

**Job relevant basic skills concepts and tools
for groups facing particular challenges at the labour market**

BAGRu-Toolbox

**Good Practice - Job relevant basic skills concepts and tools
for groups facing particular challenges at the labour market
Toolbox**

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BAGru Toolbox

Leonardo da Vinci – Transfer of innovation

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BAGru - Job relevant basic skills concepts and tools for groups facing particular challenges at the labour market

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Name of the method/tool	CM, CASE METHOD
Target group(s)	This method is suitable for groups from 2 up to 80 people.
Duration	Depends of the group , subject
When to use it?	This is a method that focuses on solutions, in particular, solutions made by the people who were involved in the situation that needs attention for future use.
Goals	It is a usable method for putting together experiences, difficulties or solutions experienced into a manageable approach, i.e. an action plan, for future work.
Short description of the method/tool	A method for solving problems and managing other situations. Intended for groups but can work on an individual basis as well. This method is also intended to make people learn how to solve problems on their own by using this model.
Variables to take into account by the trainer/tutor	When using this method for the first time, it is useful to follow the steps and numbers in the model in order to get a good understanding of the way it works. When you are more used to this method you can put in data in the appropriate box as they arise or are suggested by trainees.
Potential of the method/tool for basic education learning settings	The simplicity of the method makes it versatile for any learning setting. Solutions and action plans are created by the same people having the need for problem solving.
Material required	It is a good idea to use a whiteboard, or similar, when working with the case method so that everyone can follow the progress and also feel more involved in it.
Further info/Source	

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2 Here you write different suggestions on problems/situations. A problem/situation in this context means something you don't know how to handle in a practical way. Mark every person's or workgroup's suggestion/solution in a list.					
1 Facts about the situation (which have the problem as described above)	3a Strengths or resources within the situation	3b Weaknesses or barriers within the situation	4a Recourses in the environment to help solve the problem	4b Barriers and difficulties in the environment to help solve the problem	Further information about the problem that is needed before moving on to field 5
5 Here you write down suggestions/solutions for an action plan and the purpose of the action plan. Mark the suggestions with the same letter as for the problems / suggestions in field 2.					

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Name of the method/tool	HOW TO CREATE A CV
Target group(s)	Unemployed
Duration	Depends on the person 1-2 hours for the theoretical part and about one week for the practical part
When to use it?	This is a fundamental exercise with unemployed people, it is also an exercise building on the theme of personal strengths, skills and competences. Should preferably be used with real job applications to have maximum effect.
Goals	For the participants to have an up to date CV according to standards of today.
Short description of the method/tool	An introduction to the three parts of the CV, the personal letter, the order of merits and the CV (an elaboration of merits and personality). How to put these three documents together to form a proper application and how to make different applications depending on what kind of work you are applying for.
Variables to take into account by the trainer/tutor	Level of language with the participants, their ability to express themselves. The use of computers and layout. The use of templates existing on the market. How to make the application reflect yourself.
Potential of the method/tool for basic education learning settings	This is a fundamental skill when entering the labour market or when applying for a new job regardless of your previous background and educational level. It also an important tool for showing the participants the range of skills they have but not very often consider as skills!
Material required	Computer, Internet
Further info/Source	www.arbetsformedlingen.se www.cvguiden.se

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Your Name - Curriculum Vitae/CV

Personal Profile/Personal Attributes

- Create 5-7 descriptive bullet-point phrases that describe your strengths and attributes.
- These statements should also reflect the personal qualities that the employer seeks.
- Keep the statements simple and clear; one line for each statement.
- Use a consistent format and readable typeface; use professional, concise, intelligent language.
- Use good, appropriate punctuation; semi-colons are effective for joining word-strings.
- Ensure you can provide an example (at an interview) for every statement you make on your CV.

Experience/Specialities/Strengths

- Create 5-7 professional statements which explain your experience/specialities/strengths.
- Think about what the employer is seeking and try to match these requirements.
- Your statements here should be examples/evidence of how you fit the needs of the job.
- Statements can describe experience, skills, strengths, knowledge, style, attitude, etc.

Achievements

- Create 3-7 professional statements which describe your achievements.
- Show achievements that best illustrate your capabilities relevant to the needs of the new job.
- Show achievements which demonstrate that you could 'make a difference' relevantly in the job.
- Achievements need not be work-related, especially for young people with little work history.
- Importantly, give scale, facts and figures to your achievements - be concise and specific.

Career History

- month/year-month/year - job title/function/responsibilities - employer/city - industry/sector

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- month/year-month/year - job title/function/responsibilities - employer/city - industry/sector
- month/year-month/year - job title/function/responsibilities - employer/city - industry/sector

Education and qualifications

- school, college, dates, etc
- qualifications

Hobbies / Interests

- Show hobbies/interests indicating personal qualities that are relevant to the job requirements.

Personal Details

- Name
- Address
- Phone numbers
- Email
- DOB (date of birth) - [OPTIONAL - include if you think helpful towards job requirements]
- Marital status - [OPTIONAL]
- Dependents (children) - [OPTIONAL]
- Driving licence - [OPTIONAL]
- References are available on request.

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Name of the method/tool	GROW
Target group(s)	Unemployed, on an individual basis
Duration	Depends on the person, normally 10 sessions at the most
When to use it?	In all situations when an individual wants help with a problem or other phenomena they perceive.
Goals	a) an action plan for knowledge- and competence development b) a preliminary or definitive solution of the problem c) highlight the problem using mentoring d) make an action plan on how to solve the problem.
Short description of the method/tool	The coaching sessions are built on the following method described below, the method is based on the assumption that the process is owned by the individual, not by the coach. The GROW-model is used as a base, not as a step-by-step model, for individual sessions.
Variables to take into account by the trainer/tutor	This process is owned by the individual, not by the coach! This process must never turn into a therapeutic process! The initiative to this process must come from the individual! The outcomes must be clear to both the individual and the coach!
Potential of the method/tool for basic education learning settings	The potential is very high as long as the individual enters the process of own free will and when there have been trust established between the individual and the coach. The true thoughts and ideas from the individual will emerge and dealt with by the individual and result in an action plan of which the individual will take responsibility for.
Material required	A meeting room with a non-institutional feeling.
Further info/Source	Bli en bättre coach och mentor; Henry Egidius 2008

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Grow

Four steps + one initial step: Topic, Goal, Reality, Options, Way forward
The origin comes from the British "supercoach" Graham Alexander

Topic

- ☐ Establish contact, get a feeling that you are "in" the situation. This is about motions, feelings and trust.
- ☐ Decide on a topic for the dialogue, a) knowledge- or competence development in some specific area, b) to get some understanding about how certain issues are connected or constructed, c) a problem regarding work, social life, private life, health etc.
- ☐ Make a plan for the dialogue or sessions of dialogues regarding the chosen topic.

Goal

- ☐ Decide about what is to come out from the dialogues: a) an action plan for knowledge- and competence development, b) a preliminary or definitive solution of the problem, c) highlight the problem using mentoring, d) make an action plan on how to solve the problem.
- ☐ Document the expected result, which should be equivalent to the goal, and it should also be SMART (specific, measureable, adapted, relevant and time set) to be able to follow up on how you are progressing in relation to your time frame.
- ☐ Express your aim. That is, *what you want to gain* by reaching your goal or goals.

Reality

- ☐ Talk about different aspects of the present situation. The coach confirms that he or she understands (by being "in" the situation), put in questions for clarification. The coach doesn't contribute with teaching, guidance or counselling.
- ☐ Do not use standardized questions. When questioning, this should be done in the context of the dialogue. Questions could be formulated according to the Case method.

Options

- ☐ In this section of the dialogue it's about finding ways and options to reach the goal. The ideal situation is when the client come up with his or hers own solutions to reach the goal. Different approaches could (should) be tested. Then the action plan should be formulated.

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Way Forward

- Finally the client chooses a way to reach the goal. You try different alternatives, those that were discussed under section O (options), and those that rise during the process.
A great deal of learning will take place during this process.

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Name of the method/tool	MY LATEST SUCCESS THAT I AM MOST PROUD OF
Target group(s)	Long term unemployed
Duration	1 hour - 45 minutes for the individual work +15 minutes for presentation
When to use it?	In groups with unemployed people
Goals	To create positive feelings
Short description of the method/tool	This short group exercise is providing the participants with the positive experience that will strengthen their self-esteem.
Variables to take into account by the trainer/tutor	The “success” factor does not have to work related, what is important is that every participant have something to relate to in terms of success
Potential of the method/tool for basic education learning settings	Used to show people that they do have achieved thing to be positive about, when they usually don’t think of themselves in a positive way. That they actually have done much more than nothing at all, at least nothing worth mentioning. They will also have the possibility to express this, and hear from others that there is a potential for development.
Material required	Paper , pencil
Further info/Source	

Description

The participants write down the latest success they have experienced.
The latest success is presented to trainer and other group members

Variables

- ☐ What kind of success is important for the participants (occupation, family, friends, etc.)?
- ☐ What does success mean to the participants?
- ☐ What do they gain with success?

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Name of the method/tool	MY PERSONAL LIFE CURVE / MY PERSONAL WORKING LIFE CURVE
Target group(s)	Long term unemployed
Duration	60-90 minutes according to the intensity of reflection and exchange.
When to use it?	In the start of the process for individual and group sessions, this is a good exercise for reflection of one's situation and of one self as an individual
Goals	To get a continuum in the individual planning process
Short description of the method/tool	An exercise in how to become aware of important stations in one's (working) life and to reflect changes, influences, crises for identifying strategies and competences of coping with these situations. The exercise enables learners to get a more positive picture of learning, of themselves and of their potentials.
Variables to take into account by the trainer/tutor	The incidents might be quite personal. It is important, that learners have the chance to talk about such experiences in the secure setting of a small working group or with the tutor. They should not be discussed within the whole group. If deep problems are identified, learner and/or tutor should contact a psychologist or other help.
Potential of the method/tool for basic education learning settings	To make participants reflect on situations in their lives gives a good potential for progress in the future work, to identify critical situations, positive or negative, to create new strategies on an individual level.
Material required	Copies of the working sheets, pencils, quiet rooms for the small working groups
Further info/Source	

In the first phase the learners work with a worksheet on their own, which is a time bar on which they can mark special times/incidents in their life. This can be incidents in their personal or in their working life which had influences on their work, life or learning. In a second step they decide to which extend these incidents had been positive or negative for them.

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After working on their own, the learners come together in small groups and exchange, what they found out. They might talk about similarities, find out new aspects and points of view, etc.

My personal "Life Curve"

Looking down memory lane ... Remember the times, moments or situations of fundamental change in your life, which meant a break-in or a break-up for your personal life and your identity.

Mark those dates of change on the horizontal axis (middle line) and write down the according causes on the edge of the sheet (e.g. occupational change, loss of job, marriage, birth of child, divorce etc)

Reflect and assess the meaning of those times of change from today's perspective. Enlist your rating (between 1 and 5) as points in the coordinate system – positive ratings on the upper half and negative ratings on the lower half.

Your "personal life curve" emerges when you draw a line from point to point over the time.

Now start working in small working groups. You alone decide which aspects of your "life curve" you want to share with the group. Discussion can be led by questions like...

- ☐ How did I feel in those times of change?
- ☐ Which experiences did I make then?
- ☐ How did I cope with these situations, how have I overcome or blocked out the difficulties?

Present your „life curves“ to the working group. You decide which aspects to discuss openly.

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Name of the method/tool	MY SURVIVAL STRATEGIES
Target group(s)	Unemployed, reluctant to education
Duration	Ca. 90 minutes: 10-20 minutes of individual reflection; 30 minutes of reflection in a small work group (4 participants per group); 30 minutes plenary round
When to use it?	When discussing education with individuals who are more or less reluctant to educate themselves
Goals	To raise awareness of one's attitudes and behavioural patterns in situations of organised learning as products of individual learning history ☐ Identify situations / strategies in school that became deterrent for learning attitudes and learning patterns ☐ Detect individual strategies of avoidance and defence against learning ☐ Spot the range of functionality and non-functionality of those strategies ☐ Facilitation of lively and person orientated communication
Short description of the method/tool	This tool is suitable as a first autobiographical approach to individual learning. It can be applied early in the learning process, due to its playful character and the support it gives to group formation.
Variables to take into account by the trainer/tutor	Depended on the target group, the participants shall be encouraged to take notes on their individual reflection. In the group reflection phase the protection of individual rights has to be ensured: every participant decides himself/herself, what to share with the group and open to discussion and what to keep for himself/herself. This phase can be held with or without the tutor. When several small groups work parallel, experience shows that it's important to bring together the reflection in the plenary round; learners often wish a collective analysis, also when working autobiographically.

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Potential of the method/tool for basic education learning settings	This is a usable method when facing people who are reluctant to all kind of education, to make them see education as a mean to progress and to overcome their barriers regarding education.
Material required	Provide enough space for the individual reflection (do not sit too closely), for group reflection (if several small groups work parallel) and the plenary round, Instructions as worksheets or on flipchart paper, Pens for all participants if taking notes on individual reflection
Further info/Source	

Description

The participants are asked to remember their time in school and to focus on the subjects they disliked, they were not interested in or they were not successful in. They shall identify their individual strategies of hiding or masking their lack of knowledge or their disinterest in the subject.

The tool is based on a sequence of the phases “individual reflection”, “group reflection” and “drawing consequences for the ongoing learning situation”.

Structuring aspects for the plenary discussion could be...

- ☐ Distinguish active from passive patterns
- ☐ Experiences of success and failure of specific strategies – experience of rewards and sanctions?
- ☐ Differences in the choice of strategies or different experiences of success / failure due to gender, ethnic background...
- ☐ Feedback to group members (by tutor and/or other learners), whether those strategies of his/hers are still noticeable in his/her behaviour.
- ☐ Feedback by the tutor: What are/were my reactions when my students use/used the strategies that I once applied?

Draw consequences:

- ☐ How do we – as a group – react, when a member activates his/her strategies of avoidance and defence against learning?
- ☐ How can we avoid such strategies together?

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Name of the method/tool	PORTFOLIO
Target group(s)	Unemployed
Duration	Minimum 3 weeks
When to use it?	In the start of the process, in the start of a labour market oriented program, as a part of the mapping process.
Goals	The participants will get good insight in their learning process and can stimulate to further learning, it will also provide the participants with a document that contains all their information needed for making a CV, for assessment and validation.
Short description of the method/tool	This is the short version of the Portofolio-method used to assess and validate skills and competence with the participants. The participants work a lot by themselves and get support from coaches/trainers.
Variables to take into account by the trainer/tutor	The participants work a lot by themselves and get support from coaches/trainers
Potential of the method/tool for basic education learning settings	To be the powerful method it is intended to, tutors and teachers need to know how to work with the Portofolio. They need to be educated or trained in this method.
Material required	Computer, pencil, paper
Further info/Source	

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Before education start - some summarized data

Topic/course/education:	
Course start:	Teacher/trainer:

Employer:	
Phone:	Email:

Counsellors name:	
Phone:	Email:

My funding of study:

My funding plan of study:

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Following documentation are available from my previous study in this subject:

Following documents are available from my previous validation:

Documentation from previous validation in this subject from study in the formal education system:

Documentation from previous validation in this subject from study abroad:

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Documentation of validation from work experiences:

Documentation of validation from language and IT skills :

Documentation of validation from informal education:

Documentation of validation of knowledge and skills from abroad :

Health declaration is supplied: Yes

No

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Biography



Personal data on portfolio owner

Name:	Surname:
Address:	
Postcode:	City:

Email:	
Birth (year/month/day)	Sex:
Marital status:	
Phone home:	Phone work:
Mobil:	Fax:

My child care are arranged as followed:

My relatives:
Address:
Phone:

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Work experiences

My present work

Date	Employers name:
Employers address:	Sector:
Employment;	Working time:
My most important tasks:	

My previous work

Date	Employers name:
Employers address:	Sector:
Employment;	Working time:
My most important tasks:	

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Date	Employers name:
Employers address:	Sector:
Employment;	Working time:
My most important tasks:	

My work placement

Name of the work placement:	Sector:
When:	
My most important tasks:	

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Name of the work placement:	Sector:
When:	
My most important tasks:	

Care of my Children/relatives

When:
My most important experience of this:

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My experience of project work:

When and project time:
My most important tasks and what did I learn of the project work:

My experience of consult mission

When and time:
My most important tasks and what did I learn of the work:

My references

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My experience of unemployment

When and unemployed time:
What did I learn from the unemployment:

Documentation of validation of work experience

Has my experiences been validated: Yes No
How is the validation done and by who:
Is there any documentation of the validation:

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Formal education

Elementary school or equivalent

Date:	Name and sort of school:
Date:	Name and sort of school:
Following corticated are available:	

Upper secondary school or equivalent:

Date:	Name and sort of school:
Date:	Name and sort of school:
Date:	Name and sort of school:
Following corticated are available:	



Lifelong Learning Programme



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Higher education

Date:	Name of School/University
My important topics:	
Following certificate are available:	
Date:	Name of School/University
My important topics:	
Following certificate are available:	

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Vocational education

Date:	School:
Professional skills:	
Following certifications are available:	

Previously interrupted studies

Which education:
Education level:
When:

Previous parental leave during studies

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Previous sick leave during studies

Documentation of validation of study in the formal education system in Sweden

Which topic/course/education is validated:	
How is the validation done and by who:	
When:	Are there any documentation of the validation:

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Documentation of validation from studies from abroad

Is there any translated certificates
By who and where are the translation done:
Are foreign qualifications assessed:

My skills in language and IT

Language 1:
I have leaved in following countries:

My other language skills (European level)

Language 2:	Language 3 :
Listening comprehension:	Listening comprehension:
Oral interaction:	Oral interaction:
Reading comprehension:	Reading comprehension:
Writing skills:	Writing skills:

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I have used my language skills as follows in following situations

In professional life:
In private life:

My computer knowledge

I have knowledge about Word	Yes	No
Comments:		
Is the knowledge validated	Yes	No

I have knowledge about Excel	Yes	No
Comments:		
Is the knowledge validated	Yes	No

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Other programs or computer knowledge		
Is the knowledge validated	Yes	No

I have used my IT knowledge as follow in following situations

In professional life:		
In private life:		
I have my own computer	Yes	No

Documentation of validation of language skills

Which language is validated:	
How is the validation done and by who:	
When:	Documentation of the validation:

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Documentation of validation of IT skills

How is the validation done and by who:	
When:	Documentation of the validation:

The informal learning My other educations/courses

Which education/course	
Which organisation/company:	When:
Following documents/certifications are available:	

Which education/course	
Which organisation/company:	When:
Following documents/certifications are available:	

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Which education/course	
Which organisation/company:	When:
Following documents/certifications are available:	

Driving license:	Yes	No
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A short description of my experiences of my work in multicultural environment, my tasks and what I learned:

Some examples on situations I have been in there communications have been important or teamwork have been significantly

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Description of what I have learned from this situations:

A short description of my experience of work with administration, financial or similar work and what I have learned of this

My hobbies

For examples my art skills, involvement in non-profit activities, organizations:

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I have learned following through my hobbies, that I can use :

Documentation of the informal learning

Which knowledge and/or skills is validated:

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How is the validation done :
When:
Documentation of validation:

Thoughts about my learning style How I work when I am study

Alone , group, need tutorial
Comments:

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Silent environment , with music or sound in the background

Comments:

Bright light, soft light :

Comments:

In a cold room , a warm room:

Comments:

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Formal study environment , informal environment
Comments:

Can be sedentary for a long time, Need to move
Comments:

Need to eat or drink when I am study , No need to eat or drink
Comments:

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My best time to study :

In the morning , in the afternoon, in the evening, in the night

Comments:

My best way of learning (read, write, listen etc...)

My best way to reach the goals:

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My knowledge of study techniques

Knowledge of my own study techniques

So here I am thinking about the concept - to take responsibility for my own studies
So here I am going to do to take responsibility for my studies

Some advice to myself to improve my study

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My plans for the future

My short and long term goals in my life:

I want to study:

Following certificates are available in the subject/course that I want to study:

Following documents of validation are available in the subject/course that I want to study:

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Summary of what I already have knowledge about concerning this subject/course:

I have previously taken advantage of my skills in this context (example work placement in Sweden or abroad):

More relevant information :

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Help for validation



Help for validation

To facilitate your validation, for the design of your individual study plan and for work with your portfolio, we need your help.

We want you to your conversation with us, for your validation and / or your study plan; bring your records and study and work materials from your previous work and studies.

Examples of documents you should bring are:

- Grades
- Certificates
- Cv
- Diploma
- Certificate
- Reviews
- References
- Test Results
- Previous Portfolio

The education don't need not be completed.

In addition, you can bring:

- Own production-texts, audiotapes, films, CDs, letters, etc.
- contacts/network- when, what, how and why
- Birth certificate, ID
- Personal letters where you can make a self assessment of your knowledge of current topic.

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Name of the method/tool	QUESTIONNAIRE FOR THE UNEMPLOYED ABOUT THEIR LIFESTYLE
Target group(s)	Unemployed people
Duration	30-90 minutes
When to use it?	As a part in the mapping process
Goals	Get a reflection from the unemployed about their situation.
Short description of the method/tool	This questionnaire was developed together with the unemployed participants and reflects the questions they considered important in order to make them reflect about their present situation.
Variables to take into account by the trainer/tutor	There may be need for support and discussion, you will get more information if making the questions as a face to face meeting instead of having the participants to fill in the form.
Potential of the method/tool for basic education learning settings	A great potential if you are interested in getting to know the underlying causes and reasons for behaviour and attitude of the unemployed individual
Material required	Paper , pencils
Further info/Source	

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Age:

For how long have you been unemployed?

Have there been any changes in your way of life during your unemployment?

How do you activate yourself in your spare time?

Have you started any new activities during your? If yes, what kind of activities?

What kind of daily routines do you have?

How do you spend your time?

Have your unemployment become a new lifestyle to you? In what way?

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What have created this new lifestyle?

How could you break this pattern?

Are you content with your situation?

Do you have other activities now, if so, what kind of activities?

What kind of strategies have you been thinking of or carried out in order to change your situation?

Have your unemployment changed your perception about yourself and your self-esteem?

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Name of the method/tool	HOW TO DISCOVER TALENT!
Target group(s)	Unemployed , students
Duration	Depends on the person/ group
When to use it?	When needed, should be directed to those that are in favour of the exercise
Goals	Increase of self-esteem and self-awareness
Short description of the method/tool	A small tool for people to make a self-assessment on their talents (strengths and weaknesses) in order to make them discover their talents, what to think about, what to develop and how to know what could be worth marketing.
Variables to take into account by the trainer/tutor	There may be a need for support and discussion about what is meant by talent.
Potential of the method/tool for basic education learning settings	Great potential since it is a small tool, easy to use and gives a good base to further reflections and discussions
Material required	Paper, pencil. Computer if they want to do the presentation with Power Point
Further info/Source	

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The following indicators shows there can be talent:

Fast learning. Fast learning is a key to talent. If someone has the ability to learn fast this can be an indication on talent.

To feel satisfaction. With a person who feels satisfaction or substantiation this could be a sign of talent.

Motivational talents

I feel motivated when I	Agree	Partly agree	Do not agree
1.) When I can commit myself completely to a task			
2.) know where I have reached the limit for my ability			
3.) can show diligence			
4.) can compete with others			
5.) can achieve independence			
6.) am an expert in a specific field			
7.) see life built on my values (belief, environment, money)			
8.) can do something for others			
9.) can guarantee justice			
10.) have a vision, and the ability to work with it			

Talents in decision-making and structured thinking

Functions	Agree	Partly agree	Do not agree
1.) I have set up a goal to achieve every day			
2.) I feel a need for structure, I am very			
3.) I am good at organizing and coordinate processes			
4.) I think it is important with accuracy and order			
5.) I am responsible			
6.) I am good at planning			
7.) I am very result-oriented			
8.) I am strategic and thinks a lot about the future			
9.) I am a businessman/-woman			
10.) I can find solutions even if I only have incomplete information			
11.) I like figures and numbers			
12.) I am very creative and have often ideas			

BAGru Toolbox

Talents related to relations

Functions	Agree	Partly agree	Do not agree
1.) I need approval from others, and often get it			
2.) I can identify with other people's feelings and idea			
3.) I have a few good and lasting relations with others			
4.) I have a network of relations and many friends			
5.) I can make useful contacts			
6.) I feel that every person is special and I am very tolerant			
7.) I would like to help other people to succeed			
8.) I can amuse and inspire others			
9.) I function well in teams and can make others support each other			
10.) I am very positive			
11.) I can persuade others			
12.) I like to guide people			
13.) I dare say what I think and to show emotions if it is important to avoid a misunderstanding			

BAGru Toolbox

In the following questions we only want positive answers ☺

Please answer the questions carefully:

1. How do I know I have a talent?
2. What do other people think of this? (Friends, family, colleagues)
3. What use can a future employer have from this
4. How can I manage and market my abilities?

Prepare a presentation of the result!!

BAGru Toolbox

Name of the method/tool	THOUGHT AWARENESS, RATIONAL THINKING & POSITIVE THINKING
Target group(s)	Unemployed
Duration	1 hour
When to use it?	In situations when participants show negative attitudes
Goals	To overcome negative thinking.
Short description of the method/tool	This is a short exercise in how to make participants aware of the effect of negative thinking, a state of mind often found among unemployed, to make them see and understand the importance of a change in mind.
Variables to take into account by the trainer/tutor	☐ What did the participants learn about themselves? ☐ Do they have a lot of negative thoughts? ☐ What attitude is holding them back? ☐ Do they think positive thinking would influence their self-esteem? ☐ How important is self-esteem, in their opinion?
Potential of the method/tool for basic education learning settings	This method can be used when you need a shift from negative thinking and attitudes towards more positive attitudes and thinking, and to make people see the difference in attitudes and how that affects them.
Material required	Paper and pen
Further info/Source	

BAGru Toolbox

Description

Negative thinking damages people's confidence. People are thinking negatively when they put themselves down, criticize themselves for errors, doubt their abilities, expect failure, etc.

It is the negative side of suggestion - it damages confidence, harms performance and paralyses mental skills. From the self-fulfilling prophecy perspective positive thinking causes positive outcomes. Everybody should try not to make black scenarios in advance.

- ☐ Thought awareness: the participants think about their negative thoughts (worries about how other people perceive them, self-criticism, feelings of inadequacy etc.). Thought awareness is the first step in the process of eliminating negative thoughts.
- ☐ Rational thinking: The participants write the negative thoughts down and review them rationally. They should consider whether the thoughts have any basis in reality.
- ☐ Positive thinking and affirmation: The participants replace negative thoughts with positive affirmation.

The participants can use affirmations to build confidence and change negative behaviour patterns into positive ones. They can base affirmations on clear, rational assessments of fact, and use them to undo the damage that negative thinking may have had done to their self-confidence.

Examples of affirmations are:

- ☐ I can do this.
- ☐ I can achieve my goals.
- ☐ People like me for who I am.
- ☐ I am completely in control of my life.
- ☐ I learn from my mistakes.

BAGru Toolbox

Name of the method/tool	LET'S GET TO KNOW EACH OTHER!
Target group(s)	Employed, Unemployed
Duration	50 min
When to use it?	1. day of any group programs, when participants don't know each other very well.
Goals	To motivate participants for deeper self-introducing, to start to build comprehensive group; to introduce some most important elements of group work, rules, feed-back. To regulate the participants to start to think about effective, pleasant communication...
Short description of the method/tool	Participant s have to present each other (or answer to other interesting question about themselves) in pairs-one listening and one speaking (for 5 minutes) and then vice versa. When listening no questions are allowed. After the activity each pair has to present each other. Feedback about current feelings after presentation.
Variables to take into account by the trainer/tutor	Working in pairs Nonverbal communication of participants Ability of active hearing
Potential of the method/tool for basic education learning settings	Very good positive dynamic building.
Material required	none
Further info/Source	/

BAGru Toolbox

Name of the method/tool	COOPERATION
Target group(s)	Employed, Unemployed
Duration	90 min
When to use it?	When discussing about team work, cooperation, assertiveness...
Goals	To self-investigate the ability to cooperate, to lead or to be leaded. To develop ability to cooperate effectively and assertively. To warm up participants for searching and discovering the most important elements of non-verbal communication.
Short description of the method/tool	Leader asks group members, to bind into pairs. Then he puts list of paper and one pencil exactly in the middle of both knees, with which members of pair slightly touch each other. The pencil has to lie in the middle of the paper. On the sign, all at once take the pencil and start for the next 10 minutes with drawing house, tree and the dog – without words. Discussion and feedback after activity.
Variables to take into account by the trainer/tutor	Working in pairs Nonverbal communication inside of each pair. Does participant lead or is he rather being led.
Potential of the method/tool for basic education learning settings	Good team building activity for pairs, Good source for deeper discussion.
Material required	List of paper and pencil (soft nib) for every pair in the group
Further info/Source	/

BAGru Toolbox

Name of the method/tool	VISION OF THE FUTURE
Target group(s)	Unemployed, employed seeking new job, employed
Duration	90 min
When to use it?	When the group has already formed some degree of homogeneity.
Goals	To motivate participants for creative thinking about their future, job, institution, where they work and also, to realize the importance of co-operation with the other – on all levels. And, to realise, that they are responsible for their choice of the job; on the other hand they will also enlightened the level of their interest for job.
Short description of the method/tool	Each participant gets a piece of paper and colour pencils, pencils, wax-pencils... The participants are asked to try to introduce (creatively) their own institution, development of their working place and their work or their own job plans, career vision, aspirations, their education etc...what/how it will be like in 5 years. Discussion and feedback after activity.
Variables to take into account by the trainer/tutor	Individual work Optimism or pessimism of each participant Degree of motivation Ability to set SMART goals
Potential of the method/tool for basic education learning settings	Good activity to plan job seeking or to aware their own wishes, aspirations...
Material required	Piece of paper for each participant, colour pencils, pencils, wax-pencils, markers...
Further info/Source	/

BAGru Toolbox

Name of the method/tool	MY WORKING PLACE
Target group(s)	employed seeking new job, employed
Duration	90 min
When to use it?	When the group has already formed some degree of homogeneity.
Goals	To motivate participants to think about their working place as much as creative and positive.
Short description of the method/tool	“Introduction of individual’s working place” Introduction of individual’s working place by associations with additional help of drawing, writing of key words...10 min of individual work without comments. Then, everyone turns the paper and answers the following questions (using the form): -How do I experience myself on my working place? -How others see me on my working place? When they finish, they introduce their tables to the other members.. Discussion and feedback after activity.
Variables to take into account by the trainer/tutor	Individual work Self-esteem of each participant Social learning
Potential of the method/tool for basic education learning settings	Good activity to analyse work place, participants to except work responsibility, to analyse individual career plans and wishes.
Material required	Piece of paper for each participant, colour pencils, pencils, wax-pencils, markers...
Further info/Source	/

BAGru Toolbox

How do I experience myself on my working place?	
How others see me on my working place? Colleagues? Chefs?	
Commentary of others	

BAGru Toolbox

Name of the method/tool	FIRST CONTACT BETWEEN CLIENTS AND CONSULTANTS
Target group(s)	Managers of SME
Duration	30-45min
When to use it?	When establishing first contact with organization, with goal of future cooperation
Goals	To set current situation in organization, goals for future cooperation, timing, contact person, financial frames.
Short description of the method/tool	The method is used in personal contact with 1 or more persons, in form of “informal” relaxed conversation. We use the question template.
Variables to take into account by the trainer/tutor	Nonverbal communication of person Appearance of space, offices.....
Potential of the method/tool for basic education learning settings	Good for establishing business contacts
Material required	Template, paper, pens
Further info/Source	/

To add: The communication doesn't need to be very official or formal. The best is semi-formal communication, relaxed.

BAGru Toolbox

Checklist 1: Questions in the first phase of establishing a contact:

Problem analyses

- Is there a reason for any kind of planned change?
- Are there certain challenges that require intensive involvement of competencies of staff and the requirements for the development of skills and qualifications of staff?
- What are the possible reasons for the current situation?
- What engaged and involved people indirectly or directly contribute to the current situation?
- What actions to address the problem have been carried out yet? What was their impact?

Conceived solutions and client modes:

- What solutions and operations has already been addressed? Which were already planned?
- What is expected of the consultant (Papilot):
- What is the reason to include a consultant?
- What are the expectations and wishes of the client from the consultant?
- What outcomes and measures are expected?

The contracting authority (the client)

- Who is the client? Who is responsible for liaison division, a certain group of employees or the whole organization?
- Who are concluding agreements and contacts?

The timing of the cooperation:

- What is the timing of the cooperation: the anticipation of the cooperation
- The end goal of the cooperation.

Financial Frames:

- What financial resources are available for the planned cooperation?

Further steps:

- When and where is to be held on the final agreement and contact? Who should you attend?

BAGru Toolbox

Name of the method/tool	PERSONAL INTERVIEW WITH MANAGER OF SME
Target group(s)	Managers of SME
Duration	45-60min
When to use it?	When establishing contact with organization, with goal of future cooperation
Goals	To set current situation in organization, goals for future cooperation, timing, contact person, financial frames. To set a view to a more detailed description of the cooperation.
Short description of the method/tool	The method is used in personal contact with 1 persons, in form of “unformal” relaxed conversation. We use the question template.
Variables to take into account by the trainer/tutor	Nonverbal communication of person Appearance of space, offices..... Writing down answers.
Potential of the method/tool for basic education learning settings	Good for establishing business contacts
Material required	Template, paper, pens
Further info/Source	/

To add: It s not necessary to use all the questions-it all depends on flow of the conversation.

BAGru Toolbox

Personal interview with a view to a more detailed description of the cooperation

Checklist 2: Questions for in-depth description of the contract

Definition of the situation and problem in terms of management:

- What has led to the problem we face?
- What are the important reasons for the current situation?

Desired solutions and client modes:

- What are the most desired solution to the customer and various interest groups?

Analysis of the major objective of people and energy carriers of the project:

- Who or what is the reason from the past that positively or negatively affects the current situation?
- Who or what would be a decisive influence on the situation in the future?
- What are energy carriers who want to accelerate the process of change?
- Are there people who are sceptical about the process of change?
- Why? What are their interests and motivations? How could they be convinced of the positive impact of the cooperation?

Roles and impacts of the contracting authority:

- What role and impact has the manager in the planned cooperation project?
- Is the customer directly involved in the project changing? If so, what implications have this for further plan?
- What are the other important decision makers in the project? What is their vision of the project? How to be involved in the project?

Final and measurable success criteria:

- How can clients recognize that the measures and that the project was successful? Any change must come?
- How do we measure success?
- What criteria should be considered when assessing the success of the project?

Degree of involvement and knowledge involved:

- Who is directly affecting the consequences of undertaken actions, and the planned intervention?
- Who should be involved (when and how) and get familiar with the project or planned?

BAGru Toolbox

Options to establish the facts:

- How can we provide an overview of the possible causes and reasons for the emergence of the problem from the perspective of all involved?
- What methods and options are available (interviews, talk groups, workshops, etc.)?
- What methods would the client prefer?
- How can the facts be presented to all participants and thus provide further resolution of the current situation?

The exact timing of the project:

- When is the right time to start the project?
- What needs to be done given time frame?

The organization and supervision of the project:

- Who is responsible contact person in the company?
- How the PR will be formed?
- How to monitor the progress of the project?

Integration of existing regulatory bodies in the company

- What is the point of view the workers' representatives on the project of changing?
- What was the cooperation so far?
- What is the point of view of the client regarding information and possible participation with representatives of workers?

Financial Frames:

- What are the actions and steps of the counsellor (Papilot) in the project?
- What is the current estimate of consumption?
- Is the client willing to accept and to confirm the price?

The first practical procedures and planning terms:

- What are the additional procedures in the project? What is their timing?
- What preparations are necessary for this? Who is responsible for what and by when?
- How to plan ahead communication between clients and contractors?

BAGru Toolbox

During or after the interview: The principles, and how the project is realized, has to be checked

Checklist 3: Questions to describe the adoption of the contract:

- Are the expectations of the adviser or provider of education clearly presented?
- Is the perceived willingness of the parties to fulfil their responsibilities in the realization of the project?
- What are reasonable ways of action?
- Does qualification program ensures achieving the desired objective?
- Is the larger process of development the right answer for the current problem, or it may be necessary to consider other measures (eg reducing the number of employees to fill new jobs)?

BAGru Toolbox

Building supply

Checklist 4: The essential content of the oral or written interview

Project objectives:

- Expected results and overall objectives of the project are clearly outlined.

Roles, tasks and the effect of consultant or training provider:

- What results were achieved in the detailed assessment phase and which in the context of the qualification program.

Roles and functions of the contracting authority:

- Roles and functions of client project are clearly set. They know, how client actually supports the project and contribute to its success.

Modes of operation and action:

- A sketch of the project and provided means of further work. the first procedures are clearly based.

Scheduling:

- The deadlines and dates are set, which are presumably already known to the counsellors. --Qualification process is detailed and time-specific.

The exact arrangements in respect of Continuing work:

- Frequency and quality of communication between the client and counsellor during the continuation of the project, as well as the incidence of major problems.
- Specific activities to be implemented on certain occasions, staff of the organization (eg, the organization of events).
- Use the regulations on the confidentiality of the information.

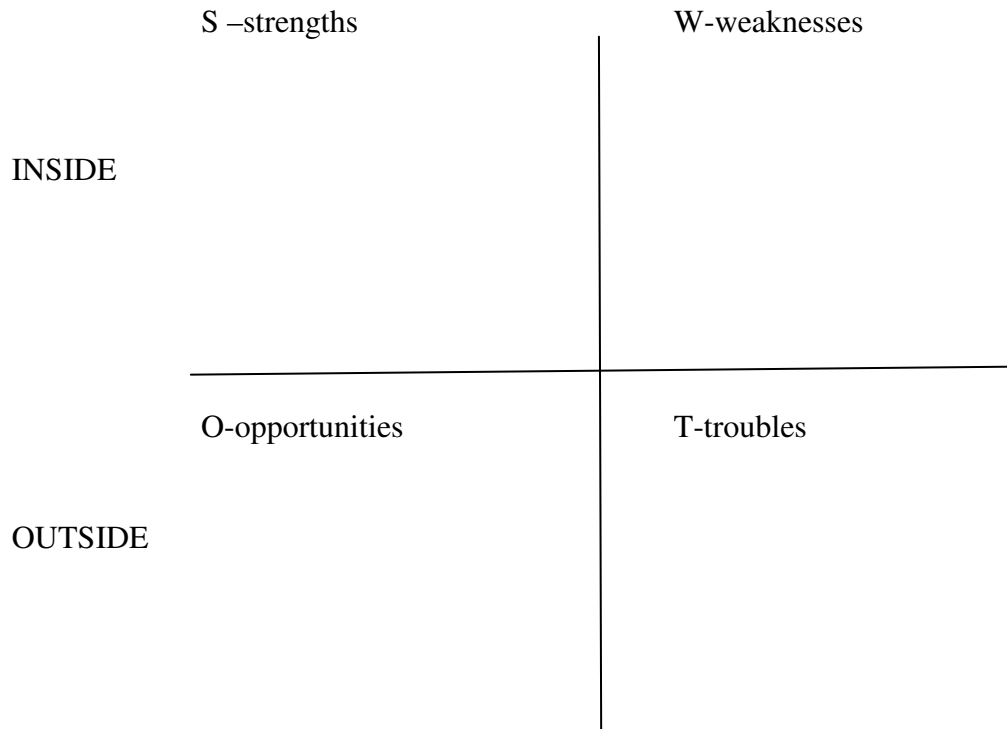
Conditions:

- Consultancy costs and qualification program are clear and presented

BAGru Toolbox

Name of the method/tool	SWOT ANALYSIS
Target group(s)	Directors, employees, unemployed
Duration	45-60 min
When to use it?	When we want to analyse concrete situation, challenge, person, target group, trouble, opportunity... When we want to compare 2 or more challenges, persons, situations, troubles....between each other. When we want to develop something new, based on state analyses
Goals	Rational approach to situation. Changing point of views Changing thinking patterns and consequently changing behaviour Analysing 1 or more situations
Short description of the method/tool	Group of people or 1 person determine situation, challenge, person, target group, trouble, opportunity and analyse it by using template-4 matrix table of S-strengths, W-weaknesses, T-troubles, O-opportunities. After analyse there is a discussion, and comparing answers in group.
Variables to take into account by the trainer/tutor	Points of view of participants Possibilities to change point of view Emotional responses
Potential of the method/tool for basic education learning settings	Useful in state analyses in SME.
Material required	Paper, pen
Further info/Source	/

BAGru Toolbox



BAGru Toolbox

Name of the method/tool	IDENTIFICATION CARDS/OBJECTS
Target group(s)	Directors, employees, unemployed
Duration	45-60 min
When to use it?	When we want to analyse concrete situation, challenge, person, target group, trouble, opportunity... When we want to get opinion, emotion, thoughts on things When we want to find out unconscious thinking
Goals	To identify emotions toward something, someone... To identify opinion toward something, someone To aware emotions, point of views, opinions. To change emotions, point of views, opinions...
Short description of the method/tool	Each participant has to identify one particular situation, which is the centre of discussion, in one of presented photos or objects. Photos or object are symbolic representatives of different possible emotions, point of views, opinions.... When each decided which photo/object he/she has selected, the discussion begins. (presentation, why he/she choose this photo, what does it represent to him/her, how does he/she see the comparison with selected photo/object....
Variables to take into account by the trainer/tutor	Since this is projective technique only educated trainers can applicate the tool. Strong emotional responses could emerge, so the trainer must be able to control them and channel them in the right direction.
Potential of the method/tool for basic education learning settings	Useful in snap shot situation or in process of identification of emotions, thoughts etc
Material required	Different symbolic photos, pictures or objects
Further info/Source	/

BAGru Toolbox

Name of the method/tool	SCENARIO TECHNIQUE
Target group(s)	Directors, employees, unemployed
Duration	45-60 min
When to use it?	When we want to analyse concrete situation, challenge, person, target group, trouble, opportunity... When we are looking for plan or problem solving situation When we want to encourage out of the box thinking
Goals	To identify problem /challenge To predict possible situations To set goals and make plans
Short description of the method/tool	1st Step: Problem analysis = definition of the problem / challenge 2nd Step: Setting backgrounds = Which factors affect the problem / challenge? 3rd Step: Determination of characteristics and their development trends relevant to the problem/challenge 4th Step: Generating consistent sets of assumptions and design of specific scenarios (usually 3 to 4) 5th Step: Determination of interference factors and expected consequences of scenarios. 6th Step : Predicting the effects of scenarios from the research point of view. 7th Step: Company choose most likely scenario for problem /challenge resolving
Variables to take into account by the trainer/tutor	Use brainstorming Don t judge the ideas-in the first phase-all ideas are good. Then slowly narrowing the solutions Observe group dynamic and communication
Potential of the method/tool for basic education learning settings	Useful in snap shot situations Useful with planning
Material required	Pen, paper
Further info/Source	/

BAGru Toolbox

Descriptive title	TRANSVERSAL COMPETENCES ASSESSMENT IN WORKPLACE OR TRAINING PLACE CONTEXT
Key competences	Communication in mother language Social and civic competences Learning to learn
Skills list / learning objectives	<u>Basic skills</u> <u>Social Skills</u> <u>Gathering and using information</u> Assessment of oneself behaviour in workplace Identifying useful competences and soft skills in Care Sector Collaborating with a tutor to work towards common goals and needs with sector needs Responding positively towards necessary change
Abstract (short description of the content and output of the tool)	This assessment workshop consists of the learners analysing their own transversal competences in a working situation, together with a tutor and the trainer. The beginning will consist of define and explain in a group together with the trainer, a list of useful competences required at work in Care context. During the working period the tutor will assess the trainee behaviour with the prepared form Results will be analysed individually during an interview.
Equipment – materials - Instruments to be used (e.g. excel, camera...)	Blackboard where the list of competences is shown. Transversal competences assessment form to be filled up by tutors. (attached document)
Minimum level of knowledge of beneficiaries (<i>simple words to point out what is necessary to do the exercise</i>)	Basic communication skills
Step by step instructions (<i>including Star System different levels of difficulty: easy = 1*, medium = 2**, advanced = 3 ***</i>)	<u>Task 1 (*)</u> First the trainer writes or shows on the blackboard to the learners, a list of transversal competences that will be assessed by a tutor during a working period. Then organizes a debate. Ask for personal examples and life experiences to support all of these questions. Every learner will leave a form with the competences list to a tutor, the first day of the working period. <u>Task 2 (*)</u> During the working period, in a company, the tutor is asked to fill up the assessment form and give written comments. The trainer organizes a meeting at the end of the period with the learner, the tutor, on the spot at the work place to analyse together the results and further goals or links with jobs.

BAGru Toolbox

	<u>Task 3 (**)</u> Back to the centre, the trainer makes individual interviews based on assessment results to define together with every learner, some learning goals or specific project aims, and then the decisions are recorded on an individual report.
Methods (<i>e.g. role playing, interview, exercise...</i>)	Guided group discussion Collaboration with tutor in workplace
Measurement / Assessment	Assessment form writing by tutor and individual analysis with the learner
Follow up	Based on the assessment results, some learning goals or specific project aims are defined and decisions for further steps or actions are recorded on an individual report.
Recommended duration	Depends on the working period duration
Notes / important information / remarks	Explain to the tutor that not all the given items on the form are supposed to be assessed.

BAGru Toolbox

Transversal competences assessment

Behavior assessment	++	+-	--	Specific comment if necessary
				Relevance in Care sector
<u>RULES</u> arrives every day late often late sometimes arrives with delay every day at the time always wears the same clothes regardless of the activity sometimes changes clothes in terms of activities wears clothing appropriate to the activities always takes into account the planned activity and dresses according gives no weight to presentation cares little about presentation is quite attentive /presentation takes care of him/her and he/she is attentive/presentation he/she does what he/she pleases, no matter if it bothers others he/she does what he/she pleases, but hears the views of others when he/she does something, he/she tries to take account of those around always considered people who surround if there is a regulation or rule, does not want to hear Regulation "annoys", but sometimes he/she respects				



Lifelong Learning Programme



BAGru Toolbox

Behavior assessment	++	+-	--	Specific comment if necessary
				Relevance in Care sector
<u>RULES</u> knows the rules but does not always apply to the letter always respect the rules does not care about the storage or maintenance of business used in the context of work, this does not concern usually puts his business material after use, but it does not feel responsible for their maintenance arranges and maintains its business material, with few omissions arranges and maintains always business material hates being ordered, does not want to have a leader agreed to have a leader but does what he/she likes to do agreed to have a leader and he executes orders out of respect for hierarchy agreed to have a leader, to receive orders or instructions, and is able to discuss with him does things following his/her idea, without listening to instructions listens to instructions, but they did not seem clear listens and understands the instructions, but sometimes it is difficult to explain to others listens, understands and explains the instructions to others without problem				

BAGru Toolbox

Behavior assessment	++	+-	--	Specific comment if necessary
				Relevance in Care sector
<u>COMMUNICATION</u> does not give opinion as it's always difficult to find good arguments even if he/she has a different opinion expresses the difficulty in defending can discuss and challenge ideas that did not seem fair can find the right arguments to convince reads and writes correctly a few words or phrases in his/her mother language reads and writes in complete sentences, with many faults reads or writes a short text with occasional errors reading and writing did pose no particular difficulties in daily lives never takes notes sometimes takes notes, but it's not difficult takes notes with relative ease, when the situation requires takes notes quickly and easily at work, prefers not to mention the difficulties he/she may encounter tries to keep for him/herself when has a difficulty, and rarely speaks hesitated to seek advice and talk about his/her difficulties				

BAGru Toolbox

Behavior assessment	++	+-	--	Specific comment if necessary
				Relevance in Care sector
It happens to alert his/her entourage (head, colleagues, friends) when encounters a difficulty. does not hesitate to seek advice				
<u>MOTIVATION</u> work gives him/her a place in society work is for him/her a way to achieve and grow works because he/she must earn his living work does not interest never takes a decision prefers to wait for instructions and do not make decisions can make decisions when the situation requires takes decisions easily cope with unforeseen always works at the same rate, regardless of the situation It's hard to meet deadlines considers the time given and is trying to adapt his work rate adapts his rate of work in time given to achieve performs work without any regard to its final presentation; he/she does not care works without attaching much importance to the final presentation				



Lifelong Learning Programme



BAGru Toolbox

Behavior assessment	++	+-	--	Specific comment if necessary
				Relevance in Care sector
takes into account the presentation of work, trying to be careful systematically takes into account the presentation of work and brings a great care <u>FLEXIBILITY WITH WORKING CONDITIONS</u> He/she never carries heavy even if knows how to do the heavy lifting it is sometimes difficult tries to carry heavy loads but does not always succeed carries heavy because he/she knows how to do did what he/she was asked to without asking questions even when he/she does not understand something he/she dare not ask a question rarely questions even if he/she does not always understand the purpose of what he/she is suppose to do Likes to understand what he/she is doing and why. does explain results if necessary never returns a completed work again...it is the loss of time and it annoys can start again without too much annoyance if he/she is wrong, he/she agrees He/she expects to be asked to do, otherwise he/she rests				

BAGru Toolbox

Behavior assessment	++	+-	--	Specific comment if necessary
				Relevance in Care sector
Without any orders, this does not bother to do nothing does not stay to rest even if the requested task is completed, there is always something to do does not like monotony and repetition, needs to change often <u>FLEXIBILITY WITH WORKING CONDITIONS</u> accepts the repetitive tasks, but wants to change regularly accepts the monotonous tasks, but the sometimes enervating accepts the monotonous and repetitive tasks face a difficulty, he/she abandons face a difficulty, drops quite quickly face a difficulty, he/she still clings to advance whatever happens, whatever the difficulties, he/she always tries to move hates you look at him/her while he/she works if you look at work he/she feels observed and loses its capacity agrees with what the work looks even if it bothers him/her a bit readily accepts what the work looks physical effort it painful, he/she avoids can make a physical effort, but he/she tires quickly				



Lifelong Learning Programme



BAGru Toolbox

Behavior assessment	++	+-	--	Specific comment if necessary
				Relevance in Care sector
can make a physical effort when necessary may make a physical effort for a long time without being tired does not work outside can work outside if the weather is not too difficult <u>FLEXIBILITY WITH WORKING CONDITIONS</u> can work outside, no matter weather it is hot, cold, rain or snow can not stand the noise when works supports the sound, if it does not last very long because it bothers him/her quickly supports a noisy work environment if it is reasonable noise does not bother him or her, although there are many prefers working conditions are always the same: it works better when things do not change prefers working conditions do not change too much if working conditions change frequently, he/she can make an effort to adapt without causing too much trouble adapts to conditions of work changing all the time, and this motivates avoids in all cases manual work, does not feel able				

BAGru Toolbox

Behavior assessment	++	+-	--	Specific comment if necessary
				Relevance in Care sector
if the situation requires, performs manual labour but painfully works with little manual labour problem likes to perform manual labour, and gets good results <u>AUTONOMY</u> <u>SELF ESTIME</u> does not check his/her work when it's over, it's over checks work when is finished, but has difficulty in assessing the outcome checks work, and corrects errors that mark strictly controls work, is able to verify if he/she has obtained the expected result it's not important to know capabilities and skills knows little about his/her capabilities and skills has some abilities and skills, but it's hard to talk abilities and skills, he knows about is always afraid of doing wrong lacks a little confidence and tends to devalue is usually sure of what he/she does Is sure in every case In debate about his/her results gets angry and even use force if necessary				

BAGru Toolbox

Behavior assessment	++	+-	--	Specific comment if necessary
				Relevance in Care sector
gets angry from time to time but knows to contain anger whatever the situation he/she is even-tempered <u>TEAMWORK</u> He/she prefers to work alone if necessary, can adapt to teamwork adapts easily to a team appreciates teamwork does his/her work without caring for others, prefers to stay alone in breaks quite lonely but likes to talk with others during breaks needs time to adjust with co-workers is easily a co-worker can not bear that one charge of its affairs and offers help he prefers to act alone and accept help only to give pleasure to another do not seek help from others but when it is proposed he/she accepts when a team offers him/her assistance, willingly accepts never asks for help, he/she needs no one does not ask for help and prefers to try to fend for him/herself he/she asks for the help if he/she can not do anything				



Lifelong Learning Programme



BAGru Toolbox

Behavior assessment	++	+-	--	Specific comment if necessary
				Relevance in Care sector
when fails to do something , does not hesitate to ask for help can not bear to be interrupted in his work to go for help prefers to interrupts his/her work to help a team <u>TEAMWORK</u> when a colleague asks for help, he/she willingly is attentive to team needs and willingly offers assistance he/she bad knows or only knows some functions of team members he/she knows the function of several other employees He/she knows what is the function of each employee of the company to which is bound by his/her work although not directly to them, knows exactly who does what in the company does not know the different departments of his company and never knows where to go does not know the different services of his company and is always by someone else knows only the services that concern him/her and knows where to go knows all the services of his/her company and has identified the people prefers to ask to the information if he/she does not remember				

BAGru Toolbox

Behavior assessment	++	+-	--	Specific comment if necessary
				Relevance in Care sector
It's hard to remember some things but uses tricks to remember generally, holds it right remember information even if they gave him/her for a long time <u>SELF MANAGEMENT</u> lives from day to day knows what he/she wants to do in a few weeks knows what he/she wants to do during the year knows what he/she wants to do in the coming years in general, he/she acts and then sees, after what happens before acting, ponders what he/she will do but has difficulties to organize manages to organize own activities with the help of someone knows how to organize him/her self to achieve a project				

BAGru Toolbox

Name of the method/tool	EXPERIENCE ANALYSIS
Target group(s)	Young and adult
Duration	Minimum 6 h
When to use it?	In guidance or training
Goals	Self confidence, skills identification, positive experience
Short description of the method/tool	Individual and group activity
Variables to take into account by the trainer/tutor	Take account of the trainees age for identification of positive experiences, use personal and professional life
Material required	Paper, grids
Further info/Source	

BAGru Toolbox

First exercise:

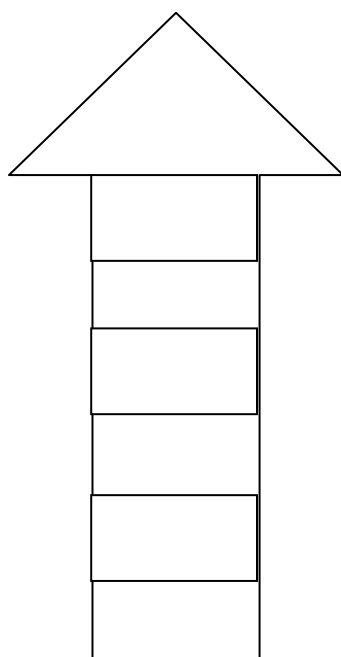
Remembers professional and personal experiences in which:

- you were actor
- which had a positive result
- you have a good memory

minimum 6 experiments

You can use an agenda, or memories and you can go up in time by using the arrow like reference mark.

Just write the title of each experiment in the narrow.



Second exercise:

On the narrow, chose 4 or 5 particularly positive experiment and try to describe each experience using the grid.

I know	I know how	what	how

BAGru Toolbox

Third exercise

- to illustrate each knowledge to make by specifying where you have to use them, under which circumstances, or conditions using the grid. Be most precise possible.

At the end of this work the participants work as an small group, each one in turn answers the questions of the other participants in order to specify its experiment.

Fourth exercise

Now that you made inventory of your competences and specified where you exerted them, discover your qualities!!!

I know how	What requires

Fifth exercise

These qualities enable you to discover now which you are. Take again qualities described previously and said how you are.

Regarding these experiments I am	
----------------------------------	--

BAGru Toolbox

Name of the method/tool	HELPFUL MENTORING
Target group(s)	adult in training process
Duration	
When to use it?	During training process after each work placement period
Goals	Self confidence, self evaluation, team experience and management
Short description of the method/tool	Individual and group activity
Variables to take into account by the trainer/tutor	The advisory persons listen and ask questions if necessary to gain a more precise image of the situation.
Material required	No specific material needed
Further info/Source	

With the aid of the helpful mentoring job-related problems and questions can be deliberated and discussed in a small circle of co-workers. Deliberately there is no "expert" present in order to activate the groups' potentials of problem solving for a self-organized and self-determined, praxis oriented mentoring in a helpful (and thus preferably non-hierarchical) atmosphere.

In the helpful mentoring the focus lies on the analysis and solution of individual questions. Both positive and critical job-related aspects are picked up as a central theme. It is important that it should not be judged if something is right or wrong. But rather should effects and attitudes of actions possible alternatives of actions be depicted.

Helpful mentoring has a defined flow chart which structures the conversation in a special way so that all the involved have clear talking and listening phases and thus the conversation systematically leads to a solution. For a failure-free communication it is reasonable to adhere the single phases of the mentoring.

BAGru Toolbox

Phase 1: Structuring of the mentoring

In this phase it is clarified who is going to be the moderator. It is the moderator's task to manage the development of the conversation relating to the phases concerning the group's interests as well as the adherence of the rules for a constructional feedback. Moreover the involved agree on the person who introduces his/her situation / problem/question. Possibly a short description of the situation can support the decision making process (e.g. creation of a priority ranking).

Phase 2: Description of the situation

The chosen critical situation is described by the person concerned and questions respectively expectations are expressed. The advisory persons listen and ask questions if necessary to gain a more precise image of the situation. The questions are answered directly.

Phase 3: First reactions

Here the advisory persons report the narrator what they stroked them during the illustration, what they observed, what came to their mind. This can be drawn to both the described situation, the description as well as to the narrator. It is important that here no reviews and analyses should take place. This is just about the first impressions. The narrator is responsive afterwards by saying what addresses him/her in a special way and if he/she has the feeling that he/she was understood.

Phase 4: Understanding/analysing the situation

Now the advisory persons introduce their understandings and evaluation of the situation, their perspective and interpretations. They describe what the causes and connections are. The narrator listens to the analysis first and then defines what for him/her is plausible, comprehensible and what is not.

Phase 5: Finding possible solutions

The advisory persons introduce their possible solutions, which mean that they tell how they would react in the specific situation respectively how they have acted in analog situations where they were successful. The proposals can be written down and given to the narrator. Again the narrator first listens to the proposals and then he/she tells the group which solutions he/she wants to undertake. These personal steps to a solution are not annotated by the advisory persons!

Phase 6: Conclusion and ending

At the end the narrator starts with his/her retrospect:

- What did I learn?
- What was important for me?
- What was helpful?
- What was hindering?

The advisory persons listen and after that they tell their conclusion to the same questions without being interrupted or commented about.

BAGru Toolbox

Name of the method/tool	CREATING A COOK BOOK
Target group(s)	adult in training process
Duration	one or more course days
When to use it?	Any part of VET courses
Goals	Participate to a collective project, train basic skills and creativity
Short description of the method/tool	Individual and group activity
Variables to take into account by the trainer/tutor	The advisory persons listen and ask questions if necessary to gain a more precise image of the situation.
Material required	Computer, printer, internet access, cookbooks and magazines, maybe folders

Learning objectives: Creating a cook book”

Considering one’s own nutritional needs, taking steps towards their integration into the daily routine, dealing with eating habits of other people and cultures, promoting the ability to work as a team, to boost the ability to plan and organize, broadening one’s technical knowledge such as languages, EDP etc.

Description:

The participants compile appropriate (different options are possible here: tasty, convenient, quick meals, economical, family-friendly etc.) recipes to create a personal cookbook. According to the respective basic conditions different variations are possible here. Before starting out, the participants are advised to discuss individual eating habits and needs. (See acidity „nutritional diary“, „eating biography“). At the end the recipes or cookbooks may be presented, discussed or even marketed by the participants. Corresponding to the basic conditions this activity can be carried out as a large scale project or on a small scale (one favourite recipe).

Variations:

- For compute courses: The participants search the internet for appropriate recipes and then, using text and picture edition programmes design a personal cookbook on their PC, that may be printed and filed in a folder, or cased.

BAGru Toolbox

- For language courses: Recipes in the respective language are searched for and selected. Where no computers are available, cookbooks and magazines in the respective language can serve as a model to copy from. Consequently, the focus will be shifted towards making oneself familiar with the cooking and food of other cultures.
- For personality trainings: A group is asked to create a cookbook in common having a specified objective in mind. E.g. Diversity Trainings – to be open for other eating cultures, community formation between participants of different cultures. E.g. gender trainings – reflecting on male and female eating habits, preferences, different roles etc.

BAGru Toolbox

Name of method/tool	COMMUNICATION ACTIVITY / ROLE PLAYS IN PAIRS
Duration	For 8 students : 1H
When to use it?	Consolidation and review of lessons to make and answer phone calls To ask the caller to wait To connect people To say someone is not available
Short description of the method/tool	1/ the teacher introduces the topic and writes on the blackboard the role play rules 2/the teacher gives each students 2 cards, one to answer the phone, another to begin a call. Cards give instructions 3/ students work in pair in turn : student A begins a call saying the phone number written on her/his card student B with the corresponding phone number on her/his card answers the phone Then both students have to follow the instructions written on the blackboard using the details given on her/his card
Variables to take into account by e trainer/tutor	Students will practice numbers and spelling
Potential of he method/tool	Develop speaking and comprehension skills
Material required	

Learning objectives:

Considering one's own needs, taking steps towards their integration into the daily routine, dealing with professional phone calls, in different contexts, promoting the ability to work in a autonomous way, to boost the ability to organize and be efficient, broadening one's technical knowledge such as languages, etc.

Exercises descriptions in English
Framework for answer phone calls

BAGru Toolbox

Example: ROLE PLAY RULES

1) “YOU ANSWER THE PHONE”

Give the company's name

Give your name

Greet the caller

Propose your help

Ask the caller to spell her/his name

Ask the caller why she/he is calling

Ask the caller to wait

Tell her/him they'll be connected

The person is available, connect them - or

The person is not available: say why and propose to try someone else or to call back later

Greet the caller

2) “YOU BEGIN A CALL”

Greet

Introduce yourself

Ask to speak toIn department.....

Spell your name

Say why you're calling

(The person you want to talk to is available) say thank you and greet

(The person is not available) accept or refuse the proposition

Say thank you and greet

BAGru Toolbox

3) EXAMPLES OF CARDS GIVEN TO STUDENTS

YOU ANSWER THE PHONE

Your phone number is: 634 99 01
Your company's name is IT SYSTEM
Your name is Sheila

YOU BEGIN A CALL

You call 634 99 01
Your name is David BROWN
You'd like to speak to Gloria Madison in Accounts
You'd like to talk about your invoice, reference 0762

BAGru Toolbox

Name of the method/tool	CV WRITING EXERCISE
Target group(s)	Anyone
Duration	15 min. of explanation and 45 minutes for individual work
When to use it?	After having talked about learning and competences, learners should be made aware of how they could use their new knowledge and self-esteem to produce a good CV describing their achievements, competences, skills
Goals	To become able to create and update learners' Curriculum Vitae (CV) on their own; to understand the importance of having a professional CV
Short description of the method/tool	Learners need to realise the importance of having a professional and accurate CV. Even if currently learners are not seeking employment, it is important that they have the knowledge about what makes a good, and what makes a bad CV. Often an up-to-date CV is also needed for further education. They should also know the different forms in use (e.g. how to apply via electronic forms some companies use or the standard proposed by the EU as EUROPASS CV)
Variables to take into account by the trainer/tutor	Knowledge of dates and names of past education and employment as well as contact details of references are essential to complete this task. It is also good to have discussed competences and skills and have raised learners' awareness on their own (this is a good tool after having reflected on competences and learning results by using other suggested tools)
Potential of the method/tool for basic education learning settings	To give them a tool they can use to build their own CV easily
Material required	A PC or print out of EUROPASS CV forms would be recommended
Further info/Source	The webpage to download template and information concerning the Europass CV can be found on: http://europass.cedefop.europa.eu/europass/home/hornav/Introduction.csp . This website gives examples of completed CV's for all European countries.

BAGru Toolbox

Name of the method/tool	GIVING FEEDBACK ON ASSIGNMENTS
Target group(s)	Educators/Teachers/ trainers But also learners in need of basic skills directly
Duration	50 minutes: 10 minutes introduction of the rationale for the exercise; 20 minutes drafting feedback and 20 minutes reflecting on it, either alone or with another tutor
When to use it?	After each single activity
Goals	To help teachers/trainers focus on feedback as a teaching method and to give them practice in giving feedback.
Short description of the method/tool	Advise that feedback should include: - What was good in the assignment; - What could have been more developed (perhaps it was not expressed clearly or the section was too short); - What could have been included usefully (i.e. it was missing from the student's assignment!); - What the student might like to think about, beyond the assignment (optional – and principally for students with advanced skills). The tone should be friendly, positive and supportive. Feedback on assignments is a form of tuition. Exercise: You have received a rather poor essay which, nevertheless, contains some useful material. Draft feedback in a friendly, constructive manner. You have received a brilliant essay which answers the question perfectly! Draft feedback that shows your appreciation of the essay and suggests that they might like to think about the subject further
Variables to take into account by the trainer/tutor	n/a
Potential of the method/tool for basic education learning settings	Can be used for teachers/ trainers to raise their awareness of how to give good feedback but also for learners in need of basic skills directly
Material required	See handouts
Further info/Source	Link to original product: www.empower-deprived-learners.eu

FEEDBACK RULES

(EMPOWER deprived Learners)

The rules are needed for a concrete, constructive feedback that helps the learner and does not hurt him/her, whenever a group or a team reflects a process or exchanges experiences or in counselling situations.

Description

The feedback rules describe,

- ✓ How feedback should be carefully worded
- ✓ How the group members should act within a feedback phase
- ✓ How the one, who is getting feedback should behave/react.

Variables

In groups that do not know feedback rules, they should be presented and explained. They might be visualised in the room for the whole learning process.

BAGru Toolbox

Rules for feedback and collegial consultation

For (mutual) feedback we recommend to stick to the following feedback rules in order to allow for a constructive and productive process.

- ✓ Only give feedback, when the person is ready to receive it.
- ✓ Feedback should be as detailed and as concrete as possible.
- ✓ Communicate your perceptions as your perceptions, your assumptions as your assumptions and your feelings as your feelings.
- ✓ Feedback is not to analyse the person, but to express your personal impression. Therefore form sentences using the first person singular.
- ✓ Feedback expresses subjective impressions, perceptions and constructive suggestions. These are neither correct nor wrong and should therefore not be commented.
- ✓ Feedback will also comprise positive perceptions.
- ✓ Feedback can only refer to specific, concrete behaviour – people and perceptions keep changing permanently. Generalisations are out of place!
- ✓ You should only ask for feedback when you are ready to receive some.
- ✓ When receiving feedback, just listen. Do not interrupt the other person.
- ✓ Consider the feedback you received and see which aspects you can accept and apply, which help you to develop. You do not need to justify yourself, since feedback is the other person's subjective perception. Reminder of past success or decisions taken autonomously can give the student some confidence.

BAGru Toolbox

Name of the method/tool	MY LEARNING STYLE
Target group(s)	Anyone in need to handle arguments
Duration	45 minutes for the individual work
When to use it?	An exercise allowing both highlighting strengths and identifying learning goals.
Goals	This tool is designed to help clients to be aware of individual competences developed during their life and allows to graphically represent competences for further professional and personal development.
Short description of the method/tool	The Web of competences allows client to assess his/her skills and knowledge in a specific area of work and to ask for specific feedback on his/her self-perception.
Variables to take into account by the trainer/tutor	Pay attention to: Personal development Exploration Acknowledgment Reflectivity Contextualisation Revision Competence Motivation Success/failure Strengths/weaknesses
Potential of the method/tool for basic education learning settings	To grasp an idea of competences via the graphical presentation
Material required	Handout
Further info/Source	See also link to www.empower-deprived-learners.eu

BAGru Toolbox

Handout: Template "Web of competences"

FIND OUT ABOUT YOUR LEARNING STYLE

Goals

To allow anybody to assess his/her preferred way of learning

Short description

The questionnaire based on the theory of HONEY/MUMFORD about learning styles allows client to identify his/her learning style and provides a series of characteristics for each learner, including strengths and weaknesses.

Variables

! This tool questionnaire is designed to find out clients' preferred learning style(s).

This questionnaire will help clients identify their learning preferences so that they are in a better position to select learning experiences, which suit their style

Duration: 60 minutes

⇒ Work sheets

BAGru Toolbox

LEARNING STYLE QUESTIONNAIRE (based on Honey and Mumford)

REVISED VERSION

The questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning habits that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you identify your learning preferences so that you are in a better position to select learning experiences, which suit your style. The accuracy of the results depends on how honest you can be. There are no right or wrong answers.

If you agree more than you disagree with a statement put a tick next to it (ü). If you disagree more than you agree put a cross next to it (X). Be sure to mark each item with either a tick or a cross.

1. I have strong beliefs about what is right and wrong, good and bad.
2. I often do things impulsively, without worrying too much about what will happen.
3. I tend to solve problems using a step-by-step approach, and avoid spontaneous “distractions”
4. I believe that formal procedures and policies limit people’s style.
5. I have a reputation for having a no-nonsense, straightforward style.
6. I often find that actions based on instinct are as sound as those based on careful thought and analysis.
7. I like to do the sort of work where I have the time to check everything thoroughly.
8. I regularly question people about their basic assumptions.
9. What matters most is whether something works in practice.
10. I actively look for new experiences.
11. When I hear about a new idea or approach I immediately start working out how to apply it in practice.
12. I am keen on self-discipline such as watching what I eat, taking regular exercise, keeping to a fixed routine, etc.
13. I take pride in doing a thorough, complete job.
14. I get on best with logical, analytical people and less well with spontaneous, “irrational” people.

BAGru Toolbox

15. I take care over the interpretation of data available to me and avoid jumping to conclusions.
16. I like to reach a decision carefully after weighing up many alternatives.
17. I am attracted more to new, unusual ideas than to practical ones.
18. I prefer to fit things into a coherent, logical pattern.
19. I accept and keep to established procedures and policies so long as
I regard them as an efficient way of getting the job done.
20. I like to relate my actions to a general principle.
21. In discussions I like to get straight to the point.
22. I tend to have distant, rather formal relationships with people at work.
23. I enjoy the challenge of working on something new and different.
24. I enjoy fun-loving, spontaneous people.
25. I pay careful attention to detail before coming to a conclusion.
26. I find it difficult to come up with wild, off-the-top-of-the-head ideas.
27. I do not believe in wasting time by talking around the subject.
28. I am careful not to jump to conclusions too quickly.
29. I prefer to have as many sources of information as possible – the more data to reflect on the better.
30. Jockey people who do not take things seriously enough usually irritate me.
31. I listen to each person's point of view before putting my own forward.
32. I tend to be open about how I am feeling.
33. In discussions I enjoy watching how the other participants position themselves.
34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
35. I tend to be attracted to techniques such as network analysis, flow charts,
branching programmes, contingency planning, etc.
36. It worries me if I have to rush out a piece of work to meet a tight deadline.
37. I tend to judge people's ideas on their practical merits.
38. Quiet, thoughtful people tend to make me feel uneasy.
39. People who want to rush quickly into things often irritate me.
40. It is more important to enjoy the present moment than to think about the past or future.
41. I think that decisions based on a thorough analysis of all the information
are sounder than those based on intuition.

BAGru Toolbox

42. I tend to be a perfectionist.
43. In discussions I usually contribute with lots of spontaneous ideas.
44. In meetings I put forward practical realistic ideas.
45. More often than not, rules are there to be broken.
46. I prefer to stand back from a situation and consider all the perspectives.
47. I can often see inconsistencies and weaknesses in other people's arguments.
48. On balance I talk more than I listen.
49. I can often see better, more practical ways to get things done.
50. I think written reports should be short, and to the point.
51. I believe that rational, logical thinking should win the day.
52. I tend to discuss specific things with people rather than engaging in "small talk".
53. I like people who have both feet firmly on the ground.
54. In discussions I get impatient with irrelevancies and distractions.
55. If I have a report to write I tend to produce lots of drafts before settling on the final version.
56. I want to try things out to see if they work in practice.
57. I want to reach answers via a logical approach.
58. I enjoy being the one that talks a lot.
59. In discussions I often find I am realist, keeping people to the point and avoiding ungrounded speculations.
60. I like to think about many alternatives before making up my mind.
61. In discussions with people I often find I am the most dispassionate and objective.
62. In discussions I am more likely to keep a "low profile" than to take the lead and do most of the talking.
63. I like to be able to relate current actions to a longer-term bigger picture.
64. When things go wrong I am happy to move on and "put it down to experience".
65. I tend to reject wild, off-the-top-of-the-head ideas as being impractical.
66. It is best to "look before you leap".
67. On balance I do the listening rather than the talking.
68. I tend to be tough on people who find it difficult to adopt a logical approach.
69. Most times I believe the end justifies the means.
70. I do not mind hurting people's feelings so long as the job gets done.
71. I find the formality of having specific objectives and plans suffocating and restricting.

BAGru Toolbox

- 72. I am usually the “life and soul” of the party.
- 73. I do whatever is needed to get the job done.
- 74. I quickly get bored with methodical, detailed work.
- 75. I am keen on exploring the basic assumptions, principles and theories underlying things and events.
- 76. I am always interested to find out what other people think.
- 77. I like meetings to be run on methodical lines, keeping to laid down agenda, etc.
- 78. I avoid subjective or ambiguous topics.
- 79. I enjoy the drama and excitement of a crisis situation.
- 80. People often find me insensitive to their feelings.

BAGru Toolbox

LEARNING STYLES QUESTIONNAIRE – SCORING

You score one point for each item you ticked. There are no points for items you crossed (X). Simply indicate on the lists below which items were ticked.

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80

Totals

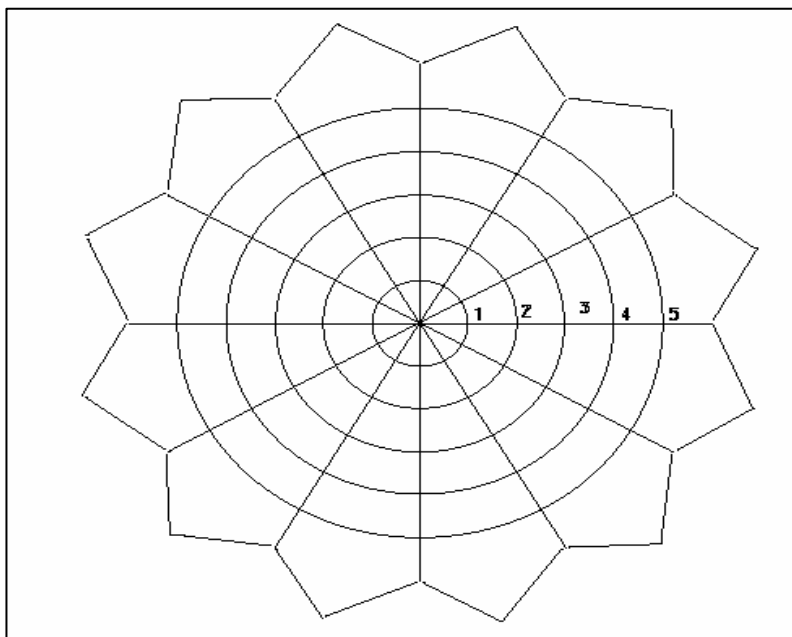
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A	R	T	P

BAGru Toolbox

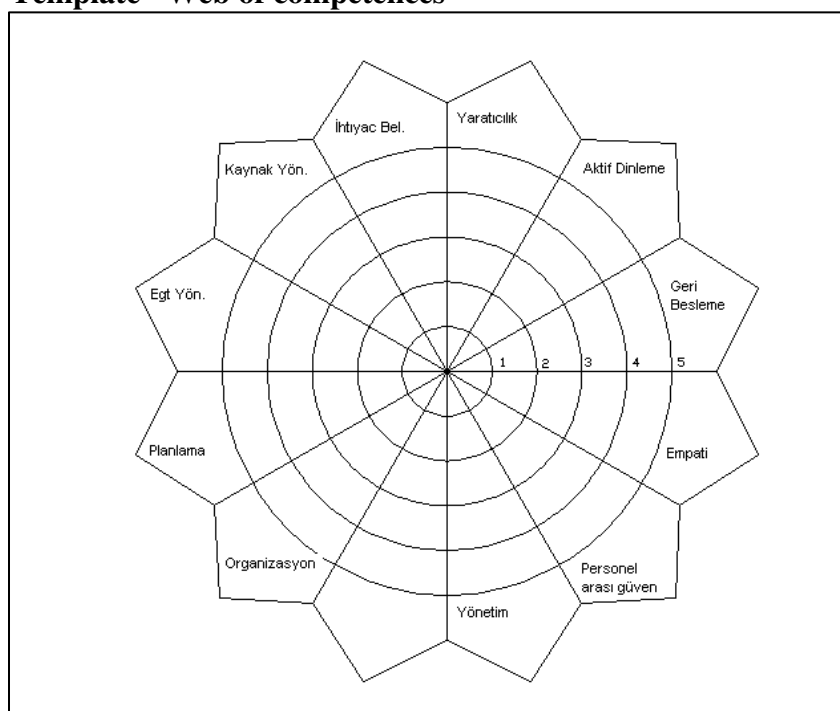
Name of the method/tool	WEB OF COMPETENCES
Target group(s)	Anyone in need to handle arguments
Duration	45 minutes for the individual work .
When to use it?	An exercise allowing both highlighting strengths and identifying learning goals.
Goals	This tool is designed to help clients to be aware of individual competences developed during their life and allows to graphically represent competences for further professional and personal development.
Short description of the method/tool	The Web of competences allows client to assess his/her skills and knowledge in a specific area of work and to ask for specific feedback on his/her self-perception.
Variables to take into account by the trainer/tutor	Attention to the personal development For the web, teachers could draft in XL e.g. their own web template
Potential of the method/tool for basic education learning settings	To grasp an idea of competences via the graphical presentation
Material required	Handout
Further info/Source	See also link to www.empower-deprived-learners.eu

BAGru Toolbox

Handout: Template "Web of competences"



Template "Web of competences"



BAGru Toolbox

Name of the method/tool	THE LEARNING MAP METHOD
Target group(s)	Employees
Duration	
When to use it?	Can be used as an access and as a structuring monitoring during the companionship of the process in trainings and workshops
Goals	Visualisation of the basic structure of these aspects which are of importance for developing an individual learning and development plan. Definition of the content and main topics, which can be changed during the whole process
Short description of the method/tool	The learning map enables an agreement of the content and observes the situational concerns and wishes of the participants at the same time
Variables to take into account by the trainer/tutor	The developed basic structure is modifiable, it depends on the individual needs and comments of the participants
Potential of the method/tool for basic education learning settings	Integration of the individual needs and wishes of the participants concerning the developed structures and actions of trainings; establishes transparency regarding contents; the participants are activated to propose their own imaginations to the learning map, thus to the process
Material required	Posters, flipcharts
Further info/Source	

BAGru Toolbox

Example of a learning and aim map



BAGru Toolbox

Name of the method/tool	THREE CHAIRS
Target group(s)	
Duration	
When to use it?	Development of aim- and motivational structures; basis of the development of custom-fit contents and learn settings for the groups
Goals	Reflection concerning relevant goals, their realizability and their concrete conversion
Short description of the method/tool	It combines a creative and dialogical goal development process with the planning of first concrete steps. Based on the different roles (visionary goal developer, critical friend and the realistic planer) and the dialogue between the consultant and the participant, a complex goal description is generated that can be used for the visualization of the “goal map”
Variables to take into account by the trainer/tutor	Every wish, experience and goal of the participants should be taken seriously
Potential of the method/tool for basic education learning settings	The change of perspectives enables a differentiated look on the individual goals of the participants; they participate more adverted and seriously; complex interlacings and conflicts of the goals become transparent; abstract goals can be classified in sub-goals and they can be placed underneath with concrete activities; the participants can identify themselves with these structure
Material required	Cards, chairs
Further info/Source	In dependence on the so-called “Walt-Disney-Strategy” (cf. Dilts/ Epstein/ Dilts: Know-how für Träumer: Strategien der Kreativität, NLP & modelling, Struktur der Innovation. 1994)

BAGru Toolbox

Three chairs – Guidance

The method is based on a role play and the learner disperses three cards onto three different chairs which stand for a specific role respectively position in the goal development process.

The first card stands for a visionary goal developer who is positively adjusted, thinks that all

of the aims can be realized and who delivers possible goals.

A second card symbolizes a critical friend who names possible risks.

The third card typifies the realistic partner who shall encouragements for realizing the goal.

The consultant starts at the visionary's position with the question about conceptions and goals. He can tie in with the results of the evaluation of competences. The first questions are intentionally applied on a visionary level in order to make wishes and competences transparent that haven't been transparent so far.

After the descriptions of the participant the questions of the consultant follow. He takes the role of the critic and planners.

Based on this dialogue between the consultant and the participant a complex goal description is generated that can be used for the visualization of the "goal map". On the

goal map goals, sub-goals, basic conditions, possible conflicts and first actions for the achievement of the goals are retained.

BAGru Toolbox

Name of the method/tool	TALENT MARKETING / SELF MARKETING
Target group(s)	Unemployed, applicants
Duration	
When to use it?	As a strategy of intermediation; development of significant applicants' profiles
Goals	Discovery and activation of talents
Short description of the method/tool	Talents, which are one part of a persons' ability, get discovered via special sheets. These talents can be permuted in a self-marketing strategy.
Variables to take into account by the trainer/tutor	Following hints point to the existence of talents: • Fast learning • Feeling satisfaction (if a person feels fulfilled in his actions) • Recurring reactions
Potential of the method/tool for basic education learning settings	
Material required	Special sheets
Further info/Source	Bens, H-W; Egle, F.; Scheller, Chr.: Talentmarketing, Gabler Verlag 2002 Winterer, Sabine: Talentmarketing für Rehabilitanden des Berufsbildungswerkes Neckargemünd – Profilberatung zur Verbesserung der Selfmarketingkompetenz -; Diplomarbeit an der Fachhochschule des Bundes für öffentliche Verwaltung, Fachbereich Arbeitsverwaltung, im Internet veröffentlicht; Mannheim 2001)

BAGru Toolbox

It is advised to categorize the talents in: motivation, thinking and talents on a level of relationships. Therefore the following sheets have been developed:

Exploration of talents concerning motivation

I am motivated when I	😊	😐	😞
1.) can apply myself from the inside to an assignment.			
2.) push the envelope of my own performance.			
3.) can show endurance.			
4.) compete with other people.			
5.) can achieve something acknowledged independently.			
6.) am an expert on a specific field.			
7.) can gear life to my values (e.g. faith, conservation, money)			
8.) can do something for other people.			
9.) can provide equity.			
10.) have a vision and can work on it.			

BAGru Toolbox

Exploration of talents concerning thought and decision patterns

Attributes	😊	😐	😞
1.) I have a goal every day after which I act.			
2.) I feel I must have a structure, I am very disciplined.			
3.) I am very good at organizing.			
4.) I can run through different possibilities in my mind very good.			
5.) I attach importance to accurateness and order.			
6.) I am very responsible.			
7.) I am very good at planning things.			
8.) I am very performance-oriented.			
9.) I am a strategist and can imagine futurity very well.			
10.) I permute my strategic action into benefit, I am business man/woman.			
11.) I can achieve goals even with incomplete information.			
12.) I have a preference for numbers.			
13.) I am very creative, I always have ideas for unconventional ways.			

BAGru Toolbox

Exploration of talents concerning relationship level

Attributes	😊	😐	😞
1.) I need the acceptance of other people and I often get it.			
2.) I can easily identify with the feelings and beliefs of other people.			
3.) I have few but very deep and longlasting relationships to other people.			
4.) I have a network of relationships, a lot of friends.			
5.) I can socialize and benefit from it.			
6.) I see the something special in people and I am very tolerant.			
7.) I like to help others in being successful.			
8.) I can enthuse and amuse others.			
9.) I can work in a team very well and I can bring others to being supportive to one another.			
10.) I always see the positive aspects.			
11.) I can convince others.			
12.) I like it to assume the leadership.			
13.) I can bring others to do something, I can animate them.			
14.) I have the heart to say what I think and to show feelings when it is important in order to smooth misunderstandings.			

BAGru Toolbox

In the following we are interested only in the laughing smilies (strongly agree)!!!

Please answer the following questions assiduously:

How do I know that? Where did I detect it?

What do others think about it? (friends, siblings, co-workers)

Which advantage arises from this/these attribute/s for the future employers?

How can I sell this/these attribute/s?

BAGru Toolbox

Name of the method/tool	MEYERS-BRIGGS TYPE INDICATOR
Target group(s)	Individual and group sessions
Duration	
When to use it?	Self-evaluation
Goals	Reflection of the own behaviour (also to understand the behaviour of others)
Short description of the method/tool	The Myers-Briggs Type Indicator is an instrument to describe and understand the own behaviour by adverting to preferences concerning the personality. There are 16 distinctive personality types that result from the interactions among the preferences.
Variables to take into account by the trainer/tutor	It is not a test! It's a tool which can be used to identify and <u>describe</u> preferences.
Potential of the method/tool for basic education learning settings	
Material required	Special sheets
Further info/Source	http://www.myersbriggs.org/my-mbti-personality-type/understanding-mbti-typedynamics/the-eight-function-attitudes.asp http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/

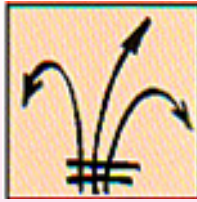
DIE ACHT PERSÖNLICHKEITS - PRÄFERENZEN

Woher bezieht eine Person ihre Energie?

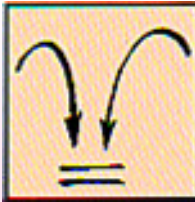
Extraversion (E):

- leicht kennen zu lernen
- suchen Interaktion mit anderen
- andere Menschen sind Quelle ihrer Energie

Extravertiert



Introvertiert



Introversion (I):

- eher schwer kennen zu lernen
- suchen ihre Privatsphäre
- Alleinsein ist Quelle der Energie

Wie nimmt eine Person Informationen auf?

Sinneswahrnehmung (S):

- Informationsaufnahme über die fünf Sinne
- erfassen schnell Fakten bzw. praktische Realitäten

Über die Sinne



Intuitiv



Intuition (INtuition):

- Informationsaufnahme über sechsten Sinn
- erfassen schnell Zusammenhänge und Verbindungen

Wie fasst eine Person Entschlüsse?

Denken (Thinking):

- entscheiden nach Logik und objektivem Maßstab
- beurteilen Situationen mit Abstand bzw. von außen

Analytisch



Gefühlsmäßig



Fühlen (Feeling):

- entscheiden nach Konsequenzen für sich und andere
- beurteilen Situationen spontan bzw. durch ein Hineinversetzen

Wie richtet eine Person ihr Leben ein?

Beurteilen (Judging):

- planvoll und organisiert
- bevorzugen geregeltes, strukturiertes Leben
- Orientierung am Ziel bzw. Ende einer Aufgabe

Planvoll



Flexibel



Wahrnehmen (Perceiving):

- spontan und flexibel
- bevorzugen im Leben Offenheit und Entscheidungsmöglichkeiten
- Orientierung am Prozess bzw. Weg

Die vier Präferenzen ergeben sechzehn verschiedene Persönlichkeitstypen.

BAGru Toolbox

There is no translation of the chart placed in front, but here some information of the Myers-Briggs-Type Indicator:

Favorite world: Do you prefer to focus on the outer world or on your own inner world? This is called Extraversion (E) or Introversion (I).

Information: Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning? This is called Sensing (S) or Intuition (N).

Decisions: When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances? This is called Thinking (T) or Feeling (F).

Structure: In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options? This is called Judging (J) or Perceiving (P).

The Eight Function-Attitudes

As we explore MBTI® type in depth, you will note that each of the eight functions can be expressed in either the inner world or the outer world. Sometimes the same function looks very different in one world than in the other. Here are some descriptions of the functions in each world.

Extraverted Sensing: Acts on concrete data from here and now. Trusts the present, then lets it go.

Introverted Sensing: Compares present facts and experiences to past experience. Trusts the past. Stores sensory data for future use.

Extraverted Intuition: Sees possibilities in the external world. Trusts flashes from the unconscious, which can then be shared with others.

Introverted Intuition: Looks at consistency of ideas and thoughts with an internal framework. Trusts flashes from the unconscious, which may be hard for others to understand.

Extraverted Thinking: Seeks logic and consistency in the outside world. Concern for external laws and rules.

Introverted Thinking: Seeks internal consistency and logic of ideas. Trusts his or her internal framework, which may be difficult to explain to others.

Extraverted Feeling: Seeks harmony with and between people in the outside world. Interpersonal and cultural values are important.

Introverted Feeling: Seeks harmony of action and thoughts with personal values. May not always articulate those values.

BAGru Toolbox

Your Personality Type: When you decide on your preference in each category, you have your own personality type, which can be expressed as a code with four letters.

BAGru Toolbox

Name of the method/tool	LEARNING PANORAMA: THE METHOD
Target group(s)	Employees
Duration	In the context of a workshop; painting action takes about 20 to 25 minutes
When to use it?	At the beginning; for self- and group-reflection; can be helpful for biographic work
Goals	Experimental examination of aspects concerning the learning biography; provides a “birds eye view” to the own learning and work story
Short description of the method/tool	Beside the facts learning events, scenes, atmospheres, relations and structures are being included, thus broaden cognitive learning dimensions. The current viewpoint (own role, competences, need for development etc.) is under examination, the participants see their own biography from a different/new point of view. The participants get the task to paint the world of learning and work experiences as a flow landscape by far. The exercise is separated in four phases: Preparation (Accommodation), Execution of the painting action, presentation and feedback, re-evaluation/formulation of the aim
Variables to take into account by the trainer/tutor	The landscapes can be interpreted differently, it depends on the painters point of view
Potential of the method/tool for basic education learning settings	Possibility to arrange future processes of development to the personal and institutional learning This method supports the group development process, the competence of giving feedback as well as the process of sharing
Material required	Big sheets of paper, wax and grease crayons
Further info/Source	

The learning panorama

Accommodation of the content

- Meditative accommodation
- Back to preschool, school, employment and work time in fast motion
- With the commemoration of pictures, scenes, peoples and incidents
- In the cognition of feelings, atmospheres, sentiments

Execution: painting action (about 20 to 25 minutes)

The participants get the task to paint the world of learning and work experiences as a flow landscape by far.

Landscapes can be contemplated differently:

- They show high-producing/fruitless distances (deserts, woods, fields, steppe..)
- Rivers can be rapid or shallow with convexity, waterfalls, sources or even "dead arms"
- There may be landmarks or boring distances
- There may be creatures/animals which live in certain sections
- There is a certain climate in their fluvial topography: sun, clouds, thunderstorm

The measure and the extract of the learning and work world are eligible.

It is helpful to classify the sheet in certain phases of life (steps of five years)

The painter should be pictured on the picture.

Phase of evaluation: Learning flow

1. Reflection about the method

- How did you like the experiment?
- What was easy/hard?

2. Presentation of the learning flow in front of the group

- The protagonists introduce their learning flows in front of the group in their own order. Optionally they decide if the group expresses its first impression first (What do I see, what do I experience?) or if they start with their explanations.
- The learning tutor minds that the feedbacks always express the self-experience and that they
are not accretive or interpreting:
- What do you see? (description of the flow scenery, bioceonosis, climate, animals and plants...)?
- What do you experience (vitality, play of colors, structure, relationships...)?
- In what do you see "juicy"/strong parts as examples for resources, potentials, competences?
- In what do you see disruptions, critical impressions?
- What are future possibilities of development?

3. Self-experience and feedback regarding resources, competences, possibilities of development

- The protagonist expresses himself/herself to the feedback; what can he/she adopt, which
perceptions/impressions are new?
- In what does he/she see positive imprints and resources?
- How did he/she cope with crises/shortages?
- Where does he/she want to develop?
- Does he/she give the flow landscape a headline?

In the following sharing the group amasses commonness:

- What is alike?
- What is special?



Lifelong Learning Programme



BAGru Toolbox

Concerning the generalization of life experiences in a similar context structures and life conditions can appear in a new perspective in retrospect and thus enable different perspectives as a re-evaluation.

Working material

- Big sheets of paper
- Wax and grease crayons

Accommodation of the content

- Meditative accommodation
- Back to preschool, school, employment and work time in fast motion
- With the commemoration of pictures, scenes, peoples and incidents
- In the cognition of feelings, atmospheres, sentiments

Execution: painting action (about 20 to 25 minutes)

The participants get the task to paint the world of learning and work experiences as a flow landscape by far.

Landscapes can be contemplated differently:

- They show high-producing/fruitless distances (deserts, woods, fields, steppe..)
- Rivers can be rapid or shallow with convexity, waterfalls, sources or even "dead arms"
- There may be landmarks or boring distances
- There may be creatures/animals which live in certain sections
- There is a certain climate in their fluvial topography: sun, clouds, thunderstorm
- The „bird's eye view“ provides an overview/insight which might be new in its diversity.

The measure and the extract of the learning and work world are eligible.

It is helpful to classify the sheet in certain phases of life (steps of five years)

The painter should be pictured on the picture.



Lifelong Learning Programme



BAGru Toolbox

Name of the method/tool	LEARNING AT THE WORKPLACE BY USING THE LEARNING- AND WORKING-BOOK
Target group(s)	Employees with special training needs
Duration	Depends on the content
When to use it?	Within placement phases or in practical trainings
Goals	A form of qualification which is orientated in the participants needs and interests; makes a contribution to their employment security and employment competence
Short description of the method/tool	A biography-oriented method which includes a joint determination of learning contents in due consideration of situative occasions
Variables to take into account by the trainer/tutor	Instable learning times Requires a competence to engage in with the process and the group, to react in a flexible way and to have methods/material down pat respectively to find different ways to pick up the concerns The primary scheduling is modifiable
Potential of the method/tool for basic education learning settings	High identification with the learning contents and with the concern of basic education in general. Learning can be experienced as a personal win
Material required	See below
Further info/Source	

BAGru Toolbox

Learning at the workplace is already pre-structured regarding the content and the methods by the praxis tasks in the special qualification and the learning mentoring group. Here reflection also plays a big role. The participants reflect their experiments, observations etc. (depending on the praxis task) in a structured way and they write these reflections down in their learning and working book. The learning and working book offers herefor mentoring designed reflection opportunities. The complexity of the here offered reflections should be adapted to the participant's competences. Especially in the beginning of the project with low-skilled employees the reflection's formulations and points of reference should be lowthreshold.

To round off the information here are some abstracts from the learning and working book:

Contents:

1. The learning and working book

The learning and working book/acquaintance with the learning and working book
Preparation for the course chapter
Learning protocol

2. Course organization

Information about the course organization
Organization of the course blocks

3. Evidence of participation

Evidence of the participation in the content blocks
Evidence of the participation in the learning mentoring blocks

4. Praxis phase

Praxis task
List of the praxis tutors
Form helpful mentoring

5. Drafts „Preparation for the course block“ and „Learning protocol“

6. Drafts „Praxis task“

BAGru Toolbox

For example:

Chapter 1

1.1 The learning and working book (= LaW)....

You get a learning and working book to write down your learning wishes and experiences and to check your learning goals.

The learning and working book is in your possession.

About the acquaintance with the learning and working book:

- Please bring the learning and working book to every course event.
- Please prepare for every course block (form „Preparation for the following course block“).
- Please evaluate every course block with your learning protocol (view form learning protocol).

Work sheet: reflection of the praxis task

Praxis task

Mr./Mrs.....

Institution:.....

Tutor:.....

Task:

Feedback of the tutor:

Own feedback (What was easy/hard?, What can I change?)

BAGru Toolbox

Name of the method/tool	LEARNING BIOGRAPHICAL ACCESS: RESULTS AND AGREEMENTS
Target group(s)	No specific
Duration	Depends on the group size
When to use it?	At the beginning
Goals	Awareness of the own learning behaviour; developing individual learning strategies; adaption of training to participant's needs
Short description of the method/tool	The participants reflect upon their learning. Based heron concerted agreements regarding the arrangement of the training can be made.
Variables to take into account by the trainer/tutor	
Potential of the method/tool for basic education learning settings	The reflection on the individual learning behaviour enables to detect reasons for learning difficulties
Material required	worksheets
Further info/Source	

BAGru Toolbox

What is important for me and my learning?	
+	-
Examples	no compulsion
Usage of words (different connections)	Stress
Homework	Homework
motivating each other	not laughing at each other
supporting each other	
Reward (chocolad, marks,...)	
Smileys	
good Books	
talking about it	
Documentation: short terminology	
Dialogue	
creating a guideline	
bigger treasury of words	
Description (e.g. person)	
I'm allowed to make mistakes	
Trust in the group	

BAGru Toolbox

Name of the method/tool	ESTIMATION OF THE SKILL BUILD OF WORKPLACES
Target group(s)	Employees, employers
Duration	Depends on the group size
When to use it?	Within the analysis of learning needs in enterprises
Goals	To optimize workplaces and in-company activities concerning their skill-build
Short description of the method/tool	With the aid of the attached questionnaire jointly with management staff and employees the learning situations on selected workplaces were checked.
Variables to take into account by the trainer/tutor	
Potential of the method/tool for basic education learning settings	Based on the results of the survey the next steps could be planned by management staff and employees.
Material required	Questionnaire
Further info/Source	

BAGru Toolbox

	Strongly agree	Agree	Disagree	Strongly disagree
The employees can schedule their work independently.				
The work is inspiring and diversified.				
The work is not just accomplished by the employees but also planned, rectified and self-reviewed.				
The tasks are not totally predetermined.				
The employees often make decisions independently.				
The work of the employees requires a close co-operation with experts and coworkers of other areas.				
The work requires multiple competences and capabilities of the employees.				
The employees know what is done in other areas of the plant.				
The employees know how work proceeds in their area.				
The employees are sufficiently informed about important things and procedures in their facility.				
Many agreements can be made by the employees without asking the supervisor.				
When we change things we resorted to ideas of our employees.				
The employees are involved in decisions concerning the facility.				
The employees often get the opportunity to learn new things during work.				
Learning and training are important for us.				
In our facility there are good job-related possibilities of development for the employees.				

(Perspective guidance to the workplaces of their employees)

BAGru Toolbox

Annexe

BAGru – brief description

About the project

The BAGru project that runs between October 2009 and September 2011 is part of the Lifelong Learning Programme and is funded by the European Commission to improve the employment opportunities for groups facing particular challenges at the labour market e.g. insufficiently qualified persons.

BAGru, with its transfer activities, is based on the outcomes of the project consortium “GiWA – basic skills in labour and economy” of the research programme “Research and Development for Alphabetization and Basic Education” (www.giwa-grundbildung.de) supported by the German Ministry of Education and Research (September 2007 to October 2010).

As has been demonstrated through the EU initiative “New Skills for new Jobs”, there is a distinct lack of developments which focus on furthering the literacy capabilities of socially unprivileged and slow learning adolescents.

The coordinator of the project is “bbb Büro für berufliche Bildungsplanung” from Dortmund, Germany and the partnerships to enable the progression of this project involve the collaboration between these European countries: Austria, UK, Sweden, Slovenia, Poland and France. The three transfer activities which the BAGru project focuses on include the potential end users (diverse groups with special difficulties in the labour market), the diverse contexts of education (vocational education, pre-vocational qualification measures, programmes for disadvantaged, operational continuing education) and instructors, teachers, trainers and advisors as multipliers.

With this in mind, the BAGru project builds bridges between the individual from these countries and the companies, labour administration and institutions of learning there within to improve qualifications and confidence when seeking employment opportunities. This progress is adapted accordingly by taking into consideration the unique living and working environments which these target groups are subject to and in view of that supporting their education, training and employment developments.

For further information on the BAGru project please see the official project website: <http://www.bagru.eu/>

BAGru Toolbox

BAGru – consortium

bbb Büro für berufliche Bildungsplanung, dortmund (DE) – www.bbb-dortmund.de

BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH, Wien (AT) – www.best.at

University of Glasgow, College of Social Sciences, Glasgow, Scotland (UK) – www.gla.ac.uk/colleges/socialsciences

Folkuniversitetet Kristianstad (SE) – www.folkuniversitetet.se

Papilot Zavod za vzpodbujanje in razvijanje kvalitete življenja, Ljubljana (SI) – www.papilot.si

Akademia Humanistyczno-Ekonomiczna w Łodzi, Lodz (PL) – www.ahe.lodz.pl

IRFA Sud Formation professionnelle en Languedoc Roussillon et Midi Pyrénées, Montpellier (FR) – www.irfasud.fr

BAGru Toolbox

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Denis Rouquié, Psychologist, clinical and human resource. Since 1992 with IRFA Sud in training activities with unemployed people and low qualified trainees, coordination and administration of European projects. Experience in multicultural environment. Creating tools and methods using electronic data processing. Software particularly adapted for competence portfolio, especially the French „bilan de compétence“.