes acquired in non-formal and informal settings and, if appropriate and possible, award exemptions and/or credits for relevant learning outcomes acquired in such settings;

A5. promote coordination on validation arrangements between stakeholders in the education, training, employment and youth sectors, as well as between those in other relevant policy areas.

B. THE MEMBER STATES AND THE COMMISSION SHOULD TAKE THE FOLLOWING MEASURES:

- a. follow up this Recommendation through the European Qualifications Framework advisory group set up under the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (13) (EQF) and involve, as appropriate, relevant youth organisations and representatives of the voluntary sector in subsequent EQF advisory group activities;
- b. report on the progress made following the adoption of this Recommendation in future Joint Reports by the Council and the Commission, under the 'ET 2020' strategic framework and in future Joint European Union Youth Reports, under the renewed framework for European cooperation in the youth field;
- c. support the implementation of this Recommendation by using the expertise of Union agencies, in particular Cedefop, and by reporting on the situation with regard to the validation of non-formal and informal learning in the annual report on the development of National Qualification Frameworks.

C. THE COMMISSION SHOULD TAKE THE FOLLOWING MEASURES:

- a. support Member States and stakeholders by:
 - facilitating effective peer learning and exchanges of experience and good practice,
 - regularly reviewing the European Guidelines for validating non-formal and informal learning, in full consultation with the Member States,
 - regularly reviewing the European Inventory on the validation of non-formal and informal learning, in cooperation with the Member States;
- b. before 2018, consider further developing, in consultation with the Member States, as specified in Decision No 2241/2004/EC, instruments under the Europass framework which facilitate the transparency across the Union of validated learning outcomes acquired through non-formal and informal learning experiences;

- c. ensure that, in cooperation with the Member States, the Lifelong Learning and 'Youth in Action' Programmes and, without prejudice to the negotiations on the next Multiannual Financial Framework, the future European programme for education, training, youth and sport and the European Structural Funds, are used to support the implementation of this Recommendation;
- d. assess and evaluate, in cooperation with the Member States and after consulting the stakeholders concerned, the action taken in response to this Recommendation, and report to the Council by 31 December 2019 on the experience gained and implications for the future, including if necessary, a possible review and revision of this Recommendation.

Done at Brussels, 20 December 2012.

For the Council
The President
E. FLOURENTZOU
ANNEX

DEFINITIONS

For the purposes of this Recommendation, the following definitions shall apply:

- A. **formal learning** means learning which takes place in an organized and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma; it includes systems of general education, initial vocational training and higher education;
- B. **non-formal learning** means learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. student-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organized by civil society organizations for their members, their target group or the general public;
- C. **informal learning** means learning resulting from daily activities related to work, family or leisure and is not organized or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective; examples of learning outcomes acquired through informal learning are skills acquired through life and work experiences, project management skills or ICT skills acquired at work, languages learned and intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child);

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- D. **open educational resources** (OER) means digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research; it includes learning content, software tools to develop, use and distribute content, and implementation resources such as open licenses; OER also refers to accumulated digital assets that can be adjusted and which provide benefits without restricting the possibilities for others to enjoy them;
- E. **a skills audit** means a process aimed at identifying and analysing the knowledge, skills and competences of an individual, including his or her aptitudes and motivations in order to define a career project and/or plan a professional reorientation or training project; the aim of a skills audit is to help the individual analyse his/her career background, to self-assess his/her position in the labour environment and to plan a career pathway, or in some cases to prepare for the validation of non-formal or informal learning outcomes;
- F. **a qualification** means a formal outcome of an assessment and validation process, which is obtained when a competent body determines, that an individual has achieved learning outcomes to given standards;
- G. **learning outcomes** means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competences;
- H. a **national qualifications framework** means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society;
- I. **validation** means a process of confirmation by an authorised body, that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases:
1. IDENTIFICATION through dialogue of particular experiences of an individual;
 2. DOCUMENTATION to make visible the individual's experiences;
 3. a formal ASSESSMENT of these experiences;
 4. CERTIFICATION of the results of the assessment which may lead to a partial or full qualification;
- J. **recognition of prior learning** means the validation of learning outcomes, whether from formal education or non-formal or informal learning, acquired before requesting validation.

SWOT WORKSHEET

to analyse a job mobility project

Job mobility assumptions from to

When:

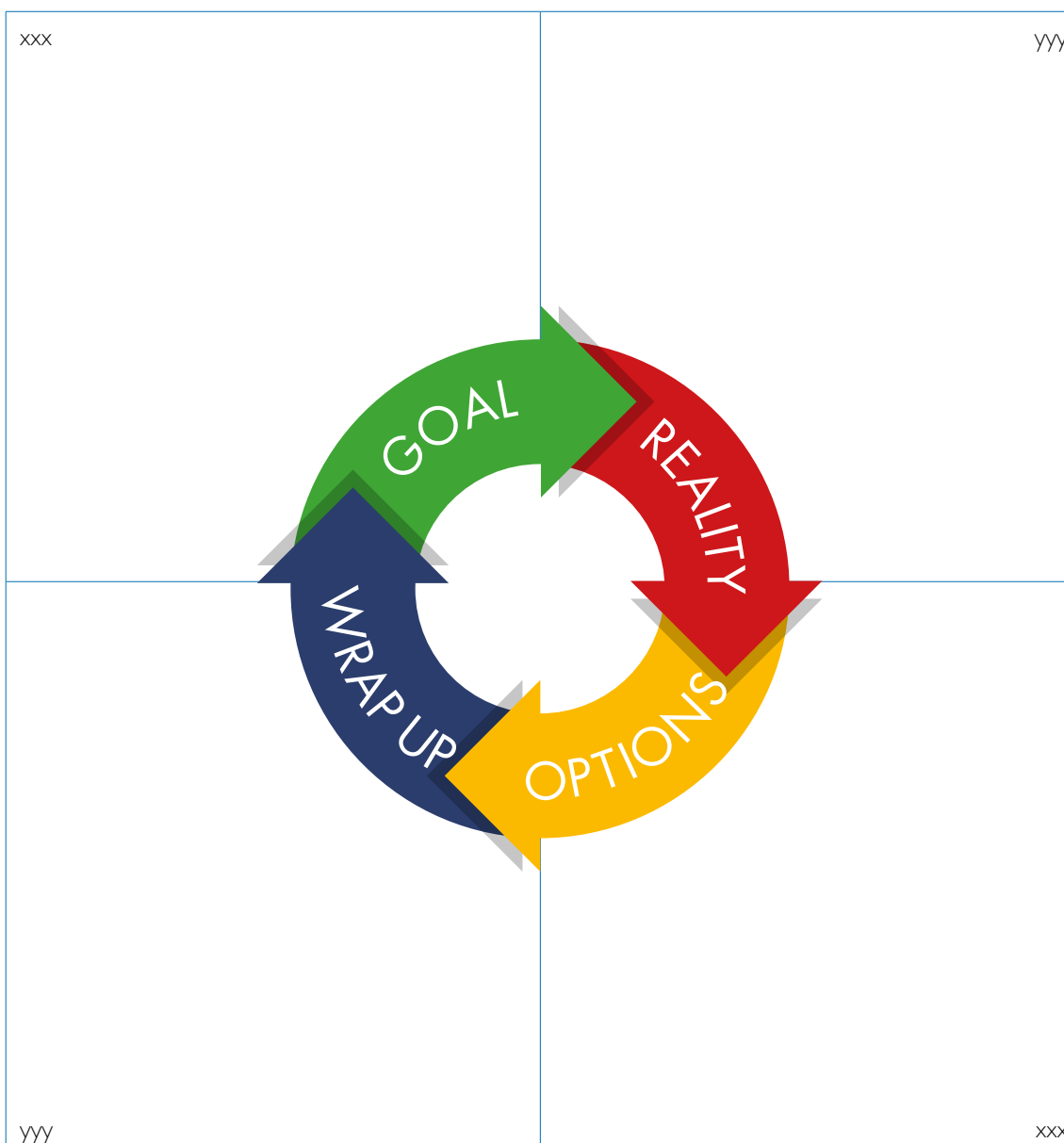
S	W
O	T



GROW WORKSHEET to analyse a job mobility project

Job mobility assumptions from to

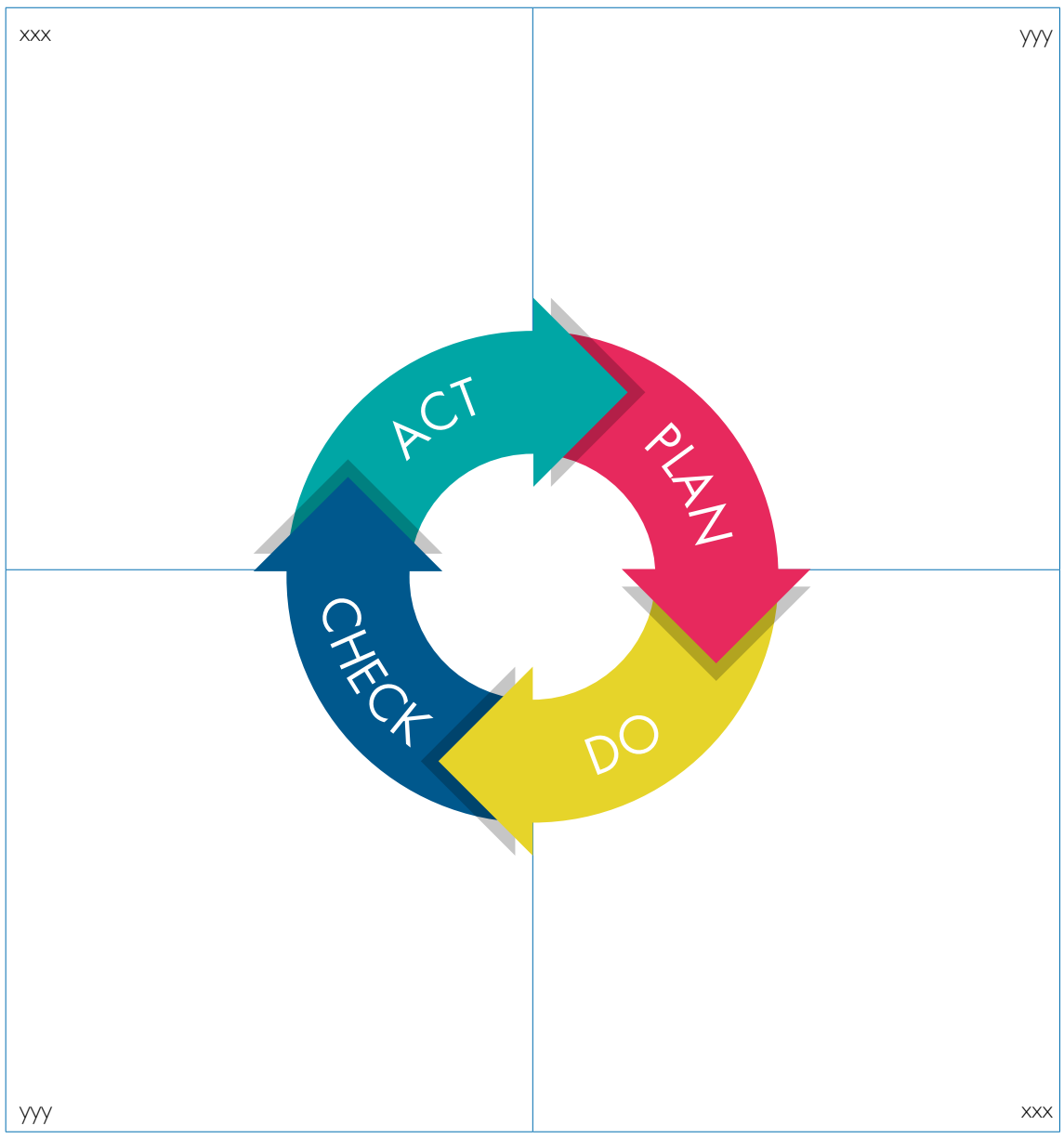
When:



PDCA WORKSHEET to analyse a job mobility project

Job mobility assumptions from to

When:



MOBILITY STORIES

MARIA FRANCESCA

Maria Francesca, nurse working in Germany.

When I decided to leave from my country I felt disoriented: to learn another language, to understand another organizational system, another way of living and working were some of my biggest issues at that time. In my first experience I have unfortunately suffered (...). I had already decided to give up, when suddenly I have received a very good proposal through your first EURES job. This wonderful project has supported me financially and bureaucratically in employment, social and language adaptation in Germany, where I still live and where every day feel my work as my expertise recognized and I am happy and proud to be a European citizen. I would recommend anyone this project! Work is dignity!

KRISTINA

Kristina, tell us about your expat move.

This was my second move as an expat. I decided to move to Scotland with my best friend when I was 24 years old. I had intended to only be in Scotland on a two-year working holiday visa, but during that time I met my husband, got married and ended up staying in Scotland for 15 years!

Moving country becomes a bit more real as you get older. The level of organization required was greater this time around moving with my partner to Dubai.

It's been an interesting journey for me so far. I'm very happy here and settling in quite nicely in Dubai.

What have been some of your top highlights?

For me, coming to Dubai for the first time, never having been here before and deciding to make the move, it has been completely different from what I'd expected.

I've met a lot of people outside of work through different expat functions. It's quite interesting to meet other people from different parts of the world.

What do you miss about your home country?

I think it's the family aspect that you definitely miss. Friends and family, the normality that you are used to obviously goes out the window.

Especially in the beginning it is a bit of a shock because you don't have your usual support system.

You soon start to develop new routines and new friendships. Being an expat also brings you new experiences that you wouldn't have necessarily had if you'd stayed in your home country.

What one be the one piece of advice you would give to those making the expat journey?

I would have to tell people to try not to take everything so seriously and try not to stress the little things. As an expat, things will sometimes go wrong and that's ok.

I think you just have to accept that and remember that not everything will go according to plan. Just go with it and have confidence that everything will work out in the end.

Especially with moving and getting organized to move to a country.

Finally, how would you describe your expat journey in 10 words or less?

A life changing journey that I never expected.

PATRICIA

I am Patricia and I emigrated to London in England to learn the English language in the best possible way. I also felt unhappy because I couldn't find a job that would suit me and I didn't like university. I chose London because I had a friend who helped me to settle down and in the past, I had already been there on holiday. I remember that I liked the city so much. I expected to be able to grow "easily" even without any kind of education, thanks to the experience, and in fact it was. All you have to do is work and give 100% and you can gradually become someone important to the company you work for. I must say that it is a truly multi-ethnic city. London in my opinion is a very specific place and especially where there is no discrimination (although now with Brexit you could say otherwise). It's an experience that I would recommend to everyone, for personal growth and independence. London opens its doors to everything.

STEFANO

My name is Stephano. I'm in Ibiza, Spain, because I'd lost my job, and the idea of having a summer season in a different place excited me. Let's say that the idea of going abroad was just a coincidence. From one day to the next I found myself here thanks to a friend. At first it was hard. I didn't know the language and I didn't have any other contacts, but luckily, it's quick to make new acquaintances. I only knew Ibiza by hearsay, I had never been there before. I found myself in a wonderful, unique place. The people are fantastic. What impressed me most was their desire to do, to invent a job when it all seems over, the joy and carefreeness with which they face the days. All things I hadn't seen in Italy in years. Obviously, it hasn't always been all well and easy, there are also no moments... but with no doubt there is no shortage of work. One piece of advice I would like to give to all young people is to try to take a step further and look elsewhere, even if only for a while. Make new experiences (both life and professional), go and find the job if you can't find it, or invent it. In Italy I would come back if things changed, at this moment I wouldn't know what to do with it. Unfortunately, I can't see a future there.

AWATIF

I am Awatif and I emigrated to Switzerland because I didn't want to hear any more that I had to be pleased with the work I had. I went in search of a job that I deserved and that I wanted to do above all. I chose Switzerland because it is a "characteristic" and "affective" country. Affective because it is close to Italy, so I can go home whenever I want. Characteristic because it is a precise and serious people. I must say that I left without expectations, except with the idea that I would live better anyway. I was just hoping to find a job and learn the language and, after a year, I can say I've made it. Switzerland is a country that they make work. You work a lot and well at perfect times ranging from 8:00 to 17:00 and you have a higher salary than in Italy. Switzerland is as you imagine it to be.

>>

Moreover, here we tend to integrate foreigners, to make them feel at home. One thing that I would absolutely never change, however, is the Italian food, I miss it so much. A piece of advice that I want to give is this: if a person has a job that he likes and with which he can earn well, you should not leave and leave relatives and friends, but if you do not feel satisfied, leaving is the best thing. Another thing I feel like saying is to study languages, they are the key to the world.

CRISTOFARO

I am Cristofaro and I emigrated to Japan to win a personal challenge and for the desire to emerge, as well as being a designer, a job that requires displacements. I chose this country because it allows you to choose between different possibilities, it has a better training offer and therefore allows you to grow and make projects. I didn't start with expectations or certain assumptions. I just thought that, once I arrived, I would enjoy what I would find, and so it was. Japan, seen through the eyes of a foreigner, in my opinion is quite livable, but for a Japanese the situation changes slightly. Coming instead to the differences between Italy and Japan, there is as much distance as equality. Let me explain myself better. Japan is a more suitable place for those who are as old as I think Italy is. However, the Japanese are very closed, unlike us Italians who are more sociable. Not to mention the cultural differences. Every part of the world has its own difference. A piece of advice I would give is to travel a lot to get to know new cultures and see the world through different eyes. I wouldn't mind one day returning to my Italy.

MAICOL

I'm Maicol and I moved to Sydney, Australia, because I didn't feel comfortable in Italy anymore. I had a very low salary compared to what they give me here. For example, 5€ Italian is 18\$ Australian pay. I didn't expect a place like this. It's great both for quality of life and for people. There is a lot of work and for everyone. Even after only two weeks I already had two jobs!

Everything works in Australia, it's beautiful. I also took out a life insurance policy, because in my opinion it's cheaper than in Italy. There are a lot of young people from all over the world, there is plenty of room for fun and you always meet new people. I strongly recommend anyone to take a jump and stay there at least for a while, to visit it, to get to know it better and maybe put a little money aside and then leave again. We are young and the world is ours. I don't think I'm going back to Italy, at least for now, then who knows... never say never.

5 REASONS WORKING ABROAD IS THE PERFECT CAREER MOVE

1. Global networking

A large and varied network can be the gateway to a number of opportunities, both professionally and personally. A global network can do this on an unimaginable scale. Unless you work for a large-scale company, it can be very difficult to nurture connections across large distances, whereas a career that spans the globe can make this distance vanish regularly.

2. Unbeatable growth opportunities

Is adaptability something you claim as a core skill on your CV? Then there is no better way to showcase it than by taking on a new role in another country. After all, what could be more adaptive than getting to grips with a whole new culture and language?

A company in another country could also offer you new training opportunities that would never have been available to you at home.

3. Exploration

Do you want to see the world, but your 9-to-5 job is keeping you grounded in one place? Then a career abroad could be exactly the excuse you need to start exploring without limitations. Once you have reaped the rewards of one location, you can then move on to the next for more adventures and new experiences.

This is perhaps the most obvious reason to look for a career abroad, and it's still one of the biggest reasons to go.

4. A new language and culture

If learning a new language is on your bucket list, then jumping in at the deep end may be one of the most exciting ways to learn. Moving to another country means that you will have no choice but to learn on the go, an exciting prospect if you are a more in-the-moment kind of learner.

A culture other than our own can also be invigorating to learn about and experience firsthand. If the flavours of your home feel a little stale, then moving abroad can give you a chance to explore a new culture as a local and not in the superficial tourist way. Discover hole-in-the-wall bakeries, meet interesting locals, and see what a location is like out of season.

5. Jumpstart your career

Is there an aspect of your current job that you are dying to explore, but there simply isn't the opportunity for it where you are now? Not only could you broaden your horizons culturally, but making a career move on a global level could help you make waves in your career that simply wouldn't be possible at home.

Having an understanding of your career on a global level can make you an extremely lucrative prospect for employers. Not only do you understand your home country's perspective, but that of another nation. For trade businesses and the like this could be invaluable.

A global move can also mean a fast-track for your career ambitions. Whereas there might be a surplus of professionals in your line of work in your home country, your skill set could be quite marginal in another - making you not only the ideal candidate, but the preferred choice in many situations.

7 REASONS WORKING ABROAD IS THE PERFECT CAREER MOVE

It takes a good deal of courage, determination, and strength of mind to leave everything you've grown to love and cherish for a long time. Everything from preparing your travel documents, packing your luggage, and finally saying goodbye can be a struggle.

Whatever your reasons are or wherever it is you're going, here are the top 7 bittersweet realities of working/living abroad.

1. New-found Freedom

Working or living abroad will help you experience a new-found freedom. A sense of being able to do and go as you please, the freedom to explore new places and make new choices can be overwhelming. If you've never had the chance to be yourself back home, being overseas will help you be who you want to be without worrying about what other people will think of you. It's a wonderful feeling you'll only know when you experience it yourself.

2. Time flies by

When you're abroad, your concept of time changes. Life back home goes by so fast and the next thing you know, your kid, your niece or your nephew, even your parents and your siblings are already a year or two older. You miss being part of their lives, as you struggle to make sense of yours in your new environment. This can make your personal relationships stronger, or fizzle out. However hard it is, the fact that life goes on for the people you left behind, is something you have to learn to accept.

3. Meeting new friends and leaving old ones behind

While you meet new friends, it is also inevitable that you lose old ones. As you spend more time trying to get to know people from your new workplace, your new neighborhood, or perhaps your new school, some of the relationships you've built back home begin to wane. "Out of sight, out of mind" is definitely a bittersweet reality you'd have to embrace as you begin your life abroad.

4. Language

Unless you're moving to an English-speaking country, learning a new language is a necessity if you want to be able to communicate with the locals. Imagine how amusing it would be for your co-workers to talk to you in the native tongue and then hear you reply to them in the same language. You can also explore the area with confidence if you can read and understand what the signs are saying. More importantly, you can haggle for lower prices during your weekend shopping spree, without letting vendors take advantage of your inability to speak the language.

5. New stories to tell

The stories you experience and pick up during your stint overseas will help shape your own personal adventure. Your co-workers will no doubt have new and interesting stories to tell, most of which will definitely help you learn a thing or two about their background.

The majority of these stories would lend an amusing insight of your new life when shared with family and friends back home. Truly, spreading your wings take on a new meaning when you're living or working abroad.

6. Homesickness

Perhaps the single, most difficult part of living and working away from home is when homesickness sets in. You may have read stories of people not finishing their employment contracts abroad simply because it has become too much to bear and this does happen. At the end of the day, the question is, how important is this experience and opportunity for you? Are you going to allow yourself to feel homesick and just throw everything away? It's a good idea to remember that home will always be there and you can return anytime. If you feel your time abroad is up then it may be the right time to return to your motherland, but think about the opportunities you may be giving up overseas before doing so.

7. Personal and professional growth

Being in a place that's thousands of miles away from your home can make you grow up fast. With no one but yourself to rely on, you have to step up and face the challenges of living and working abroad. No more parents to help cook meals, do your laundry, or wake you up in the morning - either you do things on your own or you end up finding yourself on a flight back home.

You also need to adapt to working with people from different cultures, work ethics and attitudes that may be very different from your own or you'll find things difficult at work. The sooner you accept the fact that you need to speed up your personal and professional growth, the better your chances of moving up the corporate ladder.

The good thing is you don't have to do everything in a day. Start slow, test the waters and see how far it'll take you. Sure, you'll start alone, but you will meet new friends down the road and when you do, working and living abroad isn't as hard as you first thought it would be. Save yourself the trouble and don't panic because when you think about it, you only have two options, sink or swim, fight or flight. The choices you make will decide the kind of future you have abroad, so make sure you plan and make decisions carefully.



STUDY CASE ANALYSIS

Difficulties found in the case studies analysed	Are they or could they be difficult for me too? To what extent? (1=little, 2=enough, 3=very; 4=very serious)	How could I deal with these difficulties?
Opportunities presented in the case studies analysed	Could these be important opportunities for me, too? To what extent? (1=little, 2=enough, 3=very; 4=fundamental)	Under what conditions could there be real opportunities?



PERSONAL DATA

FULL NAME	
NATIONALITY	
STREET AND NUMBER	
POSTAL CODE AND CITY	
E-MAIL	
COUNTRY	
TELEPHONE	
ADDITIONAL INFORMATION	



EDUCATION / FORMAL EDUCATION

PERIOD FROM / TO	NAME OF SCHOOL / TITLE OF QUALIFICATION NUMBERS OF SEMESTERS AND/OR CREDITS EARNED

NOTES AND COMMENTS



FOREIGN LANGUAGES

SELF-ASSESSMENT	UNDERSTANDING		SPEAKING		WRITING
	LISTENING	READING	SPOKEN INTERACTION	SPOKEN PRODUCTION	
EUROPEAN LEVEL (*)					
<i>LANGUAGE</i>					
<i>LANGUAGE</i>					
<i>LANGUAGE</i>					
...					



*EUROPEAN LEVELS - SELF ASSESSMENT GRID

		A1 Basic user	A2 Basic user	B1 Independent user	B2 independent user	C1 Proficient user	C2 Proficient user
UNDERSTANDING	LISTENING	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	READING	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogue.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long, complex, factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
SPEAKING	SPOKEN INTERACTION	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	SPOKEN PRODUCTION	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smooth flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.



		A1 Basic user	A2 Basic user	B1 Independent user	B2 independent user	C1 Proficient user	C2 Proficient user
WRITING	WRITING	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smooth flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.



MOTHER LANGUAGE

DESCRIBE WITH YOUR OWN WORDS, YOUR KNOWLEDGE AND SKILLS FOR THE FOLLOWING ITEMS:	
<p>READING (rhythm, intonation and pronunciation)</p>	
<p>WRITING (form - lexicon - morpho-syntactic structures - contents)</p>	
<p>ELEMENTS OF GRAMMAR EXPLICIT AND REFLECTION ON USES LANGUAGE</p>	
<p>ACQUISITION AND EXTENSION OF RECEPTIVE VOCABULARY AND PRODUCTION</p>	
<p>LISTENING (understanding oral messages identifying key words, purpose, types and implicit information)</p>	
<p>SPEAKING (express content, experiences and ideas in a clear, personal and coherent form, respecting the morphosyntactic structure. ability to argue)</p>	
<p>SECTORAL LANGUAGE RELATED TO THE WORK ENVIRONMENT</p>	

NOTES AND COMMENTS



ICT COMPETENCES

SELF-ASSESSMENT				
INFORMATION PROCESSING	COMMUNICATION	CONTENT CREATION	SAFETY	PROBLEM SOLVING
ENTER LEVEL	ENTER LEVEL	ENTER LEVEL	ENTER LEVEL	ENTER LEVEL

Levels: Basic user - Independent user - Proficient user

Digital competences - Self-assessment grid

Replace with name of ICT-certificates

Replace with your other computer skills. Specify in what context they were acquired.

Example:

- good command of office suite (word processor, spread sheet, presentation software)
- good command of photo editing software gained as an amateur photographer.



DIGITAL COMPETENCES - SELF ASSESSMENT GRID

	BASIC USER	INDEPENDENT USER	PROFICIENT USER
INFORMATION PROCESSING	I can communicate with others using mobile phone, Voice over IP (e.g. Skype) e-mail or chat – using basic features (e.g. voice messaging, SMS, send and receive e-mails, text exchange). I can share files and content using simple tools. I know I can use digital technologies to interact with services (as governments, banks, hospitals). I am aware of social networking sites and online collaboration tools. I am aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information).	I can use advanced features of several communication tools (e.g. using Voice over IP and sharing files). I can use collaboration tools and contribute to e.g. shared documents/files someone else has created. I can use some features of online services (e.g. public services, e-banking, online shopping). I pass on or share knowledge with others online (e.g. through social networking tools or in online communities). I am aware of and use the rules of online communication ("netiquette").	I can use advanced search strategies (e.g. using search operators) to find reliable information on the internet. I can use web feeds (like RSS) to be updated with content I am interested in. I can assess the validity and credibility of information using a range of criteria. I am aware of new advances in information search, storage and retrieval. I can save information found on the internet in different formats. I can use cloud information storage services.
COMMUNICATION	I can communicate with others using mobile phone, Voice over IP (e.g. Skype) e-mail or chat – using basic features (e.g. voice messaging, SMS, send and receive e-mails, text exchange). I can share files and content using simple tools. I know I can use digital technologies to interact with services (as governments, banks, hospitals). I am aware of social networking sites and online collaboration tools. I am aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information).	I can use advanced features of several communication tools (e.g. using Voice over IP and sharing files). I can use collaboration tools and contribute to e.g. shared documents/files someone else has created. I can use some features of online services (e.g. public services, e-banking, online shopping). I pass on or share knowledge with others online (e.g. through social networking tools or in online communities). I am aware of and use the rules of online communication ("netiquette").	I actively use a wide range of communication tools (e-mail, chat, SMS, instant messaging, blogs, micro-blogs, social networks) for online communication. I can create and manage content with collaboration tools (e.g. electronic calendars, project management systems, online proofing, online spreadsheets). I actively participate in online spaces and use several online services (e.g. public services, e-banking, online shopping). I can use advanced features of communication tools (e.g. video conferencing, data sharing, application sharing).
CONTENT CREATION	I can produce simple digital content (e.g. text, tables, images, audio files) in at least one format using digital tools. I can make basic editing to content produced by others. I know that content can be covered by copyright. I can apply and modify simple functions and settings of software and applications that I use (e.g. change default settings).	I can produce complex digital content in different formats (e.g. text, tables, images, audio files). I can use tools/editors for creating web page or blog using templates (e.g. WordPress). I can apply basic formatting (e.g. insert footnotes, charts, tables) to the content I or others have produced. I know how to reference and reuse content covered by copyright. I know the basics of one programming language.	I can produce or modify complex, multimedia content in different formats, using a variety of digital platforms, tools and environments. I can create a website using a programming language. I can use advanced formatting functions of different tools (e.g. mail merge, merging documents of different formats, using advanced formulas, macros). I know how to apply licences and copyrights. I can use several programming languages. I know how to design, create and modify databases with a computer tool.
SAFETY	I can take basic steps to protect my devices (e.g. using anti-viruses and passwords). I know that not all online information is reliable. I am aware that my credentials (username and password) can be stolen. I know I should not reveal private information online. I know that using digital technology too extensively can affect my health. I take basic measures to save energy.	I have installed security programmes on the device(s) that I use to access the Internet (e.g. antivirus, firewall). I run these programmes on a regular basis and I update them regularly. I use different passwords to access equipment, devices and digital services and I modify them on a periodic basis. I can identify the websites or e-mail messages which might be used to scam. I can identify a phishing e-mail. I can shape my online digital identity and keep track of my digital footprint. I understand the health risks associated with the use of digital technology (e.g. risk of addiction). I understand the positive and negative impact of technology on the environment.	I frequently check the security configuration and systems of my devices and/or of the applications I use. I know how to react if my computer is infected by a virus. I can configure or modify the firewall and security settings of my digital devices. I know how to encrypt e-mails or files. I can apply filters to spam e-mails. To avoid health problems (physical and psychological), I make reasonable use of information and communication technology. I have an informed stance on the impact of digital technologies on everyday life, online consumption, and the environment.



	BASIC USER	INDEPENDENT USER	PROFICIENT USER
PROBLEM SOLVING	I can find support and assistance when a technical problem occurs or when using a new device, program or application. I know how to solve some routine problems (e.g. close program, re-start computer, re-install/update program, check internet connection). I know that digital tools can help me in solving problems. I am also aware that they have their limitations. When confronted with a technological or non-technological problem, I can use the digital tools I know to solve it. I am aware that I need to update my digital skills regularly.	I can solve most of the more frequent problems that arise when using digital technologies. I can use digital technologies to solve (non-technical) problems. I can select a digital tool that suits my needs and assess its effectiveness. I can solve technological problems by exploring the settings and options of programmes or tools. I regularly update my digital skills. I am aware of my limits and try to fill my gaps.	I can solve almost all problems that arise when using digital technology. I can choose the right tool, device, application, software or service to solve (non-technical) problems. I am aware of new technological developments. I understand how new tools work. I frequently update my digital skills.

Evaluate your ICT competences and insert an X in the column which best describes your current knowledge.

	KNOW VERY WELL	KNOW WELL	KNOW MODERATELY	DO NOT KNOW
WORD PROCESSOR SOFTWARE				
EXCEL SPREADSHEET				
POWER POINT PRESENTATION SOFTWARE				
INTERNET Use of IT networks for obtaining data, doing research, communicating				
INTERNET Safe and legal use of networks policies to obtain data and to communicate (search engines, communication systems, mobile, e-mail, chat, social networks, account protection, download, right copyright)				
E-MAIL				



DESCRIBE YOUR ICT COMPETENCES AND USE OF ICT



CURRENT JOB / LAST JOB

COMPANY	
JOB TITLE	

TASKS	1	2	3	4	5	6

1	CAN TEACH OTHERS
2	KNOW VERY WELL
3	KNOW WELL
4	KNOW MODERATELY
5	DO NOT KNOW
6	WANT TO IMPROVE KNOWLEDGE



PRIOR JOB EXPERIENCE

Document information on prior job experience and describe main tasks.

PERIOD FROM/TO	WORKPLACE - JOB TITLE-FULL TIME OR PART TIME	MAIN TASKS



GENERAL COMPETENCES

Assess your skills in cooperation. Choose from the list the items which describe you most accurately.

Insert an X in the chosen columns.

Organized		Find it easy to take part in conversations	
Dependable		Decisive	
Good at talking to people		Creative	
Positive		Considerate	
Flexible		Conscientious	
Reliable		Work well in a group	
Independent		Come up with ideas	
Precise		Efficient	
Easy to adjust to new situations		Tolerant	
Responsible		Take on challenges	
Ambitious		Usually in a good mood and can control my temper	
Find it easy to express myself verbally		Good at finding solutions	
Patient		Honest	
Learn new things quickly		Find it easy to deal with changes	
Find it easy to work independently		Friendly	

Which personal traits/competences describe you the best?

Choose 4-5 of the items above which you have marked as your traits/competences and prioritize them.

Write in what situation the competence has been appreciated by someone.

COMPETENCIES	SITUATION
1.	
2.	
3.	
4.	
5.	



WAY OF WORKING

Explore the following statements and mark the ones which describe your way of working. Take note of the ones you would like to explore further and improve.

I am always very tidy and orderly	
I show up on time (according to the scheduled time)	
I seek information when I need it	
I attend to errands that are given to me as soon as I can	
I find it easy working under stress	
I write down what I need to remember (make a note/list)	
I find it easy to memorize things	
I find it easy to concentrate on tasks I'm working on	
I am aware of what are considered good working conditions	
I show up at the right time	
I put things/documents in their right place after use	
I complete tasks on time	
I set goals for my work	
I find the necessary documents I need for my tasks	

NOTES AND COMMENTS



COMPETENCES LINKED TO SERVICES IF RELEVANT

Mark the items that describe you.

Find it easy to listen		Clean and neat	
Polite		Have a „sales talent“	
Honest		Understand the needs of the customer	
Guard the interests of the company		Caring	
Provide good services		Convincing	
Find it easy to express my self		Take the initiative towards improvements and tasks in the workplace	
Knowledgable in what I am doing		Able to respond to difficult customers	
Confident		Able to provide services to different people	
Service minded		Cheerful	
Comforting		Able to appropriately deliver comments from customers	
Know the products that I am selling			
Able to answer questions from customers			

Which traits describe you the best?

Choose 4-5 of the items above which you have marked as your traits/competences and prioritize them.
Write in what situation the competence has been appreciated by someone.

ITEMS	SITUATION
1.	
2.	
3.	
4.	
5.	



SOCIAL ACTIVITIES

ACTIVITIES/RESPONSIBILITIES	PERIOD

NOTES AND COMMENTS



INTERESTS AND LEISURE ACTIVITIES

INTERESTS AND LEISURE ACTIVITIES



GOAL SETTING

GOAL	STEPS TO BE TAKEN TO REACH THE GOAL

FOR DEVELOPING MY JOB RELATED COMPETENCES I WILL...

FOR DEVELOPING MY PERSONAL COMPETENCES I WILL...



INTERVIEW FORMAT FOR RECOGNITION OF PRIOR LEARNING

To support the user in the complete identification of the experiences that can be enhanced as NFIL, the counsellor can initially use these ideas, to add more based on the development of the interview.

Do you, or have you undertaken unpaid or volunteer work?	<input type="checkbox"/> No <input type="checkbox"/> Yes
If YES, describe briefly what you did:	

Relevant unpaid or volunteer work details - Please complete at least one of these, more would be better:

NAME, ADDRESS & PHONE NUMBER OF ORGANIZATION	VOLUNTEER PERIOD FROM - TO	ROLE	FULL-TIME, PART-TIME, CASUAL OR VOLUNTEER	DUTIES UNDERTAKEN AT THIS ORGANIZATION

Do you have some kind of documents that support the training you described?	
Have you had a short or even informal training related to the professional profile for which you would like to enhance your NFIL	<input type="checkbox"/> No <input type="checkbox"/> Yes
If YES, describe briefly what the training covered:	
Approximately when did this training take place (year)?	
Where did the training take place, i.e. local, interstate, overseas?	
Was the training conducted internally or by an external provider?	
If it was an external provider who was it?	
Is there any further information you wish to give in support of your application?	
Do you have some kind of documents that support the training you described?	



ORGANIZATION IN WHICH EXPERIENCE HAS BEEN ACQUIRED

Description form

ORGANISATION	
NAME OF THE ORGANISATION:	
<p>Present the organisation</p> <p><i>As an indication, you can develop the following points:</i></p> <ul style="list-style-type: none"> - Status (legal form: company, association, etc.) - Activities of the organisation (sales, services, production of goods, etc.) - Number of employees (number of people, possibly by department, by function, etc.) - Economic situation (turnover, market share, etc.) - History (date of creation and evolution) - Geographical location - Environment: customers, suppliers, competitors, partners, service providers, etc. 	
DESCRIPTION OF THE POSITION/JOB HELD	
TITLE OF THE POSITION/JOB:	
<p>Present your position</p> <p><i>Your real tasks:</i></p> <p>As an indication, you can develop the following points:</p> <ul style="list-style-type: none"> - Indicate your status: Independent Employee, Volunteer, Other: - What position did you occupy in the organisation? If applicable, present your work unit (management, workshop, department, etc.), indicating for example its composition, number of employees, etc.). <p>You can attach an organisation chart.</p>	
<p>Specify the missions you carry out</p> <p>You will indicate:</p> <ul style="list-style-type: none"> - Your margins of initiative and autonomy: can you make decisions on your own? Which ones? - If applicable, your tutoring or coaching functions - If there have been significant changes in your job (function or position), what were they? How did you deal with these changes? - Explain if you have had the opportunity to propose improvements or changes to your workstation - Give an example(s) of an unexpected situation(s) you have encountered and explain how you have dealt with it (if a situation is significant, it can be the subject of an Activity Sheet). 	

DESCRIPTION OF THE ACTIVITY

TITLE OF THE ACTIVITY:

1. Presentation of the activity (context, objectives, frequency...)
2. Based on one or more real life situations, describe how you organize yourself and how you proceed to carry out this activity.
You will show how you take into account:
 - the resources available (tools, equipment, information, knowledge required, partners, etc.),
 - existing constraints (safety, deadlines, hygiene, etc.)
 - internal and external relations
 - regulations,
 - ...
 and you will justify your choices.
3. How is this activity evaluated? (self-assessment, customer and user satisfaction, evaluation by the hierarchy)
4. If so, indicate what could be improved and how.

Repeat the schedule for each different Organization > Position > Activities



SENDER CARD TO OTHER SERVICE

To the attention of the service

(address)

Mr./mrs/miss

participate at the project Valorize NFIL Across Europe,

highlighted his/her interest in evaluating the possibility of validating and certifying his/her competences acquired in non-formal and informal contexts in the field

.....

All documentation collected that could be taken into consideration for such validation is sent together with this document.

We welcome your request for any clarifications you may require.

Date,

Full name

Institution



SYNOPTIC FRAMEWORK

NAME	
REFERENCE ESCO PROFILE	
COUNTRY OF DESTINATION OF THE MIGRATION PROJECT	
LOCAL QUALIFICATION RELATED TO ESCO PROFILE	

COMPETENCIES OF ESCO THE PROFILE	COMPETENCIES RECORDED IN FORMAL AND NFIL DOSSIER OF EVIDENCE	MATCH LEVEL	QUALITATIVE LEVEL

COMPETENCIES WITH QUALIFICATION IN (SEE DATABASE)	MATCH LEVEL	NFIL DOCUMENTS





INTEGRATED NFIL DECLARATION

On the date at the headquarters of project partner have been highlighted the correspondence between the NFIL documented by Mr. and

- The ESCO professional profile.....
 - The qualification required by the System
-

The Synoptic Framework is attached and the following suggestions are identified for the planning of a possible pathway of recognition of NFIL skills:

-
-
-
-





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Project references and partners



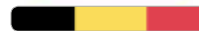
CASA DI CARITÀ ARTI E MESTIERI (I)



IMI SDRUZHENIE
MEZHDUNARODEN
INSTITUT PO
MENIDZHMENT (BUL)



LYCÉE CHARLES ET
ADRIEN DUPUY (F)



COMITÉ
EUROPÉEN DE
COORDINATION (B)



TRAINING VISION
LTD (UK)



LJUDSKA UNIVERZA
PTUJ (SLO)



CONFEDERACIÓN
ESPAÑOLA DE CENTROS
DE ENSEÑANZA -
C.E.C.E. (E)



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