



QUALIFYING DIFFERENCES



# METHODOLOGICAL MANUAL

“Balance of Key Competences for Universal School Certification”



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MUNI



# Intellectual Output 01

## Methodological Manual “Assessment of Key Skills for Universal School Certification”

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The focus of the Qualifying Differences project is based on the need of a common and innovative methodology for professionals who work with disabled people, in the field of Adult Education and Training.

The project objectives are as follows:

- Develop more open and flexible approaches for the validation and certification of knowledge and skills of adults with disabilities.
- Encourage lifelong learning.
- Help adults with disabilities find a job and have an active role in the labour market.
- Support all the institutions which deal with Adult Education and Training, at both national and European levels.
- Indirectly, raise the level of employment in Europe especially for people with disabilities resulting from an occupational illness or accident.

<https://www.qualifying-differences-project.eu/>

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## Introduction

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European educational systems demonstrate different approaches to the quality education they offer their citizens. There's a strong conviction related to the fact that education is the principal means by which society contributes towards a person's character, increases their capacity substantially, makes them more self-reliant and integrates different learning dimensions (cognitive, affective, and axiological), so that education benefits and reaches all. Each European country presents a specific situation.

People with disabilities, especially those resulting from illness or accidents at work, pose a double challenge to the qualification systems in question. On one hand, an openness and flexibility regarding their circumstances and diversity, which may be accepted and managed within the framework of their intervention. On the other hand, an increased attention and effort highlighted by their lower qualification levels in relation to the population in general.

In light of one of the fundamental principles of modern societies, that of universal education, or universal capacity for learning, the challenge is to design systems capable of ensuring the promotion of this ability, in an effective way, allowing everyone to develop and optimise their potential.

## 1.1 Partnership

This project involves 6 organizations, from 6 different countries (Spain, Italy, France, Greece, Portugal, and Czech Republic), that have field experience and solid relationships with other social, economic, cultural, and local organizations.

EPRALIMA\_Escola Profissional do Alto Lima, C.I.P.R.L. – Coordinator (Portugal)

Epralima was incorporated by a public deed in 1999, and it is a Private and Cooperative School, which focuses on vocational education, while offering Youth Education and Training Courses, Adult Education and Training Courses, and Specialized Technological Level V Courses.



Currently, the school is located at three municipalities of the Minho-Lima Region: Arcos de Valdevez, Ponte da Barca and Ponte de Lima. It has a qualified technical team that has been working with adults since 2002 and this experience provides adults with proper enrolment procedures that lead to exceptional diagnosis, referrals and the validation and certification of formal and informal competencies.

### CESUR\_Centro Superior de Formación Europa Sur - Spain

CESUR (Centro Superior de Formación Europa Sur) is one of the main components of Grupo Coremsa, a holding of VET providers with more than 25 years of experience in vocational education and training geared towards employment. Nowadays, CESUR is composed of 18 different VET centres all around the country (Málaga, Seville, Murcia, Badajoz, Madrid, Zaragoza, Cáceres and Canary Islands). It offers more than 120 formal training courses accredited by the Spanish Ministry of Education and has more than 6500 students.



### Unione Italiana Lotta alla Distrofia Muscolare – Sezione di Saviano - Italy

Unione Italiana Lotta alla Distrofia Muscolare – Sezione di Saviano (Italian Union For the fight against Muscular Dystrophy) is a voluntary association founded in 1994 with the aim of pursuing the full integration of people with disabilities. The Association has around 9,000 members and is present throughout the country with 66 Provincial Branches that carry out extensive social work and extensive medical and rehabilitative care, managing in some cases ambulatory rehabilitation, prevention, and research centres, in close collaboration with the University and socio-sanitary structures. UILDM Saviano is one of the 66 provincial branches within this huge network, which covers the entire national territory.



## DAFNI KEK - Greece

DAFNI KEK is a certified LLL-Centre that develops its activities in connection to local needs and challenges, since 1996. DAFNI KEK participates in various Calls in favour of Adult Learning by responding to National and European Funding frameworks. They are in constant cooperation with the broader Community of Educators, as well as Counsellors (Life and Job), by understanding (their) training needs, specifically in reference to the work developed with disadvantaged groups, planning of training opportunities – locally or at the European level – for their professional evolution. Intercultural communication and Diversity awareness consist of the focus of its learning interventions by bringing, in contact, groups and individuals from the broader community.



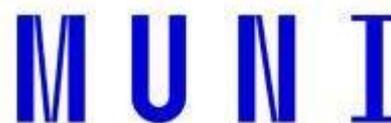
## E-Seniors - France

E-Seniors is a non-profit non-governmental organization, founded in 2005 by Monique Epstein, the general manager of the association. E-Seniors aims at fighting e-exclusion by offering ICT training to seniors (people aged 55 and over). Its main objectives are to bridge the digital gap between generations, to foster seniors' social participation and to propose activities encouraging seniors to spend their free time actively.



## Masaryk University - Czech Republic

Masaryk University is the second largest Czech university and is situated in Brno. It was founded in 1919. It has ten faculties and more than 200 departments and institutes and workplaces, among others, and operates the Mendel Museum, the University Cinema Scala, and the Antarctic Polar Station. Masaryk University has long been ranked among the world's best QS Top Universities. The Faculty of Education of Masaryk University is focused on the education of future pedagogical and counselling staff in bachelor's, master's, and doctoral study programmes. Part of the education is also focused on disadvantaged target groups such as children, adolescents and adults with disabilities or social disadvantages and supports their education and integration into all areas of life, both in separate study programmes, as an integral part of all the study programmes.



## General Presentation

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The proposal "**Qualifying Differences**" arises from the need to create a totally innovative methodology (creation of a methodological manual, a digital platform and an "Understanding Disability" booklet), nationally and internationally, aimed at providing the same line of action, concerning the supervision provided to the adult. We aim, above all, to enable the adult and the professional to initiate and/or develop and/or finalize the certification and validation of competences process, based on the same work methodology (methodological guide for professionals and battery of tools that support the diagnosis process and RVCC in any part of the partner countries). In light of a global society that is intended to be inclusive, the mobility of adults/technicians within a country or across borders should not be an obstacle in the migration of the work carried out, regardless of the Centre, Institution, or country.

The work to be carried out will be reflected in the daily activities of the organizations involved, with visible results in the community's general change of mentality, in terms of disability and the culture of employability, and the entrepreneurship of adults with disabilities by meeting the strategies for smart, sustainable, and inclusive growth. Adult education contributes at the European level to achieve equity values. Social cohesion, active citizenship, creativity, and innovation, to raise the level of employment in Europe for people with disabilities by encouraging the return to work through validation, updating of knowledge and retraining, thus reducing the high number of people with disabilities with low levels of schooling, through empowerment activities that motivate them and remove them from isolation situations and the risk of poverty and social exclusion.

### 2.1 Objectives

The main objective of this manual, as a training and methodological tool, is to assist the professional that works with disabled people and the adult with disabilities through the following:

#### a) The Professionals

- Become familiar with key-competencies at work;
- Apply the skills assessment process in an interdisciplinary manner;
- Use participatory methodologies to stimulate the sessions.

#### b) The Adult

- Ensure self-analysis and self-reflection by identifying potentials and ways of overcoming gaps;
- Increase the auto-responsibility, growth, and lifelong learning process;
- Acquire assets/strategies to construct a qualified future – (re)insertion in the job market;
- Acquire entrepreneurial skills.

## 2.2. Target Group

The beneficiaries of this methodological manual are associated to two target groups:

- a) The professionals involved in the Adult Education and Training process, such as: Coordinators, Teachers, Trainers, Orientation and Vocational Guidance Professionals.
- b) Adults with disabilities and low levels of education who wish to have their skills recognized, validated, and certified.

The professionals involved in the process should understand and apply the proposed methodologies, as well as master the various concepts associated with the theme (see glossary).

## 2.3. Presentation and Application

The methodological manual follows the structure identified in the index. It will be applied within the scope of Adult Education and Training carried out by the Qualifying Centre, in Portugal, and Equivalent Institutions at the European Level. Specifically, in terms of guidance and supervision during the Enrolment, Diagnosis, Information and Guidance/Orientation and Referral phases, in addition to the implementation of the Recognition, Validation and Certification processes at the secondary level, with disabled people.

## Concepts

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### 3.1. What is knowledge, skills, and competences?

The concepts identified above, although different, are associated.

- a) **Knowledge** - the result of the assimilation of information through learning, experience, or self-awareness. Knowledge is the collection of facts, principles, theories, and practices related to work or study area.
- b) **Skill** - The concept of skill is closely related to the ability to perform a specific task with a certain level of dexterity.
  - b.1) - Cognitive skill** - Cognitive abilities are mechanisms of the brain that are related to processes of learning and remembering information.
  - b.2) - Motor Skill** - consists of movements performed with precision. A motor skilful individual demonstrates a high ability to coordinate movements. This type of skill is related to balance, stability, and manipulation of other objects.
  - b.3) - Professional skill** - is any feature of an individual that enables him or her to succeed professionally. It can be psychological characteristics such as motivation and self-confidence, or others that are acquired through training in a specific area.
  - b.4) - Social skill** - is the ability to interact socially with other people and are essential characteristics for everyone in a society. Communication and persuasion skills, teamwork, and empathy are some highly important social skills.
- c) **Competence** - a set of related skills and knowledge that enable a person to perform effectively in a job or situation. A competence is more than just knowledge and skills. It involves the ability to meet complex demands, drawing on and mobilizing resources, in a particular context.

The competence should be the skill that each adult has to carry out a set of knowledge and concrete skills to be successful. Being a competence capable of responding with a given task, its structure is defined, including attitudes, values, knowledge, and skills that can be interrelated - make action/mobilization possible. Competence can never be reduced to the cognitive knowledge.

The competence is associated with a set of variables:

- a) **Knowledge:** schemas and mental representations about a given subject;
- b) **Ability and Skill:** to be succeed in a particular domain, know-how;
- c) **Attitudes:** predispositions to act in a certain way;

- d) **Situation:** set of external stimuli;
- e) **Operationalization:** act in a prepared and organized way to mobilize something;
- f) **Efficiency:** achieving desired objectives through appropriate means.

Three types of competences can be distinguished: basic, transversal, and technical.

- 1. Basic:** those acquired in childhood and adolescence, within the formal education system and of a personal nature (the ability to read and write, organization and respect for rules);
- 2. Technical:** those directly associated with the activity of a profession (for example: handling a sewing machine in the case of a Sewing Technician).
- 3. Transversal or soft:** those that are common to different tasks/activities and that dictate the way we behave and react in different contexts.

However, these should be adapted according to the disability, educational need, and competence in question.

In this sense, it is extremely important to understand the characteristics of each of the disabilities and educational needs. Below are some examples, that educational professionals encounter in their daily work, such as:

**Dyslexia:** Dyslexia is a genetic and hereditary language disorder, of neurobiological origin, that is characterized by difficulty decoding written stimulus or graphic symbol. Dyslexia compromises the ability to learn to read and write correctly and fluently and to comprehend a text.

There are three types of dyslexia:

1. **Visual dyslexia:** difficulties in differentiating the right and left sides, errors in reading due to poor visualization of words.
2. **Auditory dyslexia:** occurs due to a lack of perception of sounds, which also causes difficulties with speech.
3. **Mixed dyslexia:** it is the union of the two types of dyslexia.

**Dysgraphia:** When the handwriting is illegible and/or the child writes very slowly due to a motor issue, we speak of dysgraphia. Many people think that it's 'ugly handwriting', but it's not: if the handwriting is ugly but legible, and the child writes fast, that's fine, it's a characteristic.

**Dyscalculia:** Dyscalculia is a neurodevelopmental disorder marked by an inability or lack of ability for number-related tasks. In practice, people with dyscalculia cannot associate the number 1 with the word "one", for example. Therefore, in the school phase, people with dyscalculia have difficulty dealing with an arithmetic sequence and performing a mathematical operation. They may even understand the logic but face a huge barrier in putting it into practice.

### **Dyscalculia: Symptoms**

- Incomprehension of the meaning of numbers
- Slowness in learning or counting performance

- Unable to relate the number to the word and its sound, e.g., the number 1 to the word "one"
- Difficulty understanding concepts such as greater or lesser, short and long, high and low, or recognizing patterns;
- Inability or poor ability to understand and develop logical thinking
- Slight ability to memorize numbers, sequences, or the step-by-step nature of a mathematical operation
- Difficulty understanding signs of mathematical operations, formulas, ratios, quantity, measurements, and shapes, and to apply theory
- Problems interpreting graphs, solving equations, and performing mental calculations
- Little sense of time and space, such as understanding time, measuring distances or quantities

**Hearing impaired:** <sup>1</sup>Deafness is the partial or total loss of hearing, which makes understanding and communication difficult. Deafness can be congenital, when the person is born with the disability, or acquired during life due to a genetic predisposition, trauma or disease that affects the ear.

Deafness, also called hearing impairment, can occur in only one ear or in both, causing a decrease in the ability to perceive sounds, partially, in which there may still be some degree of hearing, or also occur completely, with complete loss of hearing capacity.

The causes of hearing loss and deafness can be due to different factors that can manifest themselves throughout life.

The main symptoms of deafness are difficulty or inability to hear sounds clearly, which can be identified by some signs such as:

- Asking people to repeat what they are saying or speaking louder;
- Listening to TV or music at a louder volume than other people;
- Difficulty following a conversation;
- Isolating yourself or avoiding conversations;
- Having to concentrate more when talking to people;
- Lip-reading to understand what is being said;
- Difficulty hearing when talking on the phone;
- Difficulty communicating in noisy places;
- Not reacting to normally irritating sounds.

In addition, it is common for the person to have intolerance to intense sounds, mood swings, or irritability due to not being able to perceive sounds or not understanding what people say.

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<sup>1</sup> Source: <https://www.tuasaude.com/causas-da-surdez/>

Depending on the intensity of symptoms and hearing ability, deafness can be classified into different degrees, which include:

**Mild:** when hearing loss is up to 40 decibels, which prevents hearing a weak or distant sound. The person may have difficulty understanding a conversation and ask for the sentence to be repeated often, seeming to be constantly distracted, but it does not usually cause serious changes in language;

**Moderate:** is hearing loss between 40 and 70 decibels, in which only high-intensity sounds are understood, causing difficulties in communication, such as delayed language, and the need for lip-reading skills for better understanding;

**Severe:** is hearing loss between 70 and 90 decibels, which allows the understanding of some noises and intense voices, making visual perception and lip reading important for understanding;

**Profound:** is the most severe form, and happens when hearing loss exceeds 90 decibels, preventing communication and speech understanding.”

What the accompanying team (teachers and technicians) must do to include these students in the class/skills recognition process is to facilitate their understanding of the lecture, relying on measures that exploit the visual channel for information acquisition: using an on-screen captioning program during sessions/lessons using visual references during explanations, such as photos or multimedia to reinforce the theme of the discussion, support concept acquisition, and maintain attention, using an easy-to-read font when displaying text, such as Helvetica, Open Sans, Verdana or the Easy Reading font (available through the official website). Underlining key concepts and using clear titles with key words clearly visible in the display text, using clear and brief sentences where possible, which will always be accompanied by descriptive comments or explanations.

**Visual impairment:**<sup>2</sup> is characterized as total or partial impairment of the visual capacity of one or both eyes, which cannot be corrected or improved by the use of lenses or by clinical or surgical treatment.

This type of deficiency can be caused in two ways, the first being congenital, such as some ocular malformation and some hereditary eye diseases, such as glaucoma.

### Types of visual impairment

According to the World Health Organization (WHO) criteria, the different degrees of visual impairment can be classified into:

**Low vision:** this classification also comprises the mild, moderate, or profound degrees. It can be compensated for with the use of magnifiers, spectacles, and telescopes, and with the aid of canes and orientation training.

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<sup>2</sup> Source: <https://www.significados.com.br/deficiencia-visual/>

**Near Blindness:** When the person is still able to distinguish light and shade in the visual field, but already uses the braille system to read and write and uses voice to access electronic and digital programs. These people get around with the help of a cane and need orientation and mobility training.

**Blindness:** When in fact there is no perception of light and shade. In these cases, the Braille system, the use of a cane, and orientation and mobility training are fundamental.

It is important that teachers and technicians know the history and causes of visual loss, the type, the specific needs for adaptations to the environment and material resources. Only then will they understand the visual functioning of the students, and how they can take advantage of the visual functionality they have.

Thus, the European Agency for Development in Education has identified four priorities to support inclusive education.

**Quality professional development** - teachers must take responsibility for their own lifelong learning.

**Working with others** - collaboration and teamwork are essential practices for all teachers.

**Supporting all learners** - teachers should have high ambitions for the success of all learners.

**Valuing diversity** - "student difference is seen as a resource and an asset in education." (cited in Donnelly & Watkins, 2011, p.15)

This methodological manual focuses to a great extent on transversal (soft) or key competences, also known as nuclear, generic or life skills: those that are common to several activities because they're transferable, from one function to another, and globally relate to life. These allow the adult to understand and participate in the knowledge society, by mobilizing knowledge, attitude, and know-how through them and solving problems they are confronted with. These are competences linked to personality and behaviour, which involve mental, emotional, and social skills, built and developed according to personal skills, life experiences, culture and education. The transversal competences are directly related to the adult's way of relating and interacting with other people, affecting workplace relationships and productivity.

The World Economic Forum is an International Organization for Public-Private Cooperation that manages to involve the main political, business, and other civil society leaders around the discussion and analysis of growth, equilibrium, and the sustainability of the labour market, and mentions the importance of equipping adults with the necessary skills for future labour markets.

It is very important that adults develop broader skills and professional abilities, which facilitate possible job changes or career plans from one moment to the next. Therefore, it is necessary to create a powerful and effective method that can be used by schools and training centres in order to provide adults with the soft skills that make them employable.

Following changes in society, companies are confronted with new environments and feel the need to adapt, which is why the report “The Future of Jobs”, from the World Economic Forum (2016), provides this perspective on the 10 most valued transversal skills of the labour market for 2020.

## Top 10 skills



### in 2020

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1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

**Figure 1: Top 10 Skills**

Thus, the partnership analysed the list of top 10 skills, pondered, and decided to elaborate the methodological manual based on the following and their corresponding concepts:

- a) **Complex Problem Solving** - The ability to understand problems, and think of creative, efficient, and effective solutions. Ability to plan and execute problem solving strategies, which validate the results obtained through the projection of future lessons, within a continuous improvement perspective. The adult understands the cause of a problem and makes decisions that solve it more effectively.
- b) **Critical Thinking** - The ability to use imagination, reasoning, past experiences and research, and the resources available to solve problems. Faced with complicated situations, the adult solves the problem using his/her critical thinking.
- c) **Creativity** - This is probably the most underrated soft skill because it usually takes someone creative to appreciate the need for those who are, and most people just aren't that creative. Creativity doesn't mean being an artist; it means being resourceful and innovative in finding solutions to problems.
- d) **People Management** - The ability to create and foster relationships with people. In the workplace, having these skills means being able to have relationships with colleagues and assistants. For employees in a managerial position, it involves providing the team with the proper motivation, staying on track of projects, knowing the needs of every individual member of the team and how they can help satisfy those needs and reach goals.
- e) **Communication** - Employers want employees with good communication skills; that demonstrate the ability to listen, speak and write. They want people who can make new contacts easily, establish and maintain positive and profitable relationships with those around them; influence others easily and sell their product or service.

- f) **Coordinating with Others** - The ability to organize one's own work and link it to the overall work- flow. Coordination includes the ability to carry out multiple activities simultaneously, prioritizing and shifting priorities as needed. It includes interweaving work programs with the workflows of others. It includes dealing with unexpected crises, obstacles, or interruptions, and efficiently put the work back on track to avoid further crises.
- g) **Emotional Intelligence** - The ability to recognize and evaluate one's own feelings, and those of others, in addition to the ability to deal with them. It is responsible for most of the success and leadership ability of a human being within various contexts of life.
- h) **Judgment and Decision Making** - The ability to make thoughtful and effective decisions, reach sensible conclusions, perceive, and distinguish relationships, understand situations, and form objective opinions, especially on matters that affect action. It is the cognitive process, internal thinking, or the act of reaching a decision, drawing solid conclusions, forming an opinion, or making critical distinctions about people, situations, ideas or events through evaluation, comparison, and/or deliberation.
- i) **Service Orientation** - The ability to show positive attitudes and behaviours, which demonstrate an awareness and willingness to respond and meet needs, requirements and expectations.
- j) **Negotiation** - The ability to communicate, persuade and influence, plan and strategize, employ tactics, techniques, toolkits, systems and processes, and know-how to work as a team member.
- k) **Cognitive Flexibility** - The ability to switch one's thinking (cognition/train of thought) as an adaptation to the demands of stimuli. In neuroscience, the term is sometimes referred to as attention switching, cognitive shifting, mental flexibility, set shifting, and task switching. Perhaps the most helpful way to explain cognitive flexibility is to use an analogy.
- l) **Organization** - The ability to plan, organize and perform requested tasks. Organization implies good time management and helps to develop work in a structured way.
- m) **Computer Technical Literacy** - Adults who have the knowledge and skills to use a computer and other related technology. This term is usually used to describe the most basic knowledge and skills needed to operate software products such as an operating system, a software application, or an automated web design tool. Computer literacy is becoming an increasingly essential skill.
- n) **Adaptability/Flexibility** - The ability to demonstrate flexibility and adaptability to new situations/ contexts and new tasks, due to the rise of new businesses, new demands, and new requirements. More and more, there is a need to reinvent, restructure, and innovate the world of work.
- o) **Rights and Responsibilities** - general knowledge about the rights and responsibilities inherent to daily activity, at a personal, social and/or professional level. Adults who communicate assertively respect the points of view of others, while relaying their own in a coherent rational manner.
- p) **Strong Work Ethic** - The ability to express personal integrity, is what employers look for and value in any employee. It is a set of values based on the ideals of discipline and hard work, such as reliability, honesty, self-confidence, and positive attitudes.

Flexibility, reflection and self-criticism, openness towards innovation and research, learning to learn, dialogue, teamwork and respect for differences are all essential factors for social harmony and the development of different life dimensions. The transversal competencies thus adopt a dynamic character, allowing adults to

permanently build and rebuild knowledge, according to the organizational contexts in which they operate, allowing employers to observe an increase in adaptability, efficiency, and the achievement of positive results.

## 2.2 What is entrepreneurship?

The methodological manual focuses on soft and key skills that allow the development of an entrepreneurial spirit. Normally, the word entrepreneurship is associated with the business world and a large part of society thinks of an entrepreneurial person as one who creates his/her own job, without even questioning the probability that he/she may work for someone else, or have an innovative, creative, entrepreneurial attitude, in other words, as one who contributes his/her knowledge towards the development and prosperity of the company that he/she is part of.

Entrepreneurship means to undertake, solve a problem or a complicated situation. It is often related to the creation of new companies or products. To undertake is to add value, to know how to identify opportunities and turn them into a profitable business.

*Entrepreneurship must be interpreted as the behaviour that identifies and pursues the opportunities of the most diverse activities (individual, family, social and professional). According to Luís Rasquilha "to undertake means to find an opportunity, to have a good idea and to take the risk of putting it into practice, adding value – in various scales and dimensions"*

*(Economic Journal, 2017:1)*

The entrepreneur undertakes positions of autonomy, initiative, self-assessment, ethics, creativity, citizenship, leadership, participation, problem solving, among others. All citizens have certain characteristics that, when stimulated, trained, and empowered, will allow them to assert themselves as entrepreneurs. In addition, the environments in which they live (school, family, workplace) and the people with whom they live, greatly influence the awakening of the entrepreneurial capacity.

Education and training in entrepreneurship seek to make each adult useful and dynamic by reaching his/her potential. An entrepreneur is not someone different, but someone who has had his/her potential stimulated. The insertion of entrepreneurship in education/training aims to provide adults with tools that allow them to face the complexity of the modern world and the effects of globalization. Therefore, there is great effort put into generating autonomy of thought, personal value, initiative, and actions that undertake the lives of adults through their participation in the transformation of the society in a conscious, effective, and creative manner. According to the Entrepreneurship Education Guide

*(...) it is essential to create opportunities for the student to learn, think and act in an entrepreneurial way. It is necessary to create authentic "real life" contexts, in order to provide learning that involves experimental activities,*

*reflection and collaborative work.*

(Portuguese Ministry of Education, 2006:.12)

Hence, in addition to those previously mentioned, this manual will focus on the soft skills identified as important tools for the construction and solidification of the entrepreneurial behaviour, within different life contexts, such as: problem solving, reflection and critical thinking, creativity, conflict management, leadership and collaboration, emotional intelligence, decision-making, negotiation, flexibility, initiative, and autonomy. These competences will be present, in a transversal way, in the references and instruments provided in this manual.

## Methodologies

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The choice and adaptation of the methodology applied in the manual was based on the collection, analysis and reflection of the different experiences and methodologies existent in the partner countries within the scope of Adult Education and Training, namely, the Recognition, Validation and Certification of Competencies Processes.

Each partner country carried out research and collected information on the existing methodologies, techniques and instruments used in their country. They presented the information and had moments of joint analysis and reflection with the objective of elaborating the final manual as a useful, transferable tool, with a European character.

### 4.1 Methodologies existing in each country

#### 4.1.1. France



**In France**, with the implementation of the VAE (validation of acquired skills and experience), adults seek to acquire professional experience, but one may then wonder how the key competencies of the latter are developed.

The VAE requires the adult to think and express him/herself in terms of competencies. By competencies, we mean the set of knowledge, skills, abilities, and capacities necessary to respond effectively to situations and problems in variable environments and multiple contexts. The behaviours, the types of reasoning and the respect of procedures also reflect skills. Competence is therefore synonymous with the acquisition of experience.

A European recommendation establishes a framework of eight key competences for lifelong learning *"particularly necessary for the personal fulfilment and development of individuals, their social inclusion, active citizenship and employment"*.

In France, the law of March 5, 2014, incorporates this recommendation into a body of knowledge and the skills that are useful for an individual to master in order to promote access to vocational training and professional integration.

This foundation includes: communication in French; the use of basic rules of calculation and mathematical reasoning; the use of standard information and digital communication techniques; the ability to work within the framework of defined rules of teamwork; the ability to work independently and achieve an individual goal; the ability to learn throughout life; the mastery of gestures and postures and respect for basic health, safety and environmental rules.

The professional involved in this process is the VAE advisor that has the role of analysing the relevance of the adults' VAE projects, studies the regional and national certification offers that correspond to the adult's profile, transmitting the contacts of the certifying officers concerned and identifying the different financing possibilities in accordance to the statute.

#### 4.1.1.1. Organizations involved in the process and their roles

National Professional Qualifications Framework (Cadre national des certifications professionnelles). The NQF is linked to the system for validation of non-formal and informal learning (validation des acquis de l'expérience, VAE) and supported by a competence orientation in designing curricula covering the entire vocational system.



The national framework of professional qualifications is the reference to which all ministries and certifying bodies must refer to in order to determine the level of qualification for professional certifications registered in the national register of professional qualifications. Article 31 of the law of September 5, 2018, for the freedom to choose one's professional future introduced it. This new framework is defined according to the European Council Recommendations on the European Qualifications Framework for lifelong learning and the European Qualifications Framework for lifelong learning.

The framework defines the level of qualification associated with each professional certification according to criteria for the gradation of competences needed to perform professional activities. These criteria allow the following to be evaluated:

- The complexity of the knowledge associated to the conduct of the professional activity;
- The level of know-how, which is assessed in particular according to the complexity and technicality of an activity in a work process;
- The level of responsibility and autonomy within the work organisation.

The framework has eight levels which are presented below:

- a) **Level 1:** Basic knowledge
- b) **Level 2:** Basic knowledge
- c) **Level 3:** Certificate of professional competence
- d) **Level 4:** High School diploma
- e) **Level 5:** 2 years of study after high school or technical diploma
- f) **Level 6:** Bachelor's degree
- g) **Level 7:** Master's degree
- h) **Level 8:** PhD

Each level of qualification is associated with criteria relating to knowledge, know-how and levels of responsibility and autonomy.

#### **4.1.1.2. Presence of transversal (soft skills) competences in the national/regional/provincial catalogue of education and professional certification.**

Soft skills are not explicitly mentioned in the national framework of professional qualifications. However, it is integrated within VAE. In addition to VAE, there is a mechanism for the recognition of professional and personal experience, granting access to a programme through exemption from normal requirements (at higher education level, this procedure known as Validation des acquis professionnels et personnel's (VAPP). The skill audits or "*bilan de competences*" aimed at identifying skills and competences acquired during one's professional life without targeting certification and without an assessment procedure; and other types of competence portfolios developed outside of validation procedures.

Decree No. 2021-389 of April 2, 2021, on the conditions for registering qualifications in the national registers, concretely integrates disability situations, accessibility, and universal design for the assessment of the quality of the skills repository of a vocational certification project. This will apply to all new diplomas, vocational qualifications, certificates of vocational qualification and other qualifications in the national registers from September 1, 2021.

#### **4.1.1.3. Main NQF level descriptor elements**

- I. **Knowledge:** Refers to the progression in knowledge to perform the professional activities of the level (processes, materials, terminology related to one or more fields as well as theoretical knowledge);
- II. **Skills:** It concerns the progression of:
  - the complexity and technicality of a task, an activity in a process;
  - the level of mastery of the professional activity;
  - the mobilisation of a range of cognitive and practical skills;
  - communication and interpersonal skills in the professional context;
  - the ability to transmit skills.
- III. **Attitudes:** It concerns progress in the following areas:
  - organisation of work;
  - reaction to hazards;
  - understanding the complexity of the environment;
  - understanding of interactions with activities in other professional fields, enabling one to organise one's own work, to correct it or to give instructions to supervised personnel;
  - participation in group work;
  - the level of supervision.

The qualification level descriptors were introduced by a decree on September 8, 2019, that completed the 2018 law. Here is the full description of the different levels:

**Table 1: Level descriptors in the French national qualifications framework**

Levels	Level descriptors
8	Level 8 attests the ability to identify and solve complex and new problems involving a variety of fields, using the most advanced knowledge, skills and know-how, to design and pilot research and innovation projects and processes. The national doctoral degree is classified at this level of the national framework.
7	Level 7 attests the ability to develop and implement alternative strategies for carrying out the professional activity in complex professional contexts, as well as to assess the risks and consequences of one’s activity. Master’s degrees are classified at this level of the national framework.
6	Level 6 attests the ability to analyse and solve unforeseen complex problems in a specific field to formalise skills and know-how and methods and to build upon them. Bachelor’s degrees (licence) are classified at this level of the national framework.
5	Level 5 attests the ability to master skills and know-how in a field of activity, to develop solutions to new problems, to analyse and interpret information using concepts, to transmit skills, know-how and methods.
4	Level 4 attests the ability to carry out activities that require using a wide range of aptitudes, adapting existing solutions to solve specific problems, organising one’s work autonomously in generally predictable but potentially changing contexts, and to participate in the evaluation of activities. The national Baccalaureate diploma is classified at this level of the national framework.
3	Level 3 attests the ability to carry out activities and solve problems by selecting and applying basic methods, tools, materials, and information in a known context, as well as the ability to adapt the means of execution and one’s behaviour to the circumstances.
2	Level 2 attests the ability to carry out simple activities and solve common problems using simple rules and tools by using vocational skills and know-how in a structured context. The associated vocational/professional activity is carried out with a limited level of autonomy.
1	Level 1 of the national framework for vocational and professional qualifications corresponds of the mastery of basic knowledge.

**Table 1: Level descriptors in the French national qualifications framework**

There is a presence of a national service for the recognition, validation and certification of competences, both National and Regional/Provincial Level.

When a person engaged in working life wishes to progress in his or her professional life or to change jobs, it is possible to have his or her skills, knowledge and abilities acquired during the years of working in his or her profession recognised.

In France, there are several ways, as presented below:

## **A. Skills Assessment (Bilan de Compétences)**

The skills assessment allows the analysis of one's professional and personal skills, aptitudes, and motivations in support of a professional development project and, if necessary, training.

Its objectives are:

- to analyse personal and professional skills, aptitudes and motivations;
- to define one's professional project and, if necessary, a training project;
- to use its assets as a negotiating tool for a job, training, or career development.

Any active person can benefit from it: private sector employees, jobseekers (the application must be made to Pôle emploi, APEC or Cap emploi), and public sector employees.

The skills assessment can be financed via personal training account (*compte personnel de formation*), that allows people to acquire training rights that they can use throughout their working life.

The duration of the skills assessment lasts a maximum of 24 hours and is generally spread over several weeks.

## **B. The Validation of Acquired Experience (VAE)**

Any person, regardless of age, nationality, status, or level of training, who can prove at least one year experience directly related to the qualification in question - whether or not the activity was carried out continuously - may apply for validation of acquired experience (VAE). This certification, which may be a diploma, a title or a certificate of professional qualification, must be registered in the National Professional Qualifications Framework.

VAE has become accessible to disabled workers in ESATs (establishments or services providing assistance through work) through Decree No. 2009-565 of May 20, 2009, which sets out the rules relating to training, the process of recognising know-how and skills and VAE.

## **C. The Recognition of Acquired Experience (RAE)**

The Recognition of Acquired Experience (RAE) is a system supported by the "Différent et Compétent Réseau". RAE allows people with disabilities working in ESATs (establishments or services providing assistance through work) to have their professional skills recognised. Initially experimented with several ESATs in the 2000s, the RAE was officially recognised by Decree No. 2009-565 of May 20, 2009, on training, the process of recognising know-how and skills and the validation of the experience of disabled workers in ESATs. The RAE thus leaves the field of experimentation to exist legally.

RAE therefore has the advantage of offering support to the person with a disability, but this system is only reserved for people working in ESATs, which therefore excludes part of the population of disabled adults.

## D. Recognition of professional skills (RSFP)

The Recognition of Professional Skills' (RSFP) approach was created and developed by the AFPA (National Agency for Adult Vocational Training) in 2001. Initially launched in the Auvergne-Rhône Alpes region, the scheme was extended to many other French regions over the following years. The aim of this measure is to offer people, particularly those with disabilities, who do not have the prerequisites to access traditional validation systems, the means to progress thanks to a professionally certified recognition serving as a passport to employment.

Like the VAE and RAE, the RSFP is recognised by decree no. 2009-565 of May 20, 2009, which states in particular:

*"The process of recognising know-how and skills and validating acquired experience aims to promote, while respecting each individual project, the professionalisation, personal and social fulfilment of disabled workers and their mobility within the establishment or service of assistance through work that accommodates them, other establishments or services of the same nature or towards the ordinary working environment."*

The RSFP is a tool available to disabled workers to have their professional skills recognised. The system is based on job descriptions (currently around 25, ranging from cleaning agent to green space worker, for example). Accompanied by a referent, the disabled person positions him/herself on well-mastered skills.

## E. Skills Assessment

There are three phases:

1. **A preliminary phase:** analyse the beneficiary's demand and need, determine the most appropriate format for the situation and the need, define jointly the modalities of the assessment.
2. **An investigation phase:** construct a career plan and check its relevance or develop one or more alternatives.
3. **A conclusion phase:** via personal interviews: appropriate the detailed results of the investigation phase, identify the conditions, and means for the realisation of the professional project(s), provide for the main procedures and stages of the vocational project(s), including the possibility of a follow-up interview with the assessment provider.

## F. Validation of Acquired Experience

There are four steps to benefit from the VAE:

- 1) **Get information from a VAE advice centre** dedicated to VAE information. In order to do that, people need to consult <http://www.vae.gouv.fr/>, which is the official website for VAE, with contact information for all different French regions.

- 2) **Check the eligibility of the VAE application.** To do this, people must fill in an online form on the official websites or any other website of organisations in charge of issuing professional certifications through VAE. Then, they have to register it and send it electronically or by post to the organisation that issues the certification they wish to obtain, attaching the supporting documents listed in the form's instructions.
- 3) **Preparing for validation.** If the file has received a favourable opinion, people can prepare VAE alone or get help. The candidate must prepare a file that enables the members of the jury to assess the knowledge, skills and abilities acquired. This file includes:
  - Presentation of the different experiences related to the certification (professional, associative, voluntary, trade union, electoral activities, etc.);
  - Description of the work context: professional sector, company, economic environment, workforce, organisation chart, positioning, etc;
  - Detailed analysis of the activities and tasks performed;
  - Evidence in the appendix to support the description of the activities.
- 4) **The jury then evaluates** the file and conducts an interview with the candidate. If the jury considers that the candidate's achievements are in line with what is required for the certification in question, he/she is awarded the certification in its entirety, or partial validation or no certification. This certification has the same value as a certification obtained after training.

## **G. Recognition of Acquired Experience**

The RAE requires the creation of an application, the person with a disability is nevertheless accompanied by his or her workshop instructor in completing it. Unlike the VAE, which takes several months to complete, the RAE can be validated in one day, when the assessor goes directly to the ESAT site with a jury to observe and assess the performance of tasks by disabled workers. The workshop instructor is also present on this day.

## **H. Recognition of professional skills**

Just like the RAE, the person wishing to undertake the RSFP process is assessed in the real conditions of his or her job by a pair of assessors, consisting of his or her referent and a professional from the sector.

## **I. Organisations involved in the process and their roles**

Different organisations can deliver the certifications mentioned above:

- For the Skills Assessment: it can be done via the "Pôle Emploi" (Job seeker agency) or by a private Certification Centre
- For the Validation of Acquired Experience (VAE): it is taken care of by the regional VAE Advice Centre, the DAVA and AFPA, but other agencies may also be involved. In case of the qualifications awarded under the responsibility of the Ministry of Education this task is delegated to 30 Academies in the French

territories (also known as “Dispositifs Académiques de Validation des Acquis”, or DAVA). VAE certificates have exactly the same value as those awarded to participants in formal education and training programs. The candidate can find this information on the official VAE website.

- For the Recognition of Acquired Experience (RAE): this system is supported by the association “Différent et Compétent Réseau”. Therefore, the ESAT that wants to present candidates need to be partners of “Différent et Compétent Réseau.”
- For the Recognition of professional skills (RSFP): The AFPA (National Agency for Adult Vocational Training) created and developed this process and is therefore in charge of it.

The identified competences are in accordance with the national framework of professional qualifications for the Skills Assessment and VAE.

As RAE and RSFP are specific certifications for disabled workers, the competences are based on specific job descriptions that are also recognised at the national level.

## J. Instruments and tools used for the identification of competences

For the Skills Assessment, employees in the private and public sectors can obtain paid leave to carry out a skills assessment from their employer. The only criterion for accessing the skills assessment is professional seniority.

- **For employees under permanent contract:** have been in paid employment for at least 5 years, including 12 months in the current company.
- **For employees under fixed term contract:** prove that they have been in paid employment for at least 24 months during the last 5 years, including 4 months (consecutive or not) during the last 12 months.
- **For temporary employees:** prove that they have been in paid employment at least 6,084 hours, including at least 1,600 hours over the last 18 months in the company where you are applying, or 3,200 hours of temporary work over the last 36 months, including 1,600 hours in the company where you are applying.
- **For public service employees:** have 10 years of public service (2 years in the hospital civil service).

For the VAE, the following documents can prove that the candidate has work experience:

- **For an employee:** pay slips, certificates from employers, certificates of experience
- **For a non-employee:** tax declarations, URSSAF existence declarations, extracts of K bis (commercial activities)
- **For Volunteer/trade union/local politician:** certificate signed by two persons of the association or trade union, having power of attorney or delegation of signature.
- **For a volunteer:** certificate of the employing organisation, voluntary work contract
- **For high-level sportsman:** Registration on the list of high-level sportsmen.

For the RAE, the candidate constitutes his/her file by making the choices of activities and positions occupied that seem the most relevant in relation to the job reference framework.

For the RSFP, candidates may be identified by their organisation but must be willing to enter the scheme.

## **K. The organisations responsible for the evaluation of competences:**

- **Skills Assessment:** it must be carried out by a service provider outside the company, which cannot organise the assessment internally for its employees.
- **VAE:** each certification body is responsible for the constitution of its juries, who will then evaluate the competences.
- **RAE:** the jury consists of an external evaluator and sometimes the person's personal instructor in the ESAT.
- **RSFP:** the jury composed of a professional in the said field and an RSFP referent.

As mentioned further above, the **Skills Assessment** conclusion phase includes a personal interview with a jury to give the detailed results of the investigation phase, identify the conditions and means for the realisation of the professional project(s), and provide for the main procedures and stages of the vocational project, including the possibility of a follow-up interview with the assessment provider.

For the **VAE**, based on the validation file and, depending on the certification, a professional situation, the jury evaluates the skills acquired during the candidate's experience. It checks that the competences correspond to those required by the certifying body. The interview allows the jury to obtain additional information. It is up to the candidate to defend his/her file.

In the framework of **RAE**, there are three methods of validation:

- In a work situation at the ESAT "I show and tell what I do"
- In an assessment interview on the premises of the validating organisation "I explain what I can do"
- Through an internship in a company and during an interview on the premises of the validating organisation "I explain how I apply my skills in a company".

The jury recognises the competences presented in relation to the expectations of the job references. There is no possible failure because the RAE assesses only what the disabled candidate masters.

For the **RSFP**, the candidate passes an individual interview by the accompanying referent, a positioning interview with an external referent, and a practical test in front of a jury made up of a professional in the field and an RSFP referent. This is a reconstructed work situation or a real situation in a company.

## **The instruments and tools used for the validation of the competences.**

As mentioned above, the tools used to evaluate the competences for **Skills Assessment** and **VAE** are the validation file that the candidate constitutes. The identified competences are in accordance with the national framework of professional qualifications.

As **RAE** and **RSFP** are specific certifications for disabled workers, the competences are based on specific job descriptions that are also recognised at the national level. These processes evaluate what the candidate does well with practical tests that assess the concrete demonstration of the task. As mentioned above, the juries are composed of professionals, especially for the **RAE** and **RSFP**.

Different organisations can deliver the certifications mentioned above:

- For the **Skills Assessment**: it can be done via the “Pôle Emploi” (Job seeker agency) or by a private certification Centre
- For the **Validation of Acquired Experience (VAE)**: it is taken care of by the regional VAE advice Centre. The candidate can find this information on the official VAE website.
- For the **Recognition of Acquired Experience (RAE)**: this system is supported by the association *Différent et Compétent Réseau*. Therefore, the ESAT that wants to present candidates need to be partners of *Différent et Compétent Réseau*
- For the **Recognition of professional skills (RSFP)**: The AFPA (National Agency for Adult Vocational Training) created and developed this process and is therefore in charge of it.

All the certifications mentioned above deliver a certificate at the end to officially recognise the competences.

In the case of the **VAE**, it is possible to obtain full certification or partial certification where the jury identifies the skills, competences and knowledge that will be the subject of a complementary evaluation necessary to obtain the diploma, title or certificate of qualification.

It is possible to be supported in the constitution of the validation file for the **Skills Assessment** and **VAE**, but the candidate has to require it and it is not free of charge.

In the case of **RAE** and **RSFP**, the candidates are supported by their ESAT instructor.

Certifications Centre can help the candidates in the constitution of their files for **Skills Assessment** and **VAE**.

In the case of **RAE** and **RSFP**, the candidates are supported by their ESAT instructor.

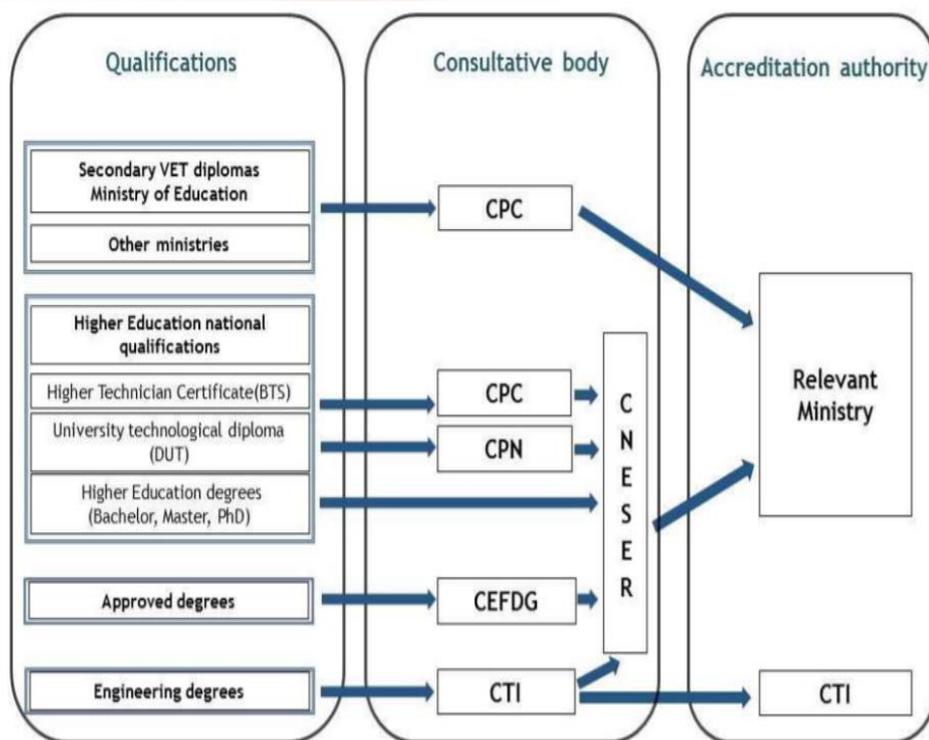


Figure 2: Qualifications issued on behalf of the state

**Four categories of institutions are in charge of qualifications**

1. The Consultative Professional Commissions (CPC) for secondary diplomas awarded by ministries;
2. The national commissions for HE (CNESER), engineers’ diplomas (CTI) or for Business schools;
3. The CNCP for qualifications awarded by private or public institutions without reference to a state degree;
4. The commissions for employment (CPNE) for certificates awarded by sectors;

**4.1.2. Spain**



**The Spanish National Catalogue of Professional Qualifications Application (CNPC)** is the tool used by the Spanish System of Qualifications and Vocational Education and Training to order the professional qualifications that are susceptible to be recognized and accredited, identified according to the appropriate skills for the professional practice. It comprises the most

significant professional qualifications of the Spanish productive system, organised into professional families and levels. Each qualification is made up of units of competence. Each unit of competence is associated with a Module with training specifications, which will constitute the reference for the design of the vocational training qualifications of the educational system, the certificates of professionalism and other training programmes contemplated by the vocational training system.

The Instituto Nacional de Las Cualificaciones (INCUAL) is responsible for defining, developing, and updating the CNPC.



The CNCP aims:

- a) To facilitate the adaptation of vocational training to the requirements of the productive system.
- b) To promote the integration, development, and quality of the VET offer.
- c) To facilitate lifelong learning through the accreditation and accumulation of professional learning acquired in different fields.
- d) To contribute to the transparency and unity of the labour market and the mobility of workers.

In order to achieve the aforementioned aims, the National Catalogue of Professional Qualifications will enable to carry out the following functions:

- a) Identifying, defining, and ordering the professional qualifications and establishing the specifications of the training linked to each competence unit.
- b) Establishing the reference for assessing and accrediting professional competences acquired through work experience or non-formal training.

#### 4.1.3.1. The CNCP structure

The CNCP is made of professional qualifications ordered by professional families and qualification levels.

The Catalogue contains:

- 26 professional families.
- 5 levels of professional qualification that meet the professional competence required by the productive activities according to the criteria of knowledge, initiative, autonomy, responsibility, and complexity, among others, of the activity to be developed. INCUAL covers levels 1, 2 and 3. Levels 4 and 5 correspond to university studies (degrees or equivalent and higher).

#### 4.1.3.2. Qualification levels

- **Level 1:** Competence in a reduced set of simple activities, within standardised processes, with limited knowledge and practical skills to be applied.
- **Level 2:** Competence in a set of well-defined professional activities with the ability to use one's own tools and techniques, which mainly concerns a work of execution that can be autonomous within the limits of these techniques. It requires knowledge of the technical and scientific foundations of the activity and the ability to understand and apply the process.
- **Level 3:** Competence in a set of professional activities that require the knowledge of several techniques and can be performed autonomously. It involves responsibility for coordination and supervision of

technical and specialised work. It requires an understanding of the technical and scientific basis of the activities and the assessment of process factors and their economic impact.

### **4.1.3.3. Catalogue of Vocational Training by Modules**

The Catalogue of Vocational Training by Modules includes the related training to the competence's units of the professional qualifications. It will be organised in associated training modules and will constitute the reference for the design of the vocational training qualifications of the education system, the certificates of professionalism and other training courses included in the vocational training system.

The training offer related to the CNCP can be provided in the network of vocational training centres, which is made up of:

- a) The integrated public and private-subsidised VET centres.
- b) The public and private-subsidised centres of the education system that offer VET.
- c) The Spanish National Centres of Reference.
- d) The public centres of the Spanish National Employment System.
- e) The private centres accredited by the Spanish National Employment System that offer vocational training for employment.

### **4.1.3.4. CNCP Governing Regulations**

- Royal Decree 1128/2003 of September 5, regulating the National Catalogue of Professional Qualifications. Amended by the Royal Decree 1416/2005 of November 25
- Royal Decree 817/2003 of September 26, establishing the specific aspects of the Professional Qualifications for whose modification, approval procedure and effects article 7.3 of Organic Law 5/2002, of June 19, on Qualifications and Vocational Training is applicable.

In addition to the "Skills" and "Skills whose acquisition must be completed in a real work environment", each training module contains the so-called "Other skills", which correspond to more transversal, social and interpersonal skills – also known as soft skills – of relevance for the target group.

This section includes attitudinal skills related to: initiative, organisational knowledge, equal treatment and opportunities, teamwork and cooperation, motivation, autonomy according to their profile, organisation at the service of the client, quality criteria, and others.

Any specific indication or reference to people with disabilities has been found within the National Catalogue of Professional Competences. This group of people is only referred, in what concerns, to the evaluation and accreditation of competences process whose management is delegated to the Autonomous Communities. Each local government may determine specific processes and regulation for people with disabilities.

In the case of Autonomous Community of Andalusia, the following provision has been adopted:

- To reserve 5% of the places offered for each professional qualification for people with a recognised degree of disability equal to or greater than 33%. The places reserved for the quota of people with disabilities that are not filled will be added to the rest of the places offered for the same qualification.
- To accredit the situation of a disabled person with a degree equal to or greater than 33%, a copy of the certificate or resolution of the corresponding national or regional body accrediting the disability must be provided, as appropriate.

#### 4.1.3.5. Main NQF level descriptor elements

Level	Knowledge	Skills	Attitudes
<b>LEVEL 1</b>	<i>Basic general knowledge.</i>	<i>Basic skills needed to perform simple tasks.</i>	<i>Work or study under direct supervision in a structured context.</i>
<b>LEVEL 2</b>	<i>Basic factual knowledge in a specific field of work or study.</i>	<i>Basic cognitive and practical skills necessary to use useful information to perform tasks and solve common problems with simple rules and tools.</i>	<i>Work or study under supervision with a certain degree of autonomy.</i>
<b>LEVEL 3</b>	<i>Knowledge of facts, principles, processes and general concepts in a particular field of work or study.</i>	<i>A range of cognitive and practical skills necessary to perform tasks and solve problems by selecting and applying basic methods, tools, materials, and information.</i>	<i>Assumption of responsibilities for the performance of tasks in work/study activities. Adaptation of one's own behaviour facing certain circumstances in order to solve problems.</i>
<b>LEVEL 4</b>	<i>Factual and theoretical knowledge in broad contexts in a particular field of work or study.</i>	<i>Range of cognitive and practical skills needed to find solutions to specific problems in a particular field of work or study.</i>	<i>Exercise of self-management according to defined instructions in generally predictable work or study contexts generally foreseeable, but susceptible to change. Supervision of the routine work of others, assuming certain responsibilities for the evaluation and improvement of work or study activities. for the evaluation and improvement of work/study activities.</i>
<b>LEVEL 5</b>	<i>Extensive factual and theoretical expertise in a particular field of work or study, while being aware of the limits of that expertise.</i>	<i>Full range of cognitive and practical skills needed to find creative solutions to abstract problems.</i>	<i>Management and supervisory tasks in the context of work or study activities where unpredictable changes may occur. Review and development of own and others' performance.</i>
<b>LEVEL 6</b>	<i>Advanced knowledge in a field of work or study requiring a critical understanding of theories and principles.</i>	<i>Advanced skills that prove the knowledge and innovation skills needed to solve complex and unpredictable problems in a specialized field of work or study.</i>	<i>Management of complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts. Assuming responsibility for managing the professional development of individuals and groups.</i>
<b>LEVEL 7</b>	<i>Highly specialized knowledge, some of it at the forefront of a particular field of work or study, which lays the foundations for original thinking or research. Critically aware of issues of</i>	<i>Specialized problem-solving skills in research or innovation for the development of new knowledge and processes, and the integration of knowledge in different fields.</i>	<i>Management and transformation of complex work or study contexts, which are unpredictable and require new strategic approaches. Assumption of responsibilities for the development of knowledge and/or professional practices and the review of the strategic performance of teams.</i>

	<i>knowledge in a particular field and at the point of articulation between different fields.</i>		
<b>LEVEL 8</b>	<i>Knowledge at the most advanced frontier of a particular field of work or study and at the point of articulation between different fields.</i>	<i>More advanced and specialized skills and techniques, in particular in synthesis and evaluation, needed to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practices.</i>	<i>Authority, innovation, autonomy, academic and professional integrity, and substantial and credible ongoing commitment to the development of new ideas or processes at the forefront of work or study contexts, including research.</i>

**Table 2: Level descriptor elements in Spain**

Recognition of professional competences acquired through work experience and/or non-formal training is understood as the process by which official accreditation is granted after assessment of professional competences.

In Spain, professional competences can only be officially accredited through calls for applications that are opened at specific times. These calls are addressed to all those who have acquired their professional competences through work experience and/or training without official accreditation.

The aims pursued by the assessment and accreditation procedure are:

- To assess professional competences acquired through work experience and other non-formal means of training, by means of common procedures and methodologies that guarantee the validity, reliability, objectivity, and technical rigour of the assessment.
- To officially accredit professional competences, valid throughout the Spanish territory, with the aim of facilitating both labour insertion and integration and free movement in the labour market, as well as personal and professional progression.
- Lifelong learning in order to obtain a cumulative partial accreditation, with the aim of completing the training leading to obtaining the corresponding vocational training qualification or certificate of professionalism.

**4.1.3.5. Regulations**

- Royal Decree 1224/2009 of July 17,2009, of recognition of professional competences acquired through work experience.
- Royal Decree 143/2021, of March 9, 2021, amending Royal Decree 1224/2009, of July 17, 2009, of the recognition of professional competences acquired through work experience.
- Royal Decree 1224/2009 determines the single procedure, both for education and employment, for the assessment and accreditation of professional competences acquired through work experience or non-formal training.

In accordance with the recent modification, the management of the system is decentralised to the Autonomous Communities. They will be responsible for the announcement and management of the competence assessment and accreditation processes. However, the General State Administration reserves the right to convene these processes in those exceptional cases in which they cannot be carried out by means of cooperation or coordination mechanisms, or when it is necessary to resort to a body with the capacity to integrate the conflicting interests of different Autonomous Communities.

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Thus, it will be up to each autonomous administration to convene the procedures for the accreditation of professional competences in accordance with the needs of the labour market.

Each of the calls will focus on certain professional fields, which will be specified in certain professional qualification(s), with a set of units of competence, from one or several professional families and the applicant will be able to participate in the one that best fits his/her professional profile.

It is a procedure that is valid throughout Spain and is carried out by the education administration (both the Ministry of Education and the education administrations of the Autonomous Communities).

Autonomous Communities (regional governments) through public calls.

#### **4.1.3.6. Organisation responsible for the identification of competences**

- a) Responsible units and Competence Accreditation Information in the Autonomous Communities<sup>3</sup>
- b) In the autonomous cities of Ceuta and Melilla: the competent authority is the Ministry of Education and Vocational Training.

#### **4.1.3.7. General Procedure for the Recognition of Professional Competences**

**A. General requirements:** to participate in the procedure you must meet the following requirements:

- Spanish nationality.

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<sup>3</sup> <https://incual.educacion.gob.es/informacion-sobre-el-proceso-de-acreditacion>.

- The certificate of registration of Community citizenship or the family card of a citizen of the Union, to be the holder of a valid residence or residence and work.
- Permission in Spain, under the terms established in the Spanish regulations on foreigners and immigration.
- Be 18 years of age at the time of registration, in the case of units of competence corresponding to level I qualifications, and 20 years of age for levels II and III.
- Have work experience and/or training related to the professional competences to be accredited.
- In the case of work experience, justify, at least 3 years, with a minimum of 2,000 hours worked in total, in the last 15 years prior to the submission of the application. For level I units of competence, 2 years of work experience with a minimum of 1,200 hours worked in total is required.
- In the case of training, justify, at least 300 hours, in the last 10 years prior to the submission of the application. For level I units of competence, at least 200 hours are required. In cases where the training modules associated with the unit of competence to be accredited provide for a shorter duration, the hours established in said modules must be accredited.

## **B. How does the procedure work?**

**Enrolment in the procedure:** this part of the procedure is where applicants' applications are collected. If a maximum number of participants has been established in the regional call for applications, a scale will be applied in order to select the persons who will be able to participate in the procedure.

**Instruction of the procedure:** once the participant has registered, the actual procedure begins, which is carried out in the following three phases:

- a) 1st Phase: Counselling
- b) 2nd Phase: Evaluation
- c) 3rd Phase: Accreditation and registration.

### **PHASE 1: Counselling**

During the counselling process, a series of key actions are carried out in relation to the analysis of the candidate's professional competences, the preparation of the Competences Dossier and the justification of the professional information provided through different channels.

1. Technical verification of the initial application for accreditation.
2. Advice on the completion of the documents that form part of the Dossier of Competences:
  - A. Professional history.
  - B. Training history.
  - C. Self-assessment questionnaire.
3. Advice on the preparation of the Dossier of Competences.

4. Assessment of the professional information and/or evidence provided, according to the principles of sufficiency, authenticity, timeliness and relevance.
5. Systematisation of the professional information and classification of the evidence provided in a document called Evidence of Competence Systematisation Sheet, which serves as support for the drafting of the Assessor's Report for the Assessment Committee.
6. Preparation of the Assessor's Report for the Assessment Committee. The Report includes the suitability of the candidate to access the next phase, based on the assessment of the competences previously identified. The report concludes:
  - A. Positive. When the professional information and/or evidence presented covers and practically meets the requirements of the Assessment Reference.
  - B. Negative. When the professional information and/or evidence submitted barely covers the Assessment Benchmark, so there is little likelihood of success at the next stage.

## **PHASE 2: EVALUATION**

As a result of the analysis of the Assessor's Report, the Dossier of Competences and other documents that may form part of the candidate's file, the competences for which evidence has been presented must be compared and, if necessary, new evidence must be obtained. In this respect, the assessor draws up an Individual Assessment Plan, in accordance with the guidelines of the global plan established by the Assessment Committee.

The design of the Plan is the first step for the assessment to be a rigorous process, as it is a set of systematised actions in which the assessment objectives are set, the methods are adjusted to the candidate, the timetable is established jointly with the candidate and, finally, the resources and instruments necessary for its management are foreseen. The Plan is communicated to the candidate, who signs his or her agreement with it, reasonably in advance of the assessment dates foreseen in the Plan.

From a methodological point of view, the importance of the Individual Assessment Plan lies in the fact that it determines the relationship between a cause (the application of certain assessment methods) and an effect, i.e., obtaining sufficient evidence of competence to serve as a basis for the assessment and, subsequently, the accreditation of a unit of competence.

An assessment plan proposes a complete process starting with the analysis of the Assessment Reference and Evidence Guides and ending with the collection of the required evidence.

It includes in its process, operational and intermediate objectives to achieve this purpose. The planning of the assessment process, therefore, allows, when scheduling the assessment activities, to explore the possible overlapping of the activities, to guarantee an adequate chronology and to observe whether the workload foreseen for the candidate is feasible.

At the end of the Individualised Assessment Plan, the assessor has to record the incidences about what was planned in order to be able to justify them in terms of effectiveness and efficiency to the Assessment Committee in the final assessment.

The Assessment Commission shall be made up of a minimum of five persons accredited to evaluate: one person as a president, one as secretary and at least three as members. The presence of evaluators from both the training and production sectors shall be guaranteed.

### **PHASE 3: ACCREDITATION AND REGISTRATION**

Once the assessment phase has been passed, official accreditation will be obtained for each unit of competence that has been demonstrated.

The awarding of a Certificate of Vocational Training shall be subject to the accreditation of all the units of competence that make up the certificate.

The award of a Vocational Training qualification shall be subject to the accreditation of all the units of competence contained in the qualification, the fulfilment of the academic requirements for access and the completion of the professional modules that are not related to the units of competence.

#### **C. Instruments and tools used for the identification of competences.**

1. Once the candidate has registered in the accreditation procedure announced by the corresponding Autonomous Administration, there is a tool, named, ACREDITA that helps the candidate to find, individually and always as a guideline, the professional competences that he/she could try to accredit based on his/her work experience.
2. Assessment Report
3. Competences Dossier

#### **D. Organisation responsible for the evaluation of competences**

- a) Responsible units and Competence Accreditation Information in the Autonomous Communities <sup>4</sup>
- b) In the autonomous cities of Ceuta and Melilla: the competent authority is the Ministry of Education and Vocational Training.

#### **E. The instruments and tools used for the validation of the competences.**

1. Individualised Evaluation Plan
2. Evidence Guide
3. Evaluation Report

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<sup>4</sup> <https://incual.educacion.gob.es/informacion-sobre-el-proceso-de-acreditacion>

## 4.1.3. Greece

National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)



The Hellenic Qualifications Framework (HQF) aims to “create a coherent and comprehensive system of classification of all qualifications obtained from formal, non-formal education and informal learning in Greece”. It is a tool/mechanism that “translates” and compares the qualifications in reference to the European Qualifications Framework. The structure of the HQF covers the following aspects: Levels, Learning outcomes, Descriptors, Types of qualifications.

EOPPEP is the statutory body for the development and implementation of the HQF and the referencing with the EQF, under the supervision of the ministry of education. Its responsibilities lie in designing and developing a national system for the certification of qualifications in the field of lifelong learning (LLL). More specifically:

- Development of a model system for the accreditation of outputs and setting the respective legal framework. Designing a system for the recognition and certification of qualifications acquired via non-formal and informal learning and establishing the framework for licensing awarding bodies.
- Inspection, monitoring and evaluation of awarding bodies.
- Implementation of certification processes by EOPPEP.

There is no collective “catalogue” of educational and professional certifications, but the relevant information is available in the websites of EOPPEP. For example, one notable feature is the existence of “Occupational Profiles” (Professional Profiles). EOPPEP has developed and certified, so far, 202 occupational profiles.

The Occupational Profiles provide a complete description of a profession. More specifically, they present:

- The definition of the profession/specialization
- The historical background and the profession’s evolution
- The current legal framework
- The analysis of the profession/specialization in specifications
- The necessary knowledge, skills, abilities for practicing it
- The suggested routes/ways for obtaining the required professional qualifications
- The indicative ways of assessing knowledge, skills, and abilities

The Occupational Profiles, as stated previously, include the necessary skills required for each profession. In this section, lots of soft skills are presented depending on the profession.

Main NQF level descriptor elements

Level	Knowledge	Skills	Attitudes	Other Descriptors (Competence)
<b>Level 1</b>	<i>Has acquired basic general knowledge related to the working environment that may serve as input into lifelong learning paths</i>	<i>Can apply basic knowledge and perform a specific range of simple tasks; has basic and recurring social skills.</i>		<i>Can perform simple and repetitive tasks by applying basic knowledge and skills under direct supervision in a structured context.</i>
<b>Level 2</b>	<i>Has acquired basic general knowledge related to a field of work or study that allow them to understand the procedures for implementing basic tasks and instructions</i>	<i>Can apply basic knowledge and perform a variety of complex tasks in a field of work or study; has communication skills.</i>		<i>Can perform tasks in a specific field of work or study under limited supervision and/or with some autonomy in a structured context.</i>
<b>Level 3</b>	<i>Has acquired basic general knowledge that allows them to understand the relationship of theoretical knowledge and information with a field of work or study; understands the components and procedures appropriate to complex tasks and instructions.</i>	<i>Can demonstrate broad cognitive and practical skill in successful execution of complex tasks both in intimate and non-intimate contexts; has communication skills and problem-solving capabilities through selecting and applying basic methodologies, tools, materials, and information.</i>		<i>Can perform tasks autonomously in a particular field of work or study; has the ability to adjust their behaviour depending on the needs of problem solving; takes initiatives in specified fields of work or study and acts under supervision in implementing emergency procedures of quality control.</i>
<b>Level 4</b>	<i>Has acquired a wide range of theoretical knowledge and intelligence analysis allowing them to understand the field of work or study and apply data and processes in a general context.</i>	<i>Can use fluently the knowledge and ability to apply a range of techniques and specialized skills in a field of work or study; has communication skills at the level of theoretical and technical information and can find solutions to specific problems in a field of work or study.</i>		<i>May perform independently qualitative and quantitative tasks in a specific field of work or study that requires professional competence; has the ability to oversee the quality and quantity of work of other people with responsibility and autonomy; demonstrates an increased level of key competences that can serve as the basis for studying higher education.</i>

<b>Level 5</b>	<i>Demonstrates comprehensive, specialized, factual and theoretical knowledge within a field of work or study and is aware of the limits of knowledge.</i>	<i>Holds a wide range of cognitive and practical skills required to find creative solutions to abstract problems.</i>		<i>Can manage and supervise, in the context of a specific task or learning process, in which unforeseen changes can occur; can revise and develop both their personal performance and that of others.</i>
<b>Level 6</b>	<i>Has advanced knowledge of a field of work or study, involving critical understanding of theories and principles.</i>	<i>Possesses advanced skills and has the ability to demonstrate the virtuosity and innovation required to solve complex and unpredictable problems in a specialized field of work or study.</i>		<i>Can manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; can assume responsibility for managing the professional development of individuals and groups.</i>
<b>Level 7</b>	<i>Has highly specialized knowledge, some of which is cutting-edge knowledge in a field of work or study and which is the basis for original thinking; has a critical awareness of knowledge issues in a field and at the interface of different fields.</i>	<i>Holds specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.</i>		<i>Can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; can take responsibility for contributing to professional knowledge and practices and/or for the performance evaluation of strategy groups.</i>
<b>Level 8</b>	<i>Has knowledge at the most advanced levels of a field of work or study and at the interface with other fields.</i>	<i>Has acquired very advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation for enlarging and redefining existing knowledge or existing professional practice.</i>		<i>Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.</i>

**Table 3: Level descriptor elements in Greece**

The awarded certificates/diplomas for the VET sector can be found in the levels 3, 4 and 5 and are the following:

## **Level 3:**

- Vocational training school (Vocational Training Schools, Vocational Training Centres- SEK) certificate (post lower secondary level)
- IEK certificate (initial vocational training-post lower secondary level)

It is important to note here that, presently, there is no level 3 qualification in our country as the SEK programme was abolished by Law 4386/2016 and the qualification of IEK (in initial vocational training Level 1) is no longer awarded by Law 4186/2013.

## **Level 4:**

- Vocational school (Vocational Schools) (EPAS, EPAS) certificate
- Vocational upper secondary school Vocational Lyceums (EPAL, EPAL 'degree Diploma of Vocational Specialty, Education and Training Level 4- EPAL)
- EPAL certificate (degree Diploma of Vocational Specialty, Education and Training Level 4- EPAL4)

## **Level 5:**

- Vocational post-secondary school 'degree' for graduates of EPAL apprenticeship class
- Diploma of Vocational Specialty, Education and Training
- Vocational training (post-secondary level)
- Post-secondary and not higher education diploma

Again, it should be noted that the Vocational Training Diploma (post-secondary level awarded by IEK) is no longer awarded by Law 4186/2013.

When it comes to Level 5, it can be seen that qualifications from vocational training coexist with those of the tertiary education (not higher).

Additionally, non-formal education can lead to certifications recognized at national level. Lifelong learning is provided at:

- Second chance schools (SDE)
- Vocational training institutes (IEK)
- Vocational training schools and vocational training apprenticeship schools of OAED (vocational training schools, ESK and vocational training apprenticeship schools, EPAS of OAED)
- Lifelong learning centres (KDVM)
- Colleges With law 4763/2020 introduces a National System for Education and Training which develops along the lines of levels 3, 4 and 5 of the European Qualifications Framework (EQF). LLL structures included in the formal education system are Second Chance Schools (SDE) and Institutes of Vocational Training (IEK). The reform provides for the creation of post-secondary non-compulsory schools for ages between 16 to

23 (SEK and EPAS) which will be included in the formal education system. Lifelong learning Centres (KDVM) and colleges are part of the non-formal education system.

#### 4.1.4.1. How is the process structured?

There is not a common process even though the EOPPEP is the main actor. Depending on one's circumstances (meaning their qualifications, their desired profession etc.) the procedure can vary. At this point, it is imperative to underline that in the Greek system there is no distinction between the notions of "certification" and "validation". We only make use of one word, "certification" that actually refers mostly to certification processes. In practicality, this causes much confusion.

**Validation:** The word 'certification' (pistopoihsh) is mainly used across processes and national policy documents; it may regard documentation that attests that learning took place; but may also imply 'validation'. It is also interesting to note that the word "certification" (pistopoihsh) is sometimes used when no actual assessment takes place. Experts suggest that for 'validation' another term should be used in Greek (Epikirosi or Egyropoiisi tis mathisis), to imply assessment and equivalence in learning outcomes ([InnoVal](#), 2018).

**Certification** - assessment and validation of learning (system level)/monitoring, inspection, and use of Indicators (Mapping the needs of InnoVal target groups)

**Upper secondary IVET:** At the end of their three-year studies, students that attend Vocational Lyceums (EPAL) receive a certificate (Apolytirio) that is equivalent to the one awarded in general education (General Lyceum).

EPAL graduates may access tertiary education after successfully participating in the relevant university entrance exams.

EPAS graduates have no access to tertiary education. At the end of their training, they obtain a certificate (Ptychio) which allows them to join the labour market with specific professional rights. In particular, OAED EPAS (their operation was extended until 2017) have long-standing guidelines, methods and criteria for the assessment of apprentices and hosting employers that must be complied with. The student and/or their guardian signs a contract with the apprenticeship employer, which is subsequently endorsed by the Director of EPAS. Apart from the contract, the hosting company must follow the agreed schedule of the internship programme, employ the necessary staff, and use the appropriate facilities for the smooth implementation of the programme. Assuring the quality of the training provided falls under the EPAS educators, who perform regular inspections during the programme's implementation. Finally, the company must comply with terms and conditions regarding health and safety of students.

**Post-secondary IVET:** According to the latest legislative developments (MD 2944/FEK 1098/30.4.2014) the Ministry of Education determines the Certification system of IEK graduates in collaboration with EOPPEP. Each specialty bears a Certification Regulation, where details on final examinations and general rules regarding the

implementation of the study programmes are provided. Special exams take place in all courses at the end of each semester; there are, in total, four semesters. The final grade for each course is calculated upon the average progress and the final examination mark (scale one to twenty). Students who successfully complete all semesters receive a training certificate (TC) which entails them to participate in the Certification Examinations.

The Certification Examinations, run by EOPPEP, are common to both public and private IEKs and are based on theoretical and practical tests. In order to achieve certification, one must successfully pass both parts of the examination. Successful completion of the examination leads to the Certification Diploma. Another element of IEK studies is the practical training available to students. Six months practical training can be initiated after the approval by the Head of IEK, who checks the relevance of the employer/company selected to the learner's specialization. In relation to the Monitoring, inspection and use of indicators parameter, it should be noted that no systematic monitoring mechanism is in place, nor is indicator data being collected.

#### **4.1.4.2. Two models of accreditation/certification procedures:**

##### **a) Certification of the teaching qualification of Trainers for Adults of non-formal education**

Trainers for adults are required to possess a teaching qualification awarded upon accreditation in order to fulfil eligibility conditions for public funded non-formal education programmes, pursuant to Law 3879, article 19.3 (GOG 163/A/21.09.2010) on "Development of Lifelong Learning".

Developing and implementing a comprehensive and innovative accreditation system for the teaching qualification of "Trainers for Adults of non-formal education", including the unification of registers in operation, responds to new social, economic and educational needs.

##### **b) Certification of 'Private security personnel' in cooperation with the Centre for Security Studies (KEMEA).**

EOPPEP is in close cooperation with KEMEA for the certification of "private security personnel".

In this direction, the new speciality for "Private security personnel" has been legislated (Government Official Gazette 1715/17-05-2012) and is addressed to compulsory education graduates (lower secondary education graduates) and entails a six-month vocational training programme attendance accompanied by the accreditation exam procedure for the certification award.

Additionally, the regulatory framework pertaining to the certification of professionals who do not possess a recognised occupational title has been enacted (Government Official Gazette 2160/18-07-2012).

## I. Accreditation of Awarding Bodies

EOPPEP currently accredits Awarding Bodies certifying computer skills upon legislated criteria and specifications. The accredited awarding bodies conduct the evaluation procedure in examination centres via an automated exam system and award the certificate for computer skills.

EOPPEP plans to develop a system for the accreditation of awarding bodies certifying knowledge & skills in additional areas of expertise.

To conclude, while there is a common actor, EOPPEP, which acts as an umbrella and everything is under its jurisdiction, in reality, there isn't yet a common framework/procedure under which the RVCC process is realized for every instance. Moreover, there are about 15,000 professions that for them no training or certification procedures are provided and it follows the practice in the medieval way of the craftsman that teaches his student. So, it is understood that the Greek system is still under reform and not yet complete so that a unified approach does not exist yet.

For this reason, we are not able to complete the rest of the questionnaire with the more specific details of the procedure as there isn't a common one and in each case the procedure may be different. For this case, though, we are able to provide you with **case studies of different instances of the accreditation of vocational training in GREECE.**

To summarize, in comparison with other European countries, the validation of non-formal and informal learning is not that developed. When it comes, though, to **persons with disabilities** the circumstances are even worse.

The president of ΕΣΑΜΕΑ (Esamea), the National Confederation of Persons with Disabilities, in a missive sent to the Minister of Education in December 2020, condemned the fact that in the proposed law reform which will aim to link the vocational education, training and lifelong learning with the needs of the labour market, the people with disabilities are excluded.

The president pointed out in a previous meeting with the Minister that the vocational education and training structures for people with disabilities should be integrated into the National Vocational Education and Training System in order to match the qualifications acquired in them with the National Qualifications Framework, but his remarks were not heeded.

The only exception to this are the Unified Special Vocational High Schools and Lyceums (EN.E.E.FY.-A) (Unified Special Vocational High Schools) which are correctly included in level four (4) of the National Qualifications Framework. It is considered inconceivable that the vocational education and training of persons with disabilities is not the responsibility of the General Secretariat for Vocational Education, Training, Lifelong Learning and Youth.

All in all, vocational education and training structures for persons with disabilities are not part of the National System of Vocational Education and Training, and as a result people with disabilities cannot certify the qualifications obtained in the Special Vocational Education Workshops & Training (EEEEK) (Laboratories of Special Vocational Education & Training), in the Public IEK Special Education (Public Vocational Schools Of Special Education) and in the KEK ΑμΕΑ of OAED (Vocational Training Centres for Persons with Disabilities of the Manpower Employment Organization) in Athens and Thessaloniki.

#### 4.1.4. Italy

Ministry of Education, University and Research, for the qualifications of the School and University system; Regions and Autonomous Provinces of Trento and Bolzano for the regional qualifications (vocational training); Ministry of Labour and Social Policies, for the qualifications of those professions not organized in professional associations or colleges or otherwise regulated; Ministry of Economic Development - EU Policies Department (leading the other national authorities) for the qualifications of regulated professions.



The Italian education and training system have seen until 2018 - a multilevel governance, with both national and regional authorities involved in designing and awarding qualifications. In Italy, in fact, the Regions are constitutionally in charge of ruling and managing the VET system and the public employment services, which is why they are in a key position to develop concrete validation services addressed to a wide range of beneficiaries. Unfortunately, by 2013 the Regions had rules and practices on validation of non-formal and informal learning but a lack of a mutual recognition of qualifications and common framework of service procedures.

The reform of Title V of the Italian Constitution (Constitutional Law 1/2001), which decentralised responsibilities and services for education, emphasised a necessity for establishing an NQF. The labour market reform (Law of June 28, 2012, No 92) was an important step in this process. It includes provisions for lifelong learning and sets the terms for creating an institutional system of validation and certification of competences acquired in lifelong learning. These steps were a prerequisite for developing a national qualifications framework.

Italy's national qualifications framework (NQF) was adopted in January 2018. The Italian NQF has eight levels and its level descriptors are knowledge, skills, autonomy and responsibility. The development of the NQF responds, among others, to different needs:

- integrating the different qualifications systems;
- improving the legibility, transparency and comparability of qualifications of different systems, nationally and regionally;
- aiding geographic and professional mobility at national and European levels.

The NQF has improved interregional and State-region cooperation, creating a more flexible, integrated and transparent system of qualifications. The framework provides a comprehensive map of qualifications awarded at

national and regional levels, improving understanding of qualifications and making progression routes clear. The minimum criteria for including qualifications in the framework are defined by the law to ensure the quality of the system.<sup>5</sup>

The national comprehensive NQF includes all types of qualifications awarded nationally and regionally. The aim of defining an NQF was twofold: first, to guarantee individual geographic and professional level mobility and the recognition of non-formal and informal learning at national level; and second, to respond to input from the EQF recommendation at European level.

The national comprehensive NQF has been created by a “Technical group”, formed by the Ministry of Labour and Social Policies, the Ministry of Education, University and Research, ANPAL, the Coordination of Regions and the Regions themselves.

The Italian National Qualification Framework has a double function:

- to create a correspondence between the Italian qualifications framework and the EQF;
- to create a classification of Italian qualifications to be included in the National Directory.

The NQF is available through a tool called "Atlas of work and qualifications", managed by INAPP, National Institute for the Analysis of Public Policies"<sup>6</sup>

The NQF is based on 8 levels which integrates and expands the EQF taxonomy to adapt it to national needs. In particular the need to adapt to different study and work contexts.

From this point of view the NQF establishes:

- a correspondence between the 8 levels and the formal degrees and qualifications
- a correspondence between the 8 levels and the level of knowledge and skills, including soft skills
- a correspondence between the eight levels and job functions.

Let's see in particular how this correspondence is articulated in these different areas.

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<sup>5</sup> <https://www.cedefop.europa.eu/en/news-and-press/news/italy-national-qualifications-framework-finalised>

<sup>6</sup> <https://atlantelavoro.inapp.org/>

## 4.1.5.1. Correlation between NQF and formal degrees/qualifications:

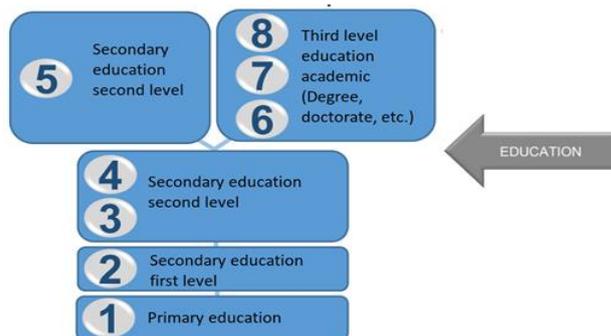


Figure 3: Correlation between NQF and formal degrees/qualifications:

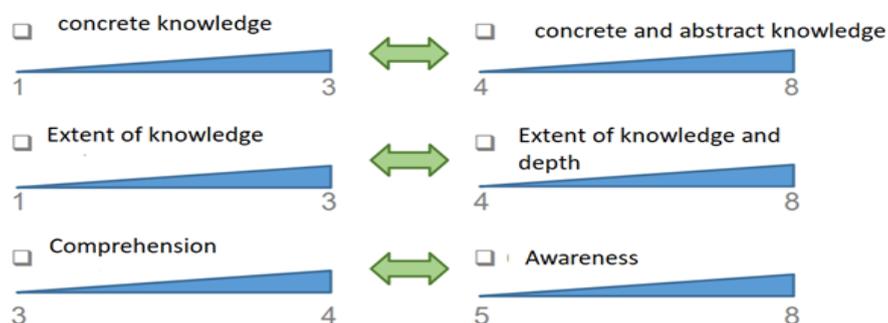


Figure 4: Correlation between NQF and knowledge, skills and attitude

Soft skills are in most cases not directly present in the description of qualifications.

On the other hand, the soft skills are particularly considered in the recognition and validation of the competences acquired in non-formal and informal context.

Below we find an example of how the correspondence between levels and types of soft skills is created:

1. Concentration and interaction
2. Memory and participation
3. Cognition, collaboration and result orientation
4. Problem solving, cooperation and multitasking
5. Analysis and evaluation, effective communication respect in the technical area and management of critical issues
6. Synthetic vision, ability to negotiate and motivate and design
7. Systemic vision, leadership, network management relational and complex social interactions and planning
8. Strategic vision, creativity and projection skills and evolution

There are professional paths outlined for disabled people, such as that of receptionist for blind people.

With regard to the paths for the recognition of prior skills, given that these are paths developed at a regional level, the possible existence of paths for disabled people should be investigated more systematically.

Level	Knowledge	Skills	Attitudes (Autonomy and responsibility)	Other Descriptors (Competence)
1	Concrete, basic knowledge, of limited extent, aimed at performing a simple task in known and structured contexts	Applying knowledge, materials and tools to perform a simple task, involving basic cognitive, relational and social skills.  Typically: CONCENTRATION and INTERACTION	Carrying out the assigned task within the parameters foreseen, under direct supervision in the performance of activities, in a structured environment	
2	Concrete, basic knowledge, of moderate extent, aimed at to perform simple tasks in diversified sequences	Apply knowledge, materials and tools to perform simple tasks in diversified sequences, involving cognitive, relational and social skills necessary to perform simple tasks within a defined range of contextual variables.  Typically: MEMORY and PARTICIPATION	Carrying out the assigned tasks according to predetermined criteria, ensuring the conformity of the activities carried out, under supervision for the achievement of the result, in a structured context, with a limited number of specified situations	
3	Range of knowledge, mostly concrete, with conceptual elements aimed at making logical connections.  Interpretative capacity.	To use also through adaptations, reformulations and rework a range of knowledge, methods, materials and tools to achieve the expected results, activating a set of cognitive, relational, social and activation skills that facilitate adaptation in changing situations.  Typically: COGNITION, COLLABORATION and RESULT-ORIENTATION	Achieve the expected results by ensuring compliance and identifying the most appropriate ways of implementation, in a structured environment with changing situations that require a change in one's actions.	
4	Wide range of knowledge, integrated in terms of the factual and/or conceptual dimension, deepened in some areas.  Interpretative capacity	To use a range of knowledge, methods, practices and protocols, materials and tools to solve problems, activating a set of cognitive, relational, social and activation skills necessary to overcome increasing difficulties, and tools, to solve problems, activating a set of cognitive, relational, social and activation skills necessary to overcome increasing difficulties.  Typically: PROBLEM SOLVING, COOPERATION and MULTITASKING	Providing for the achievement of objectives, coordinating and integrating the activities and results also of others, participating in the decision-making and implementation process, in a normally predictable environment, subject to unforeseen changes	
5	Integrated, comprehensive, in-depth, and specialised knowledge.  Awareness of areas of knowledge	To use a wide range of methods, practices, protocols and tools, also through adaptations, reformulations and re-elaborations, consciously and selectively, also in order to modify them, using an exhaustive set of cognitive, relational, social and activation skills that allow to find also unconventional technical solutions.	Ensuring compliance with objectives achieved by oneself and other resources, identifying and planning revision and development actions, identifying decisions and contributing to the implementation process, in a context that is determined, complex and exposed to	

		Typically: ANALYSIS AND EVALUATION, EFFECTIVE COMMUNICATION WITH REGARD TO THE TECHNICAL AREA and CRITICALITY MANAGEMENT	recurrent and unforeseen changes.	
6	Integrated knowledge, advanced in one field, transferable from one context to another.  Critical awareness of theories and principles in a field.	Transferring to different contexts the methods, practices and protocols needed to solve complex and unpredictable problems, mobilizing cognitive, relational, social and advanced activation skills, necessary to bring to an operational synthesis the requests for revision and those for direction, through innovative and original solutions.  Typically: SUMMARY VISION, NEGOTIATING AND MOTIVATING SKILLS and PLANNING	Supervising over the objectives and processes of individuals and groups, fostering day-to-day management and stable conditions, deciding autonomously and negotiating objectives and methods of implementation, in an undetermined context exposed to unpredictable changes.	
7	Integrated, highly specialised knowledge, some of which cutting edge in one field.  Critical awareness of theories and principles in multiple fields of knowledge.	Integrating and transforming knowledge, methods, practices, and protocols, mobilising specialized cognitive, relational, social and activating skills necessary to direct development scenarios, devise and implement new activities and procedures.  Typically: SYSTEMIC VISION, LEADERSHIP, MANAGEMENT OF RELATIONAL NETWORKS AND COMPLEX SOCIAL INTERACTIONS and PLANNING	Managing integration and transformation processes, devising implementation strategies and directing the development of results and resources, independently deciding and directing objectives and implementation methods, in an undetermined context, exposed to continuous change, usually comparable with known variables, subject to innovation	
8	Integrated, expert and state-of-the-art knowledge in one area and in areas common to different fields.  Critical awareness of theories and principles in several fields of knowledge.	Conceiving new knowledge, methods, practices and protocols, mobilising cognitive, relational, social and activation expert skills, necessary to intercept and respond to the demand for innovation.  Typically: STRATEGIC VISION, CREATIVITY and CAPACITY FOR PROJECTION AND EVOLUTION	Promoting processes of innovation and strategic development, foreseeing scenarios and solutions and evaluating their possible effects, in a context of a vanguard that cannot be compared with previous situations and accounts.	

**Table 4: Level descriptor elements in Italy**

The third column of the Italian table describing the “Level descriptor elements”, reports Autonomy and responsibility instead of Attitudes.

In the “Decreto ministeriale 08 gennaio 2018 Istituzione del Quadro nazionale delle qualificazioni rilasciate nell'ambito del Sistema nazionale di certificazione delle competenze” (“Ministerial Decree January 8, 2018 “Establishment of the National Framework of Qualifications issued within the National Skills Certification System”), we find an interesting description of these concepts:

“Skills are made explicit with reference to the following descriptors:

- a) the "practical" component is characterised by the different skills: procedural, technical, professional and sectoral. The descriptor defines the practical components of skills in a progressive way, placing those that rely mainly on operational doing (materials and tools) from level 1 to level 5, inserting the procedural component (methods, practices and protocols) from level 3. In the progression of the levels the different level of "action" is also described: in levels 1-2 only "application", in levels 3-5 "use also through adaptations, reformulations and re-elaborations" and in levels 6-8 respectively "transfer, integrate and innovate" knowledge, materials, tools, methods, practices and procedures, according to the incrementality described above;
- b) the "cognitive" component, understood as the ability to apply knowledge and use know-how to carry out complex activities, is expressed with reference to three groups of skills:
  1. cognitive, which allow a correct interpretation and integration of reality;
  2. social interaction, related to interaction with other individuals;
  3. activation, related to the ability to face and solve problems. Within each group, some reference "skills" have been identified, "elective" for that level, which describe their typicality with respect to the qualifications positioned at that specific level.”

“The dimensions of autonomy and responsibility focus on aspects of the competence which are necessary for its more effective "description", and which are not fully expressed by the other two descriptors; these elements, which mainly concern the complexity of the context in which the competence is exercised, the level of control over one's action and results, and over others, are understood as follows:

- a) Context expresses increasing levels of uncertainty and complexity within which the concepts of study, social life and work are realised. It is the condition within which the other dimensions of competence related to responsibility and autonomy are acted upon;
- b) Responsibility is the decision-making component that a subject applies and implements in order to achieve a result. It reveals itself progressively, depending on the tasks carried out in order to obtain the result. It begins with routine tasks and progresses to more complex tasks and is achieved - at level 3 - by ensuring the conformity of the expected result. From level 4 onwards, one progressively enters into the dimension of controlling the result of others. Levels 4 to 5 express the responsibility for coordinating activities and resources and checking the results achieved against the objectives assigned. From level 6 the dimensions of responsibility for defining objectives, exercising evaluation and development of results and resources and promoting transformation and innovation are developed;
- c) Autonomy expresses the margins of independence of the activity. It gradually reveals itself between levels 1-3 in the progressive independence of the activity from the supervision of others. Between levels 4-5, the activity is expressed in particular in the function of controlling and supervising the work of others in order to ensure the conformity of results and the correct application of the procedures laid down.

Between levels 6 and 8, having achieved a high degree of independence from supervision, the activity is characterised by a gradual transition from the level of management to that of development and transformation of the activity itself.”

The paths for the recognition of prior skills, carried out at the regional level, must include specific process phases in order to have a formal value:

- identification and documentation;
- self-assessment / assessment;
- validation by comparing learning with formalized standards and references;
- certification.

In Italy, the certification of non-formal and informal learning is usually carried out within regional systems composed of three parts:

1. a repertory of professional profiles. The repertory constitutes the reference standard both for the recognition of non-formal and informal learning and for the training objectives of vocational training courses.
2. a standardized analysis and validation procedure for knowledge, skills and performance, as appropriate.
3. a set of rules for linking with education and training systems. These rules stipulate in particular that vocational training courses must be structured in such a way as to make it possible to obtain a training credit in the event of dropping out of the course or failing the final examination. As well as to reduce the training course to trainees who have obtained training credits through attendance at other courses or the procedure for analysing non-formal and informal learning.

The paths of recognition of the skills acquired in non-formal and informal contexts can be carried out not only by the regional structures, but also by the VET organization. The latter organizations have greater flexibility and may decide to include in the recognition paths also skills that are not found in the official description of the professional profiles. This is especially true with regard to soft skills, as they are fundamental skills in some professions, such as professions in healthcare or healthcare.

What is described above concerns the case when, within professional profiles present in the repertories, we identify units of competence - such as those related to soft skills - which are not described in the repertory, but which we consider important, and which we decide to include in the recognition paths.

If the professional profile we intend to certify, instead, is not included in a repertoire, it is necessary to carry out a job analysis with people who carry out that specific profession.

The tools used for the identification of competences are several, and can be articulated in different ways according to the context:

- Description of educational and professional history.

- Narration of the candidate concerning the reasons for the choice of profession, difficulties, professional aspirations, reasons behind the request for certification, personal characteristics.
- Realization of practical tests and products, as well as simulation of actions related to the competences to be tested.
- Certificates, certificates, diplomas relating to training activities.
- Tests and knowledge tests.

If the person already carries out a professional activity, these tools are added:

- ✓ **Professional interview:** aimed at describing in detail how the candidate carries out the tasks of his/her activity.
- ✓ **On-the-job observation:** based on a check list of aspects to be assessed.
- ✓ **Testimonials from others:** e.g., clients/users, collected according to a structured grid.

**The professional involved are:**

- **The tutor:** this role is to help the candidate in the process, including the presentation of the application, the preparation of the portfolio, the preparation for the in-person tests.
- **The assessor:** is an expert in the field in which candidates apply for certification. Together with the certification officer, the assessor examines the portfolio, chooses and prepares the assessment tests, conducts the assessment.
- **The certification manager:** this role is to supervise the whole process on behalf of the organisation where the certification process takes place. The certification manager carries out a preliminary examination of the application for certification and together with the assessor examines the portfolio, chooses and prepares the assessment tests, participates in the assessment, issues the certificate upon successful completion of the test.

If the examination session is aimed at issuing a qualification certificate, it must check the actual possession of all the competences foreseen by the professional figure of reference, with as many simulation tests.

The test may also consist of a combination of written and oral tests, any objective type tests (multiple-choice tests, closed questions, completion questionnaires, etc.), technical papers and any other assessment method considered appropriate by the Commission for the purposes of verifying the competences envisaged by the standards being assessed.

An interview may focus both on the results of the 'simulation tests' carried out and on specific Knowledge or Skills related to the competences being assessed.

After passing the examination, the candidate may receive:

- a) a certificate of professional qualification if the candidate obtains the aptitude in all the tests related to the different Units of competences constituting a specific professional profile;

- b) a certificate of competences related to single competence units if the candidate is successful only in some of the tests or has requested to take the examination in some competence units only.

Candidates who are following a path of recognition of skills may have some support figures available, including:

**The tutor:** his role is to help the candidate in the process, including the presentation of the application, the preparation of the portfolio, the preparation for the in-person tests.

**An expert in guidance or learning processes:** It is a figure who performs a coaching and mentoring function towards the person. This figure is not always present, but it is particularly important when working with people at risk of social exclusion.

**The assessor:** is an expert in the field in which the candidates apply for certification.

These figures are particularly important in the first two stages of the recognition process, namely:

- identification and documentation;
- self-assessment / assessment;

#### 4.1.5. CZECH REPUBLIC

The concept of a National Qualifications Framework was considered in the Czech environment mainly in connection with the creation and implementation of the European Qualifications Framework, i.e., since 2008.

The **European Qualifications Framework – EQF** – is one of the European instruments to support the clarity, transparency, and comparability of educational systems. It is a common European reference framework that helps to understand, compare, and recognise qualifications acquired in the EU. EQF distinguishes eight qualification levels, which cover all qualifications in both formal and non-formal education.



The **National Qualifications Framework** is defined by European documents as an instrument for the classification of qualifications into levels by knowledge, skills, and competence with the following aims: integrating and coordinating national sub-systems of qualifications, and improving transparency, accessibility, developments, and quality in relation to the labour market and civic society.

In this form, it has not been established in the Czech Republic yet, but **the referencing process** to the EQF has already taken place.

**The referencing process** in Europe has been under way **since 2008**, when the EU member states were invited to put their national qualification systems into a relationship with the levels of the European Qualification System (EQF).

Most European countries referenced their national qualifications frameworks and systems and described this process in what was termed national referencing reports (Referencing Reports). The Czech Republic went through the referencing process in the years 2009–2011 and prepared a National Referencing Report of the Czech Republic on it (2011).

In accordance with the recommendation, the Czech Republic has referenced its **education and qualification systems** to the EQF, i.e., qualifications awarded:

- within the system of initial basic, secondary, and tertiary professional education
- within the system of higher education
- within the system of recognizing further education results according to the Act on the Verification and Recognition of the Results of Further Education (i.e. qualifications in the register of the National Qualifications System – NSK)

This way the qualification levels (or qualifications directly) are referenced to the EQF is rare in Europe. The member states were expected to reference their national qualifications frameworks to the EQF. In view of the fact that the Czech Republic did not have such a unified framework, it referenced – in accordance with the EQF recommendation – its existing qualifications system (in fact the education system) and the framework/register of the National Qualifications System – NSK.

The National Qualifications System (NSK) is a publicly accessible register of all professional qualifications and complete professional qualifications that are distinguished, verified, and recognised in the Czech Republic. It has been built since 2005 as a publicly accessible register of all professional qualifications (formerly complete and partial) recognised in the Czech Republic. It is governed by the Act on the Verification and Recognition of the Results of Further Education. Its basis was built in 2005-2008.

#### **4.1.5.1. Brief description of the national/regional/provincial catalogue of education & professional certification:**

The **National Qualifications System** (under the Ministry of Education, Youth and Sports) distinguishes professional qualifications and complete professional qualifications.

**Professional qualifications:** define the ability to perform a relevant work activity or more work activities applicable on the labour market. As a whole, they may allow a certain professional application (NSK).

**Complete professional qualifications:** define the ability to perform a certain occupation, i.e. all activities pertaining to a relevant occupation listed in the National Occupations System (NSP).

For each qualification a qualification standard, as a structured description of competence, is prepared and also an evaluation standard, as a set of criteria and procedures for verifying this competence.

Detailed information about the **qualifications** (NSK) can be found at: <https://www.narodnikvalifikace.cz/en-us/>

This portal provides an overview of **nationally recognized vocational qualifications** in the Czech Republic, which can be obtained by validation of non-formal and informal learning. This English version provides simplified descriptions of vocational qualifications. Detailed descriptions of competences as defined in assessment standards are available in Czech only (in the Czech version of the portal).

A database with **professions** (NSP) and requirements for occupations in the labour market in the Czech Republic (under the Ministry of Labour and Social Affairs (only in Czech available): <https://www.nsp.cz/>

Competences to be acquired by the pupil/student during education are described in the framework **educational programmes** (national curricula), not in catalogues. There is one for all fields of study in preschool, basic education, art, language and secondary education. For example, key competences in the basic education include the following:

- learning competences;
- problem solving competences;
- communication competences;
- social and personal competences;
- civic competences;
- work competences.

Short description of core curricula and key competences in Czech qualification levels adapted according to EQF: National Referencing Report of the Czech Republic (December 2015:76-112), 3rd revised version.

Framework educational programmes take into account the individual abilities and capacities of pupils and students. That follows from the Education Act. Consideration of pupils and students with special needs takes the form of providing support measures, special pedagogical care and adjusting educational outputs (if necessary). Such adaptations allow them to attain knowledge, skills and key competences in suitable conditions and corresponding to their abilities.

Most European countries have assigned their national qualification frameworks and systems to EQF and described this practice in the so-called **National Assignment Reports (Referencing Reports)**, which are published on the European Commission website (Czech version from 2015).

#### **4.1.5.2. How is the process structured?**

The system of recognition/validation of further education results is based on the Act n. 179/2006 Coll., on Verification and Recognition of Further Education Results. Recognition of further education is also dealt with in the Act n. 561/2004 Coll. on Pre-primary, Basic, Secondary, Tertiary Professional and Other Education (Education Act).

### 4.1.5.3. Recognition of Prior Learning

Within the process of the recognition of prior learning are recognised skills and knowledge gained by individuals during their lifetime or outside the school.

This process was in the Czech Republic tested between years 2005-2008 within three following projects UNIV, UNIV2 – KRAJE (Regions) and UNIV 3 that were funded by the European Social Funds (ESF) and recognised by the National Institute of Education (*National Institute for Education*). Their goal was in general to support retraining courses. After completing them, the individuals should be prepared to pass an examination which is the prerequisite to acquire a new professional qualification. The individuals are tested according to the assessment standards defined within the National Register of Qualifications, which ensures that the achieved qualifications are recognised by all employers in the whole Czech Republic.

Secondary schools (and tertiary technical schools) can thus pay more attention to the area of the professional (partial) education, in particularly adult education. It helps for example the crafts missing in the labour market to be brought back or raise their prestige again.<sup>7</sup>

The **Act on Verification and Recognition of Further Education Results** defines further education as any education that is not an initial education.

According to the Act, "**professional qualifications**" and "**complete professional qualifications**" are distinguished. The professional qualifications usually make part of the complete professional qualifications. The same professional qualification may be a part of two or more complete professional qualifications.

Examinations under the Act on the Recognition of Further Education Results are based on requirements stated in assessment standards set for individual professional qualifications. The examination takes place in front of an authorised person or an examination board of two or three members who are authorised persons. Anybody who is at least 18 years old and has acquired at least basics of education (The basics of education, ISCED 244), or is a participant of retraining can take the examination.

Successful passing of the examination is documented by a **certificate on attainment of a professional qualification**, which lists not only attained professional skills and their relation to the occupation, but also the information on corresponding level of the European Qualifications Framework.

The **Education Act** introduced a **possibility to recognise previous educational attainment**, even partially, for admission procedure or for receiving certificate on completed study. Previous education has to be justified by documentary evidence of such education or by any other form of proof and must be within ten years of completion of this education. An individual demonstrates the knowledge achieved through such education in an

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<sup>7</sup> Source: <http://www.nuv.cz/our-work/recognition>

examination specified by the school head. If the education is recognised, the school head can excuse the pupil from lessons and assessment within the scope of the recognised education.<sup>8</sup>

The document "European Guidelines for the Validation of Non-formal and Informal Learning" describes each member country's approach to validating non-formal and informal learning outcomes (2009, revised edition from 2015<sup>9</sup>).

#### 4.1.5.4. Which organisation is responsible for the certification of competences?

It is probably a part of the whole recognition and validation process driven by the ministry of education, youth and sports grounded in:

- Act n. 179/2006 Coll., on Verification and Recognition of Further Education Results (further education)
- Act n. 561/2004 Coll. on Pre-primary, Basic, Secondary, Tertiary Professional and Other Education (Education Act).

#### 4.1.6 Portugal

In Portugal, adults' soft skills are of recognized importance, during the hiring process.

In Portugal, current approaches to Adult Education and Training sustain that the achieved lifelong training process, within different contexts and situations, values the learning achieved by each person throughout their personal, social and professional trajectories. We all start by acquiring the minimal or basic skills required to live in society, such as reading, writing, interpreting, calculating and learning a bit about our culture and/or history.



The first step to attain some knowledge, capacities and competences are revealed through studying and its deepening leads to the evolution of competences in a path more specific to what we want and that are related to knowledge, the ability to analyse, the know-how to relate to others, to contextualize and interpret problems. Adults who have this know-how will find transferring it to life situations easier.

The development of skills and competences depends entirely on each one of us and it is within our reach to become unique and different from others. An active attitude in terms of self-knowledge, self-development, observation, reflection, dedication, and commitment is necessary in our daily lives.

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<sup>8</sup> Source: [https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-20\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-20_en)

<sup>9</sup> available at: <https://www.cedefop.europa.eu/en/publications/4054>

Competences derive from a set of knowledge (expertise), capacities/abilities (know-how related to work practice, going beyond mere motor action) and attitudes (knowing how to be, that is, a series of aspects inherent to job ethics and quality, carried out through cooperation, solidarity and participation in decision-making).

Competence, by itself, does not exist but is manifested in actions, results and problem solving, allowing conditions for transferability between various life dimensions. They are manifested through observable behaviours and bring about implicit technological/theoretical and practical knowledge, attitudes and values inherent to the performance of tasks.

One of the characteristics of competence is the ability to select and combine resources to achieve an objective. ANQEP – The National Agency for Qualification and Vocational Education has the mission of coordinating the implementation of education and vocational training policies for young people and adults, ensuring the development and management of the recognition, validation and certification of competences system.

In Portugal, the professionals directly involved and that monitor the adults are the Technicians of Orientation, Recognition and Validation of Competences (TORVC), present from the enrolment phase to the end of the process, and the Trainers of the Key-competence areas either through the RVCC processes or Education or through Adult Vocational Training courses.

**1. Diagnostic Phase** - the technician supports and guides the adult through the following steps:

**a) Adult reception and enrolment:**



Adapted from: Lifelong Guidance at the Qualifica Centres – Activity Bank - ANQEP, IP, 2018

During this phase the adult formalizes his/her registration, in addition to being informed about the organization's mission and its role in the field of Adult Education.

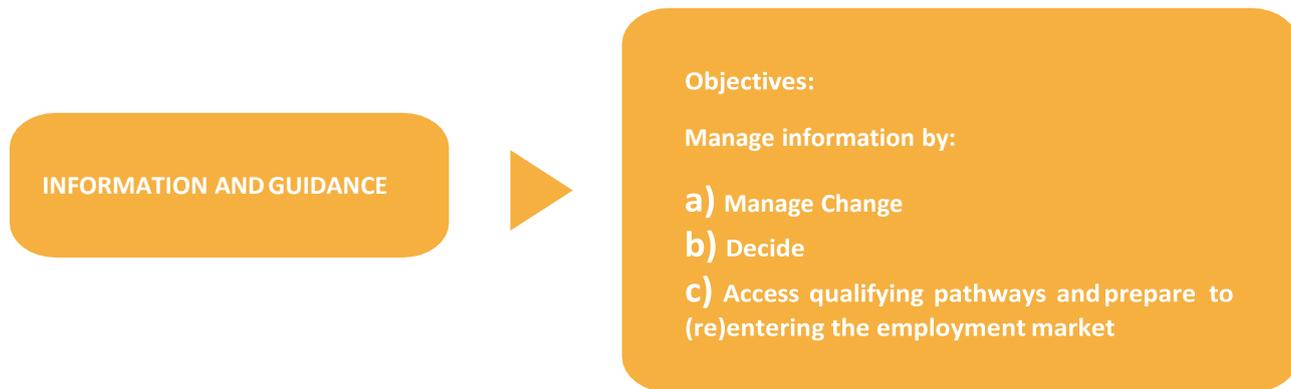
**b) Diagnosis:**



Adapted from: Lifelong Guidance at the Qualifica Centres – Activity Bank - ANQEP, IP, 2018

This phase implies carrying out an analysis of the adult's individual profile and the elaboration of the Vocational Development Portfolio, whose format should be adapted to the reality/needs of the person.

## c) Provision of adult information and guidance



Adapted from: Lifelong Guidance at the Qualifica Centres – Activity Bank- ANQEP, IP, 2018

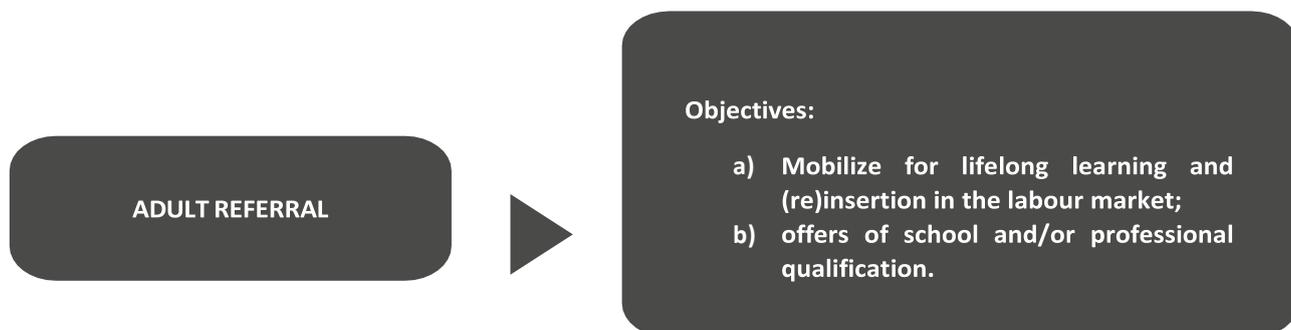
**a) Manage information:** Promote active information research by providing updated, organized and synthesized information; distribution of an updated, organized and synthesized set of information.

**b) Manage change:** Analyse and evaluate the different educational and training paths, by considering the consequences of the Decision.

**c) Decide:** Support the adult in the preparation of the ICP (Individual Career Project), with the following:

- I. Definition of the career project;
- II. Justification of project choice;
- III. Ways of implementing the project;
- IV. Identification of constraints and strategies to overcome them;
- V. Elaboration of a schedule for the completion of the project.

## d) Adult Referral:



Adapted from: Lifelong Guidance at the Qualifica Centres – Activity Bank - ANQEP, IP,

Based on the work developed during the orientation process, a referral can either be the process of recognition, validation and certification of competences, or short or long-term education and training courses.

The Technician provides the adult with guidance and support for him/her to achieve the objectives originally defined considering the stage the adult is at. The number of sessions, goals and levels of achievement to be established, as well as the approach or type of activities to be carried out with each adult is always adjusted in accordance with their profile and based on the following table, accessible through the Lifelong Guidance at Qualifica Centres - Activity Bank - ANQEP, IP, 2018.

Objectives	Levels of Achievement		Achievement Strategies	
	1. EXPLOR	2. ANALISE	3. ACT	4. EVALUATE
<b>A. Develop Self-concept</b> Adopt attitudes and behaviours that reflect a more realistic perception of yourself.	Identify personal characteristics and become aware of your self-concept.	Analyse the influence of self-concept in different contexts of life and the behaviours that condition it.	Adopt strategies that favour an adequate self-concept and promote a solid identity.	Evaluate the strategies and behaviours adopted.
<b>B. Interact effectively</b> To relate to people with different characteristics, maintaining an attitude that facilitates communication or interaction and managing difficulties and possible conflicts, in order to achieve the desired results.	Identify the importance of communication in different life contexts.	Analyse and internalize the strategies that build positive relationships.	Adopt positive interaction strategies in different life contexts.	Evaluate the adopted strategies and behaviours.
<b>C. Manage Information</b> Use the appropriate strategies to locate, collect and validate information, constantly involving yourself in the search and management of information relevant to your career. Identify the nature and sources of information needed for career management/life projects.	Identify the sources and nature of the information required for career management/life projects.	Analyse and validate strategies for effective information management.	Adopt autonomous information management strategies on the economy, society and learning and work opportunities.	Evaluate the adopted strategies and behaviours.
<b>D. Manage Change</b> Adjust to new challenges and permanently commit to their development and update by mastering strategies that facilitate transitions within various life contexts, as an agent of change.	Identify different life transitions and ways to experience these transitions.	Analyse the change/transition processes and the advantages of proactivity.	Adopt strategies that facilitate transitions in different life contexts and be an agent of change.	Evaluate the adopted strategies and behaviours

<p><b>E. Decide</b> Analyse and evaluate the different existing alternatives, considering the immediate and long-term consequences of those options.</p>	<p>Identify the principles underlying the Decision making process.</p>	<p>Analyse the relationship between the decision-making process and career management.</p>	<p>Adopt positive decision-making strategies.</p>	<p>Evaluate the adopted strategies and behaviours.</p>
<p><b>F. Access qualifying courses and prepare for insertion or transition to the labour market.</b> Master strategies for reintegration into qualifying courses, motivation for lifelong learning and preparation for entering or re-entering the labour market.</p>	<p>Identify the strategies and skills needed to access qualifying courses and the transition to the labour market or other career opportunities.</p>	<p>Analyse the possibilities of reorientation towards qualifying courses, educational and/or vocational training and strategies to enter the labour market or other career opportunities.</p>	<p>Adopt reintegration strategies for qualifying courses, educational and/or vocational training and entrance to the labour market or other career opportunities (professional internships, mobility projects, etc.).</p>	<p>Evaluate the adopted strategies and behaviours.</p>

Source: Lifelong Guidance at Qualifica Centers - Activity Bank - ANQEP, IP, 2018

During the Recognition and Validation of Competences phase, the technician and trainers are the actors responsible for accessing and exploring the skills identified by the adults, in view of the RVCC referential(s) and the requirements for validation.

The technician has a more targeted approach towards the exploration and progress of the reflective learning portfolio while the trainers' roles focus on working the following with the adults:

- ✓ Decoding and interpreting the RVCC referential(s);
- ✓ Providing support and guidance in the exploration of non-formal and informal learning;
- ✓ Assessing skills by means of the referenced training framework;
- ✓ Identifying individual training needs;
- ✓ Providing complementary internal training aimed at identifying and developing skills;
- ✓ Conceiving and/or (re)formulating problem situations;
- ✓ Assessing and validating competences that correspond to the RVCC referential(s).

The RVCC process is aimed at young adults and adults who interrupted their training paths (dropouts) but want to increase their qualifications. It is intended for individuals aged 18, or over, who have at least 3 years work experience proven through official documents, in the case of Primary Education. For those who want to certify

at the Secondary level, must be at least 23 years old, with at least 3 years work experience, proven through official documents.

*Touças and Veríssimo defend:*

- a. *Learning is inevitable. It happens anytime, anywhere;*
- b. *Progress is a desire, an intrinsic and natural ambition;*
- c. *Less qualifications, is not synonymous of less capacity, less knowledge, less professional impetus.*

(2018: 119)

The Skills Recognition, Validation and Certification processes, developed at Qualifica Centres, consist of the identification and recognition and certification of acquired lifelong skills, resulting from individual life experiences (family, occupation and non-certified training) and, consequently, the increase in school qualifications. The RVCC process aims to improve and increase the educational qualifications of adults who do not have primary or secondary level of education. The certification obtained through this system is the same as that awarded through other means and allows the individual to further his/her education.

These processes include various stages: the recognition and validation stage; the evaluation and certification stage, certified by a jury. During RVCC processes, adults must also attend a complementary training component, minimum 50 hours, and are entitled to a maximum of 25 hours to prepare for the certification stage.

Educational RVCC processes are based on the Key-competence references of Adult Education and Training for primary and secondary levels.

Throughout the Process, during the sessions supervised by the team of professionals, several questions are asked, and these are considered the starting point for the elaboration of the autobiography and in turn the creation of the Reflective Learning Portfolio (RLP), such as:

- a) Why did I enrol in the Qualifica Centre?
- b) What are my motives and expectations?
- c) What do I hope to gain from the RVCC Process?

In reference to the team of professionals, these provide answers to the following:

- a) What are skills?
- b) What is meant by Recognition, Validation and Certification of Competences?

Through the exploration and clarification of these concepts, adults are able to distinguish between competence and experience and knowledge and learning.

An adult can either partially certify the educational RVCC process or totally certify the process and receive equivalency to the 1st, 2nd or 3rd cycles of primary education or secondary education.

If the adult only obtains partial certification, within the scope of the educational RVCC process, this indicates that the adult needs training and the Qualifica Centre must provide the adult with a training referral - Education and Training Centre.

## 1) What is Skills Assessment?

Skills assessment is an instrument that supports management, has diagnostic functions and assesses directly related skills, mobilized or developed to achieve specific aims, namely, to obtain educational certification.

Skills assessment is an exercise considered:

- **Participatory** - in which the adult takes responsibility for the construction and/or monitoring of his/ her own skills assessment;
- **Dynamic and evolutionary** - requires active participation focused on two moments, introspection and reflection, which implies self-discovery and self-assessment of acquired lifelong skills in the most diverse contexts (individual practices and experiences, allowed, assumed and/or shared);
- **Multidisciplinary** - process with different stakeholders with different experiences, qualifications, opinions;
- **Comprehensive** - regardless of origin, all competences are considered;
- **Evaluative** - based on a diagnosis to determine observable results in the competences themselves.

In conclusion, skills assessment allows self-knowledge, the identification of strengths and weaknesses, as well as reflection about personal paths. It is important for the adult to reflect on the path taken, training acquired, experiences, disappointments, reasons for success and failure, in addition to taking responsibility for one's life. Basically, what is intended with the skills assessment is to help the adult reflect on his/her personal, family, and professional path, enabling and/or awakening the investment to trace new or better paths (life project).

## 2) How is skills assessment implemented?

The implementation of skills assessment is necessary when the adult acquires self-knowledge, manages to identify his/her strengths and weaknesses, reflects on his/her personal and professional path, expresses his/ her expectations and dreams and redesigns new paths.

Skills assessment is divided into 3 phases:

- **1ª phase** - refers to the adult's self-reflection on the path taken, in reference to training, experiences, reasons for successes and failures, taking responsibility through decision-making, among other aspects.
- **2ª phase** - refers to the analysis that the adult makes about his/her ambitions, desires, expectations and prospects.
- **3ª phase** - refers to the adult's capacities, proving his/her capacity to reflect and intervene.

Skills assessment is a demanding and exhaustive process that should provide deep self-reflection of the adult's personal and professional paths. To make it valid, it is necessary to establish an analysis and evaluation grid based on qualitative and quantitative parameters. The validation and certification of competences consists of the analysis and correspondence between the competences demonstrated by the adult and the required evidence criteria for validation and certification.

Thus, the analysis and evaluation are carried out by the team of professionals, considering the level of competence demonstration, by using, a scale from 1 to 5, in which the adult demonstrates on of the following:

- 1- Did not address the competence;
- 2- Addressed the competence but did not explore it and/or did not reflect and/or did not issue an opinion;
- 3- Addressed the competence by means of investigation and research;
- 4- Addressed the competence by showing his/her knowledge: reflected/issued an opinion;
- 5- Demonstrated the competence by indicating autonomy and the capacity for intervention and argumentation.

## Reference of Key Competences for Adult Education and Training: Secondary Level

### 1) Key-competence Areas: Recognition, Validation and Certification

According to DGFV, *"the Key Competency Framework must be adjusted to the adult and his/her acquired capital, individual needs, motivations and expectations"* (2006) each adult is unique and accumulates a diversity of experiences. The framework should be understood as a tool that is tailored to each adult and their life contexts, valuing experiences and meaningful learning, allowing learning to be guided and organized in order to facilitate the recognition, validation and certification process. It should be an instrument, which enables the adult to direct his/her training process, through the active participation in the identification or search for knowledge. The Secondary Level Reference Framework is based on the organization of three Competence-Areas:

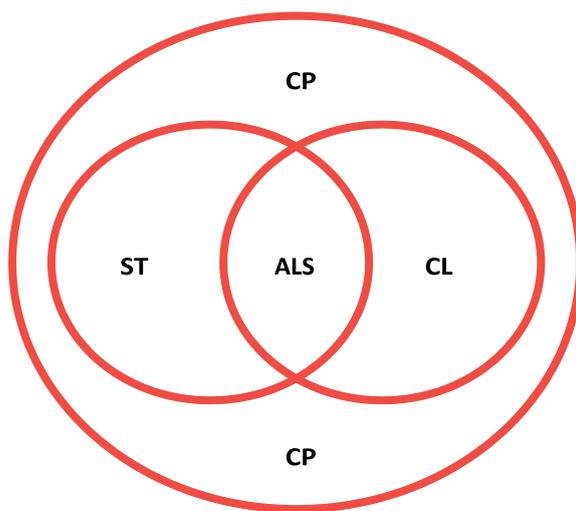
- I. **Citizenship and Professionalism (CP)** – Its key competences are attained in accordance with three dimensions: cognitive, ethical and social. In this area, the intent is to highlight, recognize and certify key competences linked to democratic citizenship through reflexive learning and/or appreciation of acquired knowledge.
- II. **Society, Technology and Science (STS)** – This area works contents in various fields, which allow the adult to demonstrate competences associated to the complexity and changes that have taken place in society, with situations that imply the use of formal and specialized knowledge. It has a three-dimensional integrated view – society, technology, and science – understood through

methods of action that often require knowledge constructed separately in different scientific and technological fields, but which nevertheless become operational, in personal and professional life contexts and in the interconnected relationships with institutions, as a means of responding to problems, which are.

- III. **Culture, Language, Communication (CLC)** - Focuses on key competences that can be demonstrated, recognized and certified in accordance with three distinct dimensions – cultural, linguistic and communicational – complementary and articulative in an integrated and contextualized way.

**Citizenship and Professionalism (CP)** is considered a transverse and integrative area of key competences that can be deconstructed and validated based on a concrete grid of evidence criteria. The other two Areas have a much more instrumental and operative nature within the knowledge domains.

The Reference of Key Competences: Secondary Level (2006) is represented graphically, based on the articulation of the three Key Competence Areas, all considered necessary for the development and/or empowerment of citizens in today's world and also for the sustainable development and the social and economic political dynamics.



**ALS\* - Adults in Life Situations**

According to the image analysis, the Area of CP is identified with an explicitly transversal character, reflecting the knowledge, behaviours and attitudes articulated and integrating in the other Areas of Key Competence. This transversality, involving the other two areas, appears clear in the conceptual model of the referential, and in addition translates into the definition of a similar structure with the same reference elements of the operative areas.

The Areas of STS and CLC are considered instrumental and operative in nature, involving specific domains of competence and covering very different scientific and technical fields, but using equal structures and the same conceptual reference elements.

It is also compulsory to show knowledge of a foreign language within certain reference domains of the CLC framework.

The training references for each of the competence areas follow in more detail.

## Training References

This manual arises from the need to work with a transversal methodology at the European level and as mentioned in the application, the references adopted and used as the basis of work within the partnership, are same as those used in Portugal.

The same references were analysed and adapted, by the partnership, proceeding with the introduction of the soft skills selected as relevant and pertinent for each Nuclear Generator.

Following are the training references for each of the key competence areas (referred to in the previous pages) with the identification of each Nuclear Generator, and respective Reference Domain, Theme and Soft Skill. In even greater detail, we find an approach to the competences and evidence criteria to work on in each Nuclear Generator.

### 5.1 Citizenship and Professionalism (CP)<sup>10</sup>

Competence Dimension I: Cognitive Competences		
Nuclear Generator: Rights and Duties		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Freedom and personal responsibility	Rights and Responsibilities
2-Professional Context	Rights and job duties	
3-Institutional Context	Representative and participatory democracy	
4-Macrostructural context	Rights, duties, and global contexts	
Nuclear Generator: Complexity and Change		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Lifelong learning	Complex Solving Problem
2-Professional Context	Innovation processes	
3-Institutional Context	Associative and social movements	
4-Macrostructural context	Globalization	
Nuclear Generator: Reflexivity and Critical Thinking		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Preconceptions, stereotypes, and social representations	Critical Thinking
2-Professional Context	Professional and organizational retraining	
3-Institutional Context	Institutions and institutional models	
4-Macrostructural context	Public opinion and critical reflection	

<sup>10</sup> Source: *Referential of Key-Competences for Adult Education and Training: Secondary Level*, Directorate-General for Vocational Training (DGFV in Portugal), November 2006.

Available at: <http://www.catalogo.anqep.gov.pt/boDocumentos/getDocumentos/145>

Competence Dimension II: Ethical Competences		
Nuclear Generator: Identity and Alterity		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Institutional and community codes	Emotional Intelligence
2-Professional Context	Professional and organizational collectives	
3-Institutional Context	Public policy	
4-Macrostructural context	Identities and cultural heritage	
Nuclear Generator: Conviction and Ethical Firmness		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Ethical and cultural values	Strong Work Ethic
2-Professional Context	Professional ethics and standards	
3-Institutional Context	Codes of institutional conduct	
4-Macrostructural context	Communitarian moral choices	
Nuclear Generator: Moral Openness		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Tolerance and diversity	Coordinating with Others / Service Orientation
2-Professional Context	Negotiation processes	
3-Institutional Context	Pluralism and plural representation	
4-Macrostructural context	Intercultural mediation	
Competence Dimension III: Social Skills		
Nuclear Generator: Argumentation and Assertiveness		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Argumentative capacity	People Management
2-Professional Context	Assertiveness	
3-Institutional Context	Deliberative mechanisms	
4-Macrostructural context	Debates and public intervention	
Nuclear Generator: Programming		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Personal and family projects	Cognitive Flexibility/ Creativity
2-Professional Context	Work management	
3-Institutional Context	Collective projects	
4-Macrostructural context	Prospective capacity	

**Competence Units and Evidence Criteria**

**Competences Unit I:** Identify personal, collective and global rights and duties and understand their emergence and application as tension expressions or convergence.

Nuclear Generator: Complexity and Change		
Competences	Evidence Criteria	Soft Skill
<b>RD1:</b> Recognize constraints and spaces of personal freedom	<ul style="list-style-type: none"> <li>Identify situations of autonomy and shared responsibilities.</li> <li>Understand the dimensions inherent in the construction and maintenance of the Common Good: Individual good vs. Public good in the community.</li> <li>Explain situations of freedom and personal responsibility.</li> </ul>	Rights and Responsibilities
<b>RD2:</b> Take responsibility for inalienable labour rights and issues demanded by the worker	<ul style="list-style-type: none"> <li>Identify labour rights in relation to economic and/or market rights.</li> <li>Interpret rights through the Labour Code</li> <li>Recognize the expression of social and labour rights.</li> </ul>	
<b>RD3:</b> Recognize the essential fundamental rights typical of a contemporary democratic state	<ul style="list-style-type: none"> <li>Identify fundamental rights.</li> <li>Interpret rights through the Constitution of the Portuguese Republic.</li> <li>Explore relevant rights through the presentation of articulated proposals between representativeness and participation.</li> </ul>	
<b>RD1:</b> List rights and duties in the global community	<ul style="list-style-type: none"> <li>Identify the sustainability of the global community.</li> <li>Reflect on fundamental rights through the Universal Declaration of Human Rights and other key documents.</li> <li>Be able to dialogue, argue and participate in a vast social universe of recognized situations.</li> </ul>	

**Competences Unit II:** Relate confidently to the complexity of information, identifying different reading angles and different scales of reality.

Nuclear Generator: Complexity and Change		
Competences	Evidence Criteria	Soft Skill
<b>RD1:</b> Contextualize situations and problems of everyday life and integrate the different dimensions	<ul style="list-style-type: none"> <li>Identify conflict situations and distinguish conflicting positions.</li> <li>Organize, reformulate, and manage diverse information considering a given reality.</li> <li>Interact with diverse actors in the domestic context, by integrating a variety of information and resolving conflicts</li> </ul>	Complex Problem Solving

**Nuclear Generator: Complexity and Change**

Competences	Evidence Criteria	Soft Skill
<b>RD2:</b> Exercise initiative and creativity in new work processes	<ul style="list-style-type: none"> <li>Identify new work processes.</li> <li>Report the inadequacy of technical/organizational support in work processes and adaptation to unexpected situations.</li> <li>Explore and use ICT for data access and screening.</li> </ul>	Complex Problem Solving
<b>RD3:</b> Identify constraints in the construction of associative dynamics and to act critically when faced with these obstacles	<ul style="list-style-type: none"> <li>Decode and distinguish opinions at different levels of analysis.</li> <li>Analyse the weak associative mobilization or institutional rigidity and ways to overcome these.</li> <li>Understand the organization and dynamism of different groups.</li> </ul>	
<b>RD4:</b> Recognize globalization factors and dynamics	<ul style="list-style-type: none"> <li>Identify globalization factors and dynamics.</li> <li>Describe cases of intervention on a macro-social scale.</li> <li>Recognize/know supranational instances and forms of participation/intervention.</li> </ul>	

**Competences Unit III:** Question and deconstruct personal prejudices and social stereotypes.

Nuclear Generator: Reflexivity and Critical Thinking		
Competences	Evidence Criteria	Soft Skill
<b>RD1:</b> Take on personal prejudices regarding the representation of others and demonstrate the ability to deconstruct these ideas	<ul style="list-style-type: none"> <li>Identify experiences in which there was a need to overcome adverse situations.</li> <li>Explore the ability to question.</li> <li>Recognize stereotypes and social representations and pro- pose alternatives.</li> </ul>	Critical Thinking
<b>RD2:</b> Recognize personal limits within professional performance and question its culture of rigor	<ul style="list-style-type: none"> <li>Identify and critically compare organizational dynamics.</li> <li>Explain practical situations of professional ethical posture.</li> <li>Explore and question the impact of organizational models on professional performance.</li> </ul>	
<b>RD3:</b> Map different institutional models on a local and national scale and recognize their functional content	<ul style="list-style-type: none"> <li>Identify different institutional models.</li> <li>Critically compare various institutional models.</li> <li>Explore functional content at different institutional scales.</li> </ul>	
Nuclear Generator: Reflexivity and Critical Thinking		
Competences	Evidence Criteria	Soft Skill
<b>RD4:</b> Identify cultural and social stereotypes, understanding the mechanisms of their creation and revealing critical distance	<ul style="list-style-type: none"> <li>Identify cultural stereotypes in the media.</li> <li>Evidence of detachment and reflection considering different cultural perspectives.</li> <li>Understand the foundation of public opinion considering the diverse perspectives present.</li> </ul>	Critical Thinking

**Competences Unit IV: Value diversity and act in accordance to personal convictions**

Nuclear Generator: Identity and Alterity		
Competences	Evidence Criteria	Soft Skill
<b>RD1:</b> Recognize principles of conduct based on institutional and community loyalty codes	<ul style="list-style-type: none"> <li>• Demonstrate empathy and a compassionate and supportive reaction towards each other.</li> <li>• Interpret deontological codes.</li> <li>• Report principles of conduct and issue a rational opinion.</li> </ul>	Emotional Intelligence
<b>RD2:</b> Express a sense of belonging and loyalty to the working community	<ul style="list-style-type: none"> <li>• Identify belonging and loyalty in different contexts.</li> <li>• Explain professional relationship situations with multicultural challenges.</li> <li>• Express yourself and act towards people, groups or organizations with a multicultural scope according to an inclusive logic.</li> </ul>	
<b>RD3:</b> Identify and evaluate public reception policies in view of the diversity of identities	<ul style="list-style-type: none"> <li>• Identify the diversity of public policies in society.</li> <li>• Relate political and associative rights.</li> <li>• Take a stand against the exclusion of the migrant population.</li> </ul>	
<b>RD4:</b> Relate common heritage of humanity to interdependence and solidarity	<ul style="list-style-type: none"> <li>• Reflect on the social implications of humanity's common heritage.</li> <li>• Discuss and evaluate the role of citizens in the current world: legal relationships within the framework of supranational integration and the supranational dimension of state powers vis-à-vis citizens.</li> <li>• Express and demonstrate respect and solidarity for different cultural identities.</li> </ul>	

**Competences Unit V:** Assess reality in view of a consistent order of values and act accordingly.

Nuclear Generator: Conviction and Ethical Firmness		
Competences	Evidence Criteria	Soft Skill
<b>RD1:</b> Distinguish the various hierarchies of values, choose, and retain ethical and cultural references	<ul style="list-style-type: none"> <li>Identify different cultural values.</li> <li>Argue and counter-argue in contexts of cultural tension.</li> <li>Intervene in contexts of cultural tension.</li> </ul>	Strong Work Ethic
<b>RD2:</b> Adopt ethical and professional standards as non-tradable reference values in professional contexts	<ul style="list-style-type: none"> <li>Identify professional ethics and standards.</li> <li>Recognize reference values in different organizations.</li> <li>Act critically on social practices/attitudes articulating personal and professional responsibility.</li> </ul>	
<b>RD3:</b> Identify conviction and ethical firmness as necessary values for institutional development	<ul style="list-style-type: none"> <li>Identify necessary values for institutional development.</li> <li>Explore valuable attitudes in an organizational context.</li> <li>Contribute to the construction of an ethical code of conduct.</li> </ul>	
<b>RD4:</b> List basic moral choices for the global community: dignity vs. inhumanity, development vs. poverty, justice vs. asymmetry, ...	<ul style="list-style-type: none"> <li>Identify solidary behaviours.</li> <li>Take a stand through informed judgment about different moral choices.</li> <li>Commit to preserving the cultural heritage of humanity.</li> </ul>	

**Competences Unit VI:** Adopt tolerance, listening and mediation as principles of social insertion.

Nuclear Generator: Moral Openness		
Competences	Evidence Criteria	Soft Skill
<b>RD1:</b> Identify tolerance requirements and act accordingly	Identify democratic values. Recognize the demand tolerance in personal conduct. Demonstrate availability to accept/tolerate different ways of being.	Coordinating with Others / Service Orientation
<b>RD2:</b> Assume negotiation principles, active listening and respect for diverse ideas and interventions	Identify negotiation and intervention processes. Adopt attitudes of openness and cooperation in professional contexts. Intervene with assertiveness in professional contexts.	
Nuclear Generator: Moral Openness		
Competences	Evidence Criteria	Soft Skill

<p><b>RD3:</b> Assuming pluralism as a value of the political community</p>	<p>Identify plural forms from an institutional point of view. Relate political community and plural representation. Mobilize an intervention project.</p>	<p>Coordinating with Others / Service Orientation</p>
<p><b>RD4:</b> To relate to cultural diversity according to a logic of interaction and mediation</p>	<p>Identify and overcome difficulties considering concrete situations of stereotyping and social prejudice. Recognize and explore disparate critical judgments. Contribute towards the construction of a guide for good practices in intercultural mediation.</p>	

**Competences Unit VII:** Capacity for public intervention within contexts of opposing views.

<p><b>Nuclear Generator: Argumentation and Assertiveness</b></p>		
<p><b>Competences</b></p>	<p><b>Evidence Criteria</b></p>	<p><b>Soft Skill</b></p>
<p><b>RD1:</b> Calibrate an individual argumentative initiative with the acceptance of divergent points of view</p>	<ul style="list-style-type: none"> <li>• Identify the need for critical reflection in view of different points of view.</li> <li>• Recognize internal talents of receptivity and openness towards other viewpoints.</li> <li>• Explore argumentative interaction situations.</li> </ul>	<p>People Management</p>
<p><b>RD2:</b> Identify and understand the interaction of the various daily problematic areas</p>	<ul style="list-style-type: none"> <li>• Identify professional and personal processes in controversial interaction.</li> <li>• Recognize the need for assertive participation in different areas of life.</li> <li>• Ability to develop a personal action plan in complex professional and personal situations.</li> </ul>	
<p><b>RD3:</b> Actively participate in deliberative institutions of different scales</p>	<ul style="list-style-type: none"> <li>• Identify different institutional scales.</li> <li>• Understand multiple deliberative mechanisms.</li> <li>• Explore the willingness to participate in diverse projects.</li> </ul>	
<p><b>RD4:</b> Intervene in public debates</p>	<ul style="list-style-type: none"> <li>• Identify ways to resolve conflicts on a public intervention scale.</li> <li>• Distinguish democratic forms of public intervention.</li> <li>• Explore intervention in public debates.</li> </ul>	

**Competences Unit VIII:** Assess reality in view of a consistent order of values and act accordingly.

Nuclear Generator: Programming		
Competences	Evidence Criteria	Soft Skill
RD1: Thinking prospectively about your personal life	<ul style="list-style-type: none"> <li>Identify ways of managing personal life.</li> <li>Plan and optimize personal and family projects.</li> <li>Explore resources for personal strategic management.</li> </ul>	Cognitive Flexibility /Creativity

### 5.1 Society, Technology and Science (STS)

Nuclear Generator: Equipment and Technical Systems		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Domestic equipment	Complex Problem Solving
2-Professional Context	Professional equipment	
3-Knowledge, Power and Institutions	Users, consumers and complaints	
4-Stability and Change	Transformations and technical evolutions	
Nuclear Generator: Environment and Sustainability		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Energy efficiency and consumption	Creativity
2-Professional Context	Waste and recycling	
3-Knowledge, Power and Institutions	Natural resources	
4-Stability and Change	Climate	
Nuclear Generator: Health		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Basic care	Judgement and Decision Making
2-Professional Context	Healthy risks and behaviours	
3-Knowledge, Power and Institutions	Medicines and medication	
4-Stability and Change	Pathologies and prevention	
Nuclear Generator: Management and Economics		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Budgets and taxes	Coordination/ Service Orientation/ People Management/ Organization
2-Professional Context	Companies, organizations and management models	
3-Knowledge, Power and Institutions	Monetary and financial systems	
4-Stability and Change	Time Management and use	
Nuclear Generator: Information and Communication Technologies		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Radio Communications	Negotiation/ Technical and Computer Literacy
2-Professional Context	Micro and macro electronics	
3-Knowledge, Power and Institutions	Media and information	
4-Stability and Change	Networks and technologies	
Nuclear Generator: Urbanism and Mobility		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	Construction and architecture	
2-Professional Context	Rurality and urbanity	

3-Knowledge, Power and Institutions	Administration, security and territory	Emotional/Intelligence/ Adaptability/ Communication
4-Stability and Change	Local and global mobility	
<b>Nuclear Generator: Fundamental Knowledge</b>		
Reference Domain (RD)	Theme	Soft Skill
1-Private Context	The Element	Critical Thinking/ Cognitive Flexibility
2-Professional Context	Scientific processes and methods	
3-Knowledge, Power and Institutions	Science and public controversies	
4-Stability and Change	Laws and scientific models	

**Competence Units and Evidence Criteria**

**Competences Unit I:** Intervene in relationship situations with technical systems and equipment based on the identification and understanding of principles and knowledge of good use standards, leading to the reinforcement of efficiency and the ability to understand social relations.

<b>Nuclear Generator: Equipment and Technical Systems</b>		
Competences	Evidence Criteria	Soft Skill
<b>RD1:</b> Operate with technical equipment and systems within domestic contexts, identifying and understanding standards of good use and different users	<ul style="list-style-type: none"> <li>Act in the modes of usage of technical equipment within the domestic context, addressing the inequalities between men and women and exploring ways of overcoming them.</li> <li>Act in the modes of usage of technical equipment within domestic life, in order to improve efficiency and avoid damage.</li> <li>Act considering the scientific principles of which the operation of domestic equipment (electricity, heat, power, etc.) is based.</li> </ul>	Complex Problem Solving
<b>RD2:</b> Operate technical equipment and systems in professional contexts, identifying and understanding their standards of good use and their impact on organizations	<ul style="list-style-type: none"> <li>Act within the framework of professional qualifications to deal with equipment and technical systems, in order to reconvert the hierarchical positions occupied by workers in organizations.</li> <li>Act to clarify the properties and limitations of the equipment and technical procedures available, or that may be made available, within a professional context or through the interaction with specialized professionals.</li> <li>Act, in interaction with specialized professionals, based on the scientific principles underlying the operation of technical systems and equipment (mechanics, heat, etc.), considering the mathematical relationships between the notions involved.</li> </ul>	

<p><b>RD3:</b> Interact with institutions, in di-verse situations, based on the rights and duties of users and consumers of technical systems and equipment</p>	<ul style="list-style-type: none"> <li>• Act as an informed user and responsible consumer of technical systems and equipment, recognizing the diversity of institutions, skills and power relationships that exist in this area, in contemporary societies.</li> <li>• Act, based on technical knowledge, in the relationship with manufacturers, venders and suppliers, in questions about guarantees, quality of products and services provided, etc.</li> <li>• Act, using scientific foundations, specifically mathematical models, when making decisions about equipment and technical systems considering consumer rights.</li> </ul>
<p><b>RD4:</b> Mobilize knowledge and practices aimed at the understanding and appropriation of technical and social transformations and evolutions</p>	<ul style="list-style-type: none"> <li>• Act in accordance with the changes and evolutions of equipment and technical systems considering their consequences on social structures and interactions.</li> <li>• Act in accordance with the use of equipment and technical systems, considering their technological evolution, in order to improve performance, reduce the number of hours per task, etc.</li> <li>• Act despite the technical transformations and evolutions of the equipment, relating them to the historical evolution of scientific principles, with special emphasis on the physical and chemical sciences, supported by the evolution of mathematics, in terms of differential calculus.</li> </ul>

**Competences Unit II:** Identify and intervene in situations of tension between the environment and sustainability, supporting positions related to safety, preservation and exploitation of resources, improvement of environmental quality and influence on the future of the planet.

Nuclear Generator: Environment and Sustainability		
Competences	Evidence Criteria	Soft Skill
<p><b>RD1:</b> Promote the preservation and improvement of environmental quality through daily practices involving consumption and energy efficiency concerns</p>	<ul style="list-style-type: none"> <li>• Act despite the energy consumption and efficiency within the private context, by identifying different social practices and correlating scientific and technical knowledge with modes of action.</li> <li>• Act in everyday life situations by applying techniques, procedures and equipment that avoid energy waste (for example, low energy lamps, thermal insulation of houses, etc.) or promote the local profitability of renewable and alternative energy resources (for example, energy for heating sanitary water, etc.).</li> <li>• Act taking into account the physical, chemical, biological processes that underlie the optimization of energy resources (for example, explaining the dependencies of the efficiency of a system in its variables or, the fundamental principles that regulate the transmission of heat and energy, etc.).</li> </ul>	<p>Creativity</p>

<p><b>RD2:</b> Include waste recovery and treatment processes for safety and environmental preservation measures</p>	<ul style="list-style-type: none"> <li>• Act on an individual level, considering the different professional occupations related to the collection and treatment of waste and the positions occupied within the social structure, in order to increase trajectories of upward social mobility.</li> <li>• Act on the production, treatment, and recovery of waste on a technical-professional basis in order to detect possible improvements and ways of achieving them, in order to reducing pollution and energy consumption, and increasing safety.</li> <li>• Act on the chemical, physical and biological scientific principles on which recycling, and the treatment and recovery of waste are based.</li> </ul>
<p><b>RD3:</b> Diagnose the institutional tensions between development and sustainability considering the exploitation and management of natural resources</p>	<ul style="list-style-type: none"> <li>• Act despite the multiplicity of institutions with different knowledge and powers within management of natural re- sources in contemporary societies.</li> <li>• Act in technical debates on the environment and specifically the management processes of natural and energy resources, etc., distinguishing conflicting positions, interests involved, and discussing the possibilities of consensus (water policy, etc.).</li> <li>• Act despite the environmental debates, by highlighting the role of rigorous scientific reasoning and recognizing its relative validity.</li> </ul>
<p><b>RD4:</b> Mobilize knowledge about climate change over time and its influence in population, social and regional dynamics</p>	<ul style="list-style-type: none"> <li>• Act in interaction with climatic variables, recognizing that social groups, regions, and modes of production may have different ways of relating to the environment.</li> <li>• Act in connection with the technological evolution process and the consequences on environmental stability and particularly climate change.</li> <li>• Act taking into account scientific knowledge regarding the history and evolution of the Earth, and also the role of human intervention (for example, relating climate dependence to major volcanic eruptions, with the industrial revolution, etc.) being able to recognize statistical correlations between the various factors involved.</li> </ul>

**Competences Unit III:** Understand that life quality and well-being imply the ability to trigger bi-behavioural interventions and changes reasonably and adequately, by identifying risk and protective factors, and recognizing health and rights in situations of individual and collective intervention.

Nuclear Generator: Health		
Competences	Evidence Criteria	Soft Skill
<p><b>RD1:</b> Adopt basic health care according to different needs and life situations</p>	<ul style="list-style-type: none"> <li>Act on social behaviours regarding basic health care, considering their association with socio-cultural contexts, sociability practices and specific cultural and economic processes.</li> <li>Act according to basic health needs (exercise, food, and leisure) by regularly adopting products and procedures that adjust to specific situations and way of life.</li> <li>Act in accordance with the knowledge on the specific needs of the body according to age, type of activity and health status, avoiding inappropriate behaviour.</li> </ul>	<p>Judgement and Decision Making</p>
<p><b>RD2:</b> Promote healthy behaviours and safety measures and risk prevention in a professional context</p>	<ul style="list-style-type: none"> <li>Act in view of the social protection systems as elements of the welfare state, identifying the different consequences on citizens' access to health care, considering the risks of certain professions.</li> <li>Act consciously in the handling of equipment and materials and in the preservation and improvement of environmental conditions in the workplace, considering the preservation and promotion of health.</li> <li>Act in the prevention of illnesses and occupational accidents, based on the knowledge of how the body reacts to factors that enhance imbalance and how work is adapted to the worker's characteristics and capabilities.</li> </ul>	
<p><b>RD3:</b> Recognize the rights and duties of citizens and the role of the scientific and technical component in making rational decisions regarding health</p>	<ul style="list-style-type: none"> <li>Act in the field of health, understanding it as a field composed of institutions with specialized competences in the production and distribution of medicine, but also including areas of freedom, inequality and conflict.</li> <li>Act in the relationship with health services and systems, recognizing the possibilities of choice and the limits of self-medication, as well as intervening in order to distinguish the reliability of health products and techniques.</li> <li>Act in the promotion and safeguarding of health using scientific knowledge to take a position in debates of public interest on health problems (family planning, natural therapies, drug addiction, etc.), supporting the positions in mathematical analyses that envisage measures consistently.</li> </ul>	
<p><b>RD4:</b> Properly prevent pathologies due to the evolution of social, scientific and technological realities</p>	<ul style="list-style-type: none"> <li>Act in the prevention or resolution of pathologies, understanding that the risks, means and conceptions of health vary between social groups and between historical times.</li> <li>Act considering the evolution of prevention rules and its application in appropriate situations, showing the ability to improvise means of protection.</li> <li>Act by recognizing the evolution of scientific knowledge in order to better face disease-causing agents, the variants, and the appearance of new diseases, considering inference as an important process in this domain.</li> </ul>	

**Competences Unit IV:** Identify, understand and intervene in management and economic situations, from private and family budgets to more general levels, through the influence of monetary and financial institutions in a specific economy and considering principles of the economic sciences.

Nuclear Generator: Management and Economics		
Competences	Evidence Criteria	Soft Skill
<b>RD1:</b> Organize family budgets considering the influence of taxes and the financial products and services available	<ul style="list-style-type: none"> <li>Act in the elaboration of family budgets according to the characteristics and compositions of the household, identifying expense and revenue items and understanding their use in order to reduce the indebtedness of families and individuals.</li> <li>Act in the management of family assets, using heavily technical means and differentiated financial products suitable for optimizing disposable income.</li> <li>Act in situations of family budget management using accounting knowledge and mathematical applications.</li> </ul>	Coordination/ Service Orientation/ People Management/ Organization
<b>RD2:</b> Interact with companies, institutions and organizations by mobilizing knowledge of resource management	<ul style="list-style-type: none"> <li>Act in an innovative way in different professional contexts, identifying different management models and organizational structures and applying them towards the productive and relational efficiency of organizations and the well-being of workers.</li> <li>Act in situations of professional management or litigation with outside institutions, using the practical experience of accounting and tax law.</li> <li>Act in situations of work life that involve the management of technical and human resources, as well as new strategies for implementing organizational effectiveness, considering the role that linear programming and optimization can play in this context.</li> </ul>	
<b>RD3:</b> Envision the influence of monetary and financial systems on the economy and society	<ul style="list-style-type: none"> <li>Act in the economic, monetary and financial system, recognizing new problems and opportunities generated by the interactions established at a global level, and, in the context of the European Union, and its effects on welfare and social progress.</li> <li>Act at the technological level related to the knowledge and safety of different means of transaction and in communication with economic and financial institutions.</li> <li>Act in accordance with the knowledge of macroeconomic indicators considering that economic problems involve monetary policies and the use of mathematical models that allow to simulate and predict different situations.</li> </ul>	

<p><b>RD4:</b> Diagnose the impacts of social, technological and scientific developments on uses and time management</p>	<ul style="list-style-type: none"> <li>• Act on uses and time management, understanding that the different elements of the economic system vary according to the sectors of activity and are constantly evolving over time.</li> <li>• Act considering existing technologies in time management (for example, air transport versus video conferencing).</li> <li>• Act in terms of time management cost, including evolution throughout history and considering various factors such as the cost of hourly wages, social charges and equipment amortization, once again considering the potential of mathematics in simulating alternative situations in view of finding optimal solutions.</li> </ul>
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**Competences Unit V:** Identify, understand and intervene in situations where ICTs are important in supporting daily management, the ease of transmission and diffusion of socially controlled information, recognizing that the relevance of ICT has consequences in the globalization of relationships.

<b>Nuclear Generator: Information and Communication Technologies (ICT)</b>		
<b>Competences</b>	<b>Evidence Criteria</b>	<b>Soft Skill</b>
<p><b>RD1:</b> Understand the use of radio communications in different family and social contexts</p>	<ul style="list-style-type: none"> <li>• Act in the framework of predispositions for the uses and exploitation of new functionalities in technologically advanced objects that make use of radio communications, relating them to the social profiles of individuals.</li> <li>• Act in domestic life situations by solving problems related to remote communications (radio, television, mobile phone, landline, etc.).</li> <li>• Act in the use of ICT, within private life, with knowledge of the basic scientific elements in radio communications: electromagnetic waves, electronics, etc.</li> </ul>	<p>Negotiation/ Technical and Computer Literacy</p>
<p><b>RD2:</b> Envision the interaction between technological evolution and changes in professional contexts and qualifications</p>	<ul style="list-style-type: none"> <li>• Act in new ways of acquiring skills in relation to ICT, understanding their uses in organizations and relating them to the literacies and qualifications required of professionals in the information society.</li> <li>• Act in the sphere of work life by promoting the use of ICT support technologies (microelectronics, screens, etc.).</li> <li>• Act in work life, with basic scientific knowledge of the functioning of ICT support equipment (for example, the computer, LCD screens, binary arithmetic, etc.).</li> </ul>	

<p><b>RD3:</b> Discuss the impact of the media in the construction of public opinion</p>	<ul style="list-style-type: none"> <li>• Act using the mass media, understanding the different actors and interests involved in their production and the power of information in modern societies.</li> <li>• Act in relation to technology supporting the means of communication and the dissemination of information (for example, television stations, radio stations, information agencies, satellites, etc.).</li> <li>• Act considering the evolution of the means of information and mass communication, recognizing some new scientific concepts and procedures used in the production of information.</li> </ul>
<p><b>RD4:</b> Relate the evolution of technological networks with social networks</p>	<ul style="list-style-type: none"> <li>• Act in the information society, identifying new opportunities for participation, as well as mechanisms of inequality, resulting from the (dis)articulation between technological networks and social networks.</li> <li>• Act considering the development of means of information transmission throughout history, relating it to the evolution of social structures, the occupation of the territory, etc. (for example, the television network, the internet, etc.).</li> <li>• Act in relation to the evolution of scientific knowledge in the construction of networks (for example, the cellular structure of mobile phones, the use of the binary base on the internet).</li> </ul>

**Competences Unit VI:** Identify, understand and intervene in issues related to housing, incomes, social relationships and mobility in rural or urban environments, by contributing towards harmonization and improving the quality of life.

<p><b>Nuclear Generator: Urbanism and Mobility (UM)</b></p>		
<p><b>Competences</b></p>	<p><b>Evidence Criteria</b></p>	<p><b>Soft Skill</b></p>
<p>RD1: Associate concepts of construction and architecture with social integration and the improvement of individual well-being</p>	<p>Act considering the construction and architecture of physical spaces, identifying different types of family housing associated with lifestyles, in order to improve social well-being, life quality and socio-cultural integration.</p> <p>Act at the innovative construction technology level to optimize living conditions and adjusted architecture (e.g. thermal and acoustic insulating materials, ecological architectures, etc.).</p> <p>Act at the material properties level, traditional and modern, depending on the construction needs and quality (e.g. ecological paints, recycled insulators, etc.) and/or the quantity of these materials depending on the required areas or volumes</p>	

<p>RD2: Promote quality of life through territorial harmonization in rural or urban development models</p>	<p>Act at the local and regional development dynamics level, in urban and rural contexts, including the evolution of economic activities and the processes of socio-cultural transformation of a given territory, relating them to occupational changes and the population's lifestyles.</p> <p>Act on the exploitation of natural resources (agricultural, fishing, mining areas), or in commercial and consumption places (urban centres), thru the knowledge of appropriate traditional or innovative technical means.</p> <p>Act by using knowledge of how chemical, biological and technical production processes work, in rural or urban areas, in order to safeguard and maintain balance in the environment and the well-being of different communities.</p>	<p>Emotional Intelligence/ Adaptability/ Communication</p>
<p>RD3: Mobilize information on the role of different institutions in the area of administration, security and territory</p>	<p>Act vis-à-vis regulatory institutions in the administration and safety of the territory, including fields of action and methods of regulation.</p> <p>Act in the technical organization of administrative systems linked to the management of services related to prevention and safety in mobility.</p> <p>Act using scientific knowledge that supports norms and regulatory safety codes for territory administration (e.g. road/ highway code: speed control, minimum distance between cars, etc.) and, at a more sophisticated level, evaluate the justice of that regulation taking into account the statistical and mathematical models that regulate it.</p>	
<p>RD4: Recognize different forms of territorial mobility - local and global - and their evolution</p>	<p>Act in intercultural contexts, considering the migratory flows of the populations and rural exodus as a result of economic, cultural, and/or political inequalities, but also generators of identity (re)construction processes and the "discovery of the other".</p> <p>Act in accordance to the role of technological evolution as a condition for mobility, in terms of transport and communications and the possibilities for professional development.</p> <p>Act taking into account the conditions that lead to mobility in the animal kingdom in general (environmental, reproductive and other conditions) and the human population in particular (economic, ethnic, political and other conditions), in order to recognize the different flows and relationships between variables through the statistical treatment of information.</p>	

## Guidelines for Professionals

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The work carried out by the partnership in the collection and analysis of instruments used in the context of adult education and training in Czech Republic, France, Greece, Italy, Portugal, and Spain, led to the creation of a set of common instruments applicable to adults, thereby guaranteeing the universality and transferability of knowledge and skills.

All the officially used documents, in each of the countries, were collected, analysed, discussed and evaluated by the partnership with the aim of proposing a set of useful and functional instruments that can be applied, specifically in the diagnosis phase and during the RVCC process. Through this analysis, we also confirmed that the work carried out in countries such as France, Poland, and Portugal, is very similar.

Therefore, a common basis was established wherein each of these countries can implement and promote recognition at the national level and at the European level.

The set of instruments identified below are adaptations of those assessed as pertinent and quite positive and used by some countries, in addition to others created specifically for the RVCC process. The idea is to provide adults and professionals, working in adult education and training, with instruments and tools that help gather and explore relevant information, evidence criteria, to successfully identify the skills envisioned for the acquisition of the secondary level of education.

### 5.1. Specific instruments for the diagnostic phase

Throughout the Enrolment, Diagnosis, Information and Guidance and Referral stages, various instruments are used for collection and analysis of information; required for the elaboration of the vocational development portfolio. Each of the phases has objectives and attainable results that must be fulfilled, as shown below.

#### **Phase 1: Registration and Enrolment**

**General Objective:** Assist, clarify and enrol adults

#### **Specific objectives:**

- ✓ Clarification of the organization's mission and scope;
- ✓ Draw an initial basic profile of the adult.

#### **Registration Form**

Through the completion of the registration form data is collected, which is the starting point of the diagnosis phase, such as:

- ✓ Personal Data;
- ✓ Gender and Age;
- ✓ Education Level and Initial Qualifications;
- ✓ Employment Situation;
- ✓ Current Employer Information (if employed);
- ✓ Reasons for registering at the Qualifica Centre.

## **Documents required upon registration:**

- ✓ Qualification/ Training Certificate(s)
- ✓ Proof of employment/unemployment status (if applicable)
- ✓ Other Certificates (optional)

## **Activity: Annex I**

### **Phase 2: Diagnosis**

Throughout the Diagnostic phase, various diagnostic instruments are applied through which the following data is collected:

- ✓ Expectations;
- ✓ Interests;
- ✓ Educational path;
- ✓ Training path;
- ✓ Employment experience;
- ✓ Skills acquired through formal, non-formal and informal means;
- ✓ Other occupations/interests;
- ✓ General life context;
- ✓ Accessibility assessment;
- ✓ Availability for learning/pursuing further education;
- ✓ Willingness to undertake, in relation to the labour market or occupational reconversion;
- ✓ Availability for volunteering activities, internships, exchanges and vocational mobility.

### **2.1. Development of Self-confidence**

**General Objective A. Develop self-concept** – The adult adopts attitudes and behaviour that portray a more realistic perception of him/herself.

#### **Specific objectives:**

- ✓ Explore information and acquire knowledge required for future action, through actions: identify, discover, recognize, explain, express, select and demonstrate.

- ✓ Develop an understanding of the information collected through actions: planning, organizing, categorizing, comparing, inferring, distinguishing and prioritizing.
- ✓ Demonstrate previously acquired knowledge, attitudes and skills, through actions: apply, produce, create, generalize, demonstrate and solve.
- ✓ Deepen knowledge, attitudes and skills, through evaluative actions: relate, consider, criticize, ponder, recommend, appreciate and judge.

## Interview Guide

This moment begins with the reception of the adult and an explanation of the objectives of the activity, followed by the following:

1. As the interview begins the adult is given cards and cut-outs, that must be used as personal and professional identification.
2. The purpose of this exercise is that the adult is able to present him/herself, through the use of these resources, explaining how he/she sees him/herself and how he/she is seen by others in different roles (family member, trainee, friend, colleague, employee...). Topics such as interests, values and beliefs, are explored, in addition to personal and vocational capacities and skills.
3. Try to understand society's (family, friends, co-workers) influence on the adult's way of thinking.
4. Help the adult reflect on daily attitudes and behaviours (proactivity) he/she has adopted.

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### Learning Outcomes:

- ✓ Identify personal characteristics and self-concept awareness.
- ✓ Analyse the influence of self-concept in different life contexts and the behaviours that condition it.
- ✓ Adopt strategies that favour an acceptable self-concept and promotes a solid identity.
- ✓ Assess the strategies and behaviours adopted.

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➤ **Resources:** Images, photographs, phrase cards and interview guide.

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➤ **Facilitators:** A facilitator is needed to record the answers of candidates who are blind and have no mobility in their upper limbs.

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➤ **Note:** The interview guide must be adapted according to the adult's initial profile.

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➤ **Activity:** Annex 2

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**General Objective B. Elaboration of Curriculum Vitae** – The adult selects only the pertinent and valuable information to be transmitted to others.

➤ **Specific objectives:**

- ✓ Explore the educational and vocational trajectory in order to demonstrate skills and competences.
- ✓ Explore areas of interest, personal and vocational motivations.

## Curriculum Vitae Guide

The adult is presented with an exploratory CV model containing the following information collection parameters:

1. **Personal information** - identify personal information considered relevant to the application, namely: name, address, telephone, e-mail, date of birth, nationality, marital status. A photo is usually optional, unless required by the organization you are applying to.
2. **Position** - Identification of the position one is applying for.
3. **Work experience** - indicate previous work experiences, include duration, company name(s), and a brief description of the tasks performed in each. If there is no prior work experience to mention, include internships and volunteer work, if applicable. This step is important to determine learned and acquired abilities and skills.
4. **Education/Training** - identify academic qualifications, complementary courses or other training courses relevant to the position. Identify diplomas/certificates and completion dates, starting with the most relevant.
5. **Other skills** - Indicate language skills and level of competence: “English B2: intermediate spoken and written skills”. Mention hobbies and other important information considered useful in performing the job tasks. Include involvement in academic, communitarian and collective activities.

---

### Learning Outcomes:

- ✓ Select relevant and significant information regarding personal, academic and employment experiences.
- ✓ Elaborate the document using a chronological sequence.
- ✓ Select relevant documents to support the CV (training certificates, awards received, employment recommendations, etc.).

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➤ **Resources:** Computer, pen and paper.

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➤ **Duration:** Between 60 to 90 minutes.

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➤ **Note:** A facilitator is required throughout this activity, inform and help the adult become aware of active job searching, providing information on job boards (employment websites) and help him/her send the completed CV by email.

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➤ **Activity:** Annex III

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## 2.2. Interact effectively

**General Objective A. Effective Interaction** – The adult adopts an attitude that facilitates communication and interaction with different types of people

### Specific objectives:

- ✓ Explore information and acquire knowledge in the field of communication through actions: identify, discover, explain, recognize, express, select and demonstrate.
- ✓ Develop an understanding of the information collected through actions: planning, organizing, categorizing, comparing, measuring, distinguishing and prioritizing.

### Group Dynamics: “Make a Doll”

A group of adults is divided into 2 groups (A and B) and the activity is carried out simultaneously in different rooms, as follows:

1. The group is asked to make a doll with the Lego pieces (LEGO® Serious Play®) provided (check model) and without using any form of spoken language, within the stipulated time: 7 minutes.
2. Once finished, the group is asked to write a story about the task carried out, within the program- med time: 15 minutes.
3. Once finished, the facilitator in each room asks the group to leave, except for one member who volunteers to be the first storyteller. The member that remains is responsible for reading the story, written by their group, to a member of the opposing group, who in turn has been asked to enter the room (i.e. member of group A reads story to member of group B).
4. The members listening to the stories, must pay careful attention and try to retain as many de- tails as possible, knowing that he/she will later have the role of storyteller, relaying the same story to the next person that enters the room. At this moment the story, in each room, is read twice.
5. The process is repeated until each member of each group hears the story, i.e. members of group B all hear the story written by group A.
6. The two groups are then joined in one of the rooms and the 2 last listeners become the storytellers and tell the story they have just heard to the entire group.
7. Finally, the first storyteller of each group is asked to read the original story to the entire group. Once the 2 storytellers have finished, the entire group is asked to reflect on the communication process, on the difficulties in communication and on the actions taken to reduce the distortion of the original story.

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### Learning Outcomes:

- ✓ Identify the importance of communication in different contexts.

- ✓ Discover the communication process as the basis of human interaction and the interinfluence between people's behaviour.
- ✓ Analyse communicational behaviours that allow the establishment of adequate interpersonal relationships, while respecting diversity.
- ✓ Reflect on communication difficulties and/or barriers.
- ✓ Recognize attitudes and behaviours in order to deal positively with external pressure and problematic situations (time of activity, different points of view).
- ✓ Identify the importance of a clear and objective message.

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➤ **Resources:** Paper, pen, LEGO® Serious Play® pieces.

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➤ **Duration:** Between 50 to 90 minutes.

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➤ **Note:** The activity requires the presence of two facilitators and can be carried out with different numbers of Lego pieces depending on the complexity desired.

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➤ **Activity:** Annex IV

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**General Objective B. Personal Management Skills** – The adult adopts attitudes that facilitate communication or interaction with different types of people, managing difficulties and possible conflicts in order to achieve common goals.

**Specific objectives:**

- ✓ Demonstrate skills previously acquired through actions: apply, produce, create, generalize, demonstrate and solve.
- ✓ Develop knowledge, attitudes and skills by evaluating them through actions: relate, consider, criticize, ponder, recommend, appreciate and judge.

**Group Dynamics: “Group Negotiations”**

Six adults are gathered in a room and arranged in a circle with 2 designated facilitators, responsible for observing and evaluating the activity. The following fictional situation is presented:

1. There is a job offer for a manufacturing plant, but the group will have to go to the parent company, which is 700 km away, to receive practical training for two months. During that time, they can only go home twice (at the weekend) and the company only guarantees the provision of lunch.
2. The company gives the group €6000, to rent and equip a 4-bedroom apartment during the training period.

3. The group is given a floor plan and has 30 minutes to analyse, discuss, decide and reach a consensus, indicating which rooms to furnish and with what, in addition to making a list of everything they think they will need during the 2 months.
4. After 15 minutes, the facilitator interrupts the group's analysis and discussion, stating that there has been a last-minute cut in the budget and the group will only receive €4500.
5. The facilitators directly observe the attitudes and behaviours of the group members, before and after the announcement, trying to verify leadership, time management, mediation of problematic situations and negotiation capacity. Stress management is also observed and evaluated, because due to the sudden change and the shortage of time, the way in which each element experiences the situation will be visible.

## Phase 3: Information and Guidance

### 3.1. Manage Information

**General Objective** – The adult uses appropriate strategies to locate, collect and select information, implying the permanent search

#### Specific objectives:

Identify the nature and sources of information needed to manage a life project.

- ✓ Analyse and validate strategies for effective information management
- ✓ Adopt autonomous information management strategies on the economy, society and learning and work opportunities.
- ✓ Assess the strategies and behaviours adopted in the collection and application of information.

#### Worksheets

In order to promote proactivity and autonomy while researching information, through various means, adults will have to explore:

1. **Worksheet: Information Sources** – the adult elaborates a list of employment information sources (formal and/or informal) and registers the sources on the worksheet: Information Sources. This next step is to look for job offers by using the largest number of referenced and possible sources, in the context of the classroom, registering and filling in the worksheet: Information Sources.
2. **Worksheet: Employment Profile** - following the above-mentioned step, each adult is asked to select three jobs from 3 different sectors, analysing the information related to working conditions (salary, hours) and other requirements identified in the ad.

3. In a large group, each adult is asked to expose the information worked on individually. Subsequently, as a group, they are asked to identify three business areas to be explored within the coverage area.
  4. After the areas have been identified, the group, divided into three, brainstorms what the positive and negative aspects/effects of exploring that business area are, referring to the promotion or creation of goods and services to the community.
  5. After presenting the results of each group, adults are asked to think about the possible employment and jobs that may arise from planning a business to implementing a business.
  6. Subsequently, individually, each adult, according to their profile, will select the job they think is most suitable for their life project, identifying possible learning opportunities and personal and professional enrichment.
- 

## Learning outcomes

- ✓ Identify the importance and nature of the information needed to manage the Life Project, exploring the different sources, media and means of information.
  - ✓ Discover the public and private services that can support life project management.
  - ✓ Identify and understand the dynamics of the labour market at local, national and international levels;
  - ✓ Assess the impact on job opportunities of factors such as education and training, job supply and demand, society and location.
  - ✓ Analyse and evaluate the relevance, reliability of information and the way it is collected and applied.
- 

➤ **Resources:** Worksheets: Information Sources and Employment Profile, 15 computers with internet access, magazines, newspapers, hardcopies of disclosures from the Employment Centre, pens, blank paper, white board and whiteboard markers.

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➤ **Duration:** Between 60 to 120 minutes

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➤ **Note:** The activity can be carried out on different days according to group type and size. Ideally, a group should exceed 15 people

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➤ **Activity:** Annex VI

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➤ **Source:** The worksheets available at the Lifelong Guidance at Qualifica Centres - Activity Bank, ANQEP, IP, 2008

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## 3.2. Manage Change

**General Objective:** Adjust to new challenges and commit to its development, mastering strategies that facilitate transitions in various life.

➤ **Specific objectives:**

- ✓ Identify different lifelong transitions and ways to experience these transitions;
- ✓ Analyse the change/transition processes and the advantages of proactivity;
- ✓ Adopt strategies that facilitate transitions in different life contexts and be an agent of change;
- ✓ Assess the strategies and behaviours adopted.

**Narrative: “My Life Story”**

➤ **Learning Outcomes:**

- ✓ Discover the various types of change/transitions that occur with the development and impact of unexpected life events;
- ✓ Explore different attitudes towards change (passive attitude, active attitude and entrepreneurial attitude);
- ✓ Explore the ability to adopt creative behaviour in problem solving.

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➤ **Resources:** Computers with internet access, blank sheets of paper and pens.

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➤ **Duration:** 1 or 2 sessions of 2 hours

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➤ **Note:**

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➤ **Activity:** Annex VII

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## 3.3. Decide

**General Objective:** Analyse and evaluate the different existing alternatives, considering the immediate and long-term consequences of those options.

**Specific objectives:**

- ✓ Explore the decision concept and the different types of decisions;
- ✓ Identify the importance of decision making;
- ✓ Analyse the steps of the decision-making and problem-solving process;
- ✓ Implement the decision-making and problem-solving strategy;
- ✓ Assess the personal decision-making process and the impact of decisions on career goals.

**Individual Career Plan (ICP)**

➤ **Learning Outcomes:**

- ✓ Define the Career Project;
- ✓ Identify ways of implementing the Project;
- ✓ Identify possible constraints and the strategies to overcome the constraints
- ✓ Prepare the action plan for the implementation of the Project.

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➤ **Resources:** Hardcopy of ICP and pen.

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➤ **Duration:** Approx. 1 hour

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➤ **Note:**

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➤ **Activity:** Annex VIII

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## Life Project

➤ **Learning Outcomes:**

- ✓ Definition of Life Project;
- ✓ Self-reflection on the current life situation;
- ✓ Future Projections.

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➤ **Resources:** Worksheet: Life Project and pen

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➤ **Duration:** Approx. 1 hour

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➤ **Note:**

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➤ **Activity:** Annex IX

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## Adult Instruments

### 6.1. Tools for the diagnostic phase

The following forms should be filled-in by the adults and are required for the elaboration and exploration of the information corresponding to the reception, diagnosis, information and guidance, decision and referral phases

#### INSTRUMENT NUMBER 1 | APPLICATION FORM

1. PERSONAL INFORMATION	
Name: _____	
Date of Birth: ____/____/____	Gender: Female <input type="checkbox"/> Male <input type="checkbox"/>
<b>Type of Identification Documentation: (adapted to each country)</b>	
<input type="checkbox"/> Civil Identification n°: _____	Issued by (if military): _____ Validity: ____/____/____
<input type="checkbox"/> Residence Permit n°: _____	Doc type: _____ Validity: ____/____/____
<input type="checkbox"/> Passport n°: _____	Entry Visa: _____ Validity: ____/____/____
Address: _____	
Postal Code: _____ - _____	E-mail: _____
Mobile phone: _____	Telephone: _____
<b>Information to be collected if necessary (adapt in accordance with country regulations):</b>	
Fiscal Number: _____	Social Security Number: _____
Nationality: _____	Place of Birth: _____ District: _____
2. EMPLOYMENT INFORMATION	
<b>Social Security Discounts:</b> <input type="checkbox"/> 0 <input type="checkbox"/> 1 year <input type="checkbox"/> 3 years <input type="checkbox"/> + de 3 years	
<b>Employed</b> <input type="checkbox"/>	
<input type="checkbox"/> Self-employed <input type="checkbox"/> Employee:	
Company Name: _____	
Company address: _____	
Occupational sector: _____	
Professional: _____ Work Schedule: _____	
<b>Unemployed</b> <input type="checkbox"/> <b>Since:</b> _____	
<input type="checkbox"/> Long Term Unemployed (over 12 months) <input type="checkbox"/> Unemployed (less than 12 months) <input type="checkbox"/> 1 <sup>st</sup> job	
<input type="checkbox"/> Other (specify): _____	
Employment office referral: Yes <input type="checkbox"/> No <input type="checkbox"/>	
3. EDUCATION AND TRAINING PATHS	
<input type="checkbox"/> < 4° <input type="checkbox"/> 4° <input type="checkbox"/> 6° <input type="checkbox"/> 9° <input type="checkbox"/> 12° <input type="checkbox"/> 12° incomplete	
(indicate completed grade)	
<input type="checkbox"/> Other (Specify): _____	
Year of Conclusion: _____ School: _____	
Modules/Subjects to be completed (if you have not completed the education level mentioned above): _____	

**4. CERTIFICATION/ QUALIFICATION OPTION**

**1.1. Certification**

Educational Certification:  4°  6°  9°  12°  
(indicate grade)

Vocational Certification: 1- \_\_\_\_\_  
(indicate field in order of preference) 2- \_\_\_\_\_  
3- \_\_\_\_\_

Double Certification  4°  6°  9°  12°  
(indicate grade and field in order of preference)

Vocational Field:  
1- \_\_\_\_\_  
2- \_\_\_\_\_

**4.2. Certification Pathway:**

- |  |   |
|--|---|
| <input type="checkbox"/> RVCC - Educational              | <input type="checkbox"/> Modular Training           |
| <input type="checkbox"/> RVCC - Vocational               | <input type="checkbox"/> Other: Vocational Training |
| <input type="checkbox"/> RVCC - Double Certification     | <input type="checkbox"/> Further Education          |
| <input type="checkbox"/> Adult Education/Training Course | <input type="checkbox"/> Other (Specify): _____     |

**5. RVC PROCESS** (indicate number of plausible hours available and preferred schedule.)

Number of hours: \_\_\_\_\_

Schedule:  Morning  Afternoon  Late Afternoon  Evening  Indifferent

**6. MAIN REASONS FOR ENROLLMENT**

- |  |  |
|--|--|
| <input type="checkbox"/> Increase educational qualifications | <input type="checkbox"/> Change educational and training field |
| <input type="checkbox"/> Employment Obligation               | <input type="checkbox"/> Make it easier to get a new job       |
| <input type="checkbox"/> Vocational Reconversion             | <input type="checkbox"/> Increase occupational skills          |
| <input type="checkbox"/> Create your own job                 | <input type="checkbox"/> Personal fulfilment                   |
| <input type="checkbox"/> Continuing Education                | <input type="checkbox"/> Professional achievement              |
| <input type="checkbox"/> Obtaining 1 <sup>st</sup> Job       | <input type="checkbox"/> Career Development                    |
| <input type="checkbox"/> Other (Specify): _____              |  |

**8. COMMENTS:**



**INSTRUMENT NUMBER 2 | SELF-CONCEPT**

**Self-concept** - the adult's perception of him/herself and the idea that results from it, that shapes his/her person. In order to explore and identify personal characteristics, interests, values and beliefs, skills and competences, the adult will be confronted with several cards (with images and phrases from magazine clippings and newspapers) spread out on a table. The adult will be asked to select up to 3 cards that reflect and support his/her personal description/presentation.

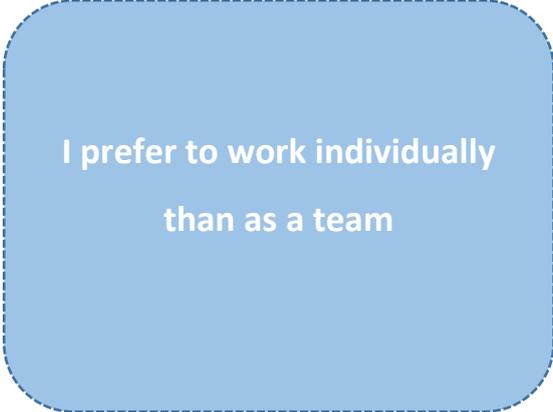
**Exploration Cards<sup>11</sup>**

<p>When choosing a job, it is important to consider its prestige</p>	<p>I prefer jobs where I have leadership roles</p>
<p><b>Prestige</b></p>	<p><b>Leadership</b></p>
<p>It is important to choose a stable job</p>	<p>For me it is very important to work in a place that is comfortable and in good conditions</p>
<p><b>Stability</b></p>	<p><b>Comfort</b></p>

<sup>11</sup> Source: Lifelong Guidance in the Qualifica Centers - Activity Bank - ANQEP, IP, 2018

<p>I avoid choosing professions where I must deal directly with people</p>	<p>I value jobs that require a varied and creative work</p>
<p><b>Socialization</b></p>	<p><b>Creativity</b></p>
<p>I prefer professions with more practical and less intellectual activities</p>	<p>It's important to have a job where I can be my own boss and get the job done the way I want without someone controlling me</p>
<p><b>Intellectual work</b></p>	<p><b>Independence</b></p>
<p>I feel the need for the results of my efforts at work to be recognized by others</p>	<p>In choosing a job, the most important thing is that the salary is rewarding</p>
<p><b>Recognition</b></p>	<p><b>Economic Security</b></p>

<p>I would never choose a high-risk job or where my safety could be concerned</p>	<p>I am a person that quite easily adapts to new tasks or situations</p>
<p><b>Safety</b></p>	<p><b>Adaptability</b></p>
<p>For good job performance it is essential to have a good work environment</p>	<p>To succeed at a job, it is critical to work toward goals</p>
<p><b>Relationship with colleagues</b></p>	<p><b>Achievement</b></p>
<p>When performing my duties, it is important to always be the best</p>	<p>I prefer jobs or tasks with clear indications of what I must do, not those that require a lot of autonomy</p>
<p><b>Competition</b></p>	<p><b>Autonomy</b></p>

 <p>I prefer to work individually than as a team</p>	
<p><b>Work group</b></p>	

**Interview Guide**

1. From the cards and cut-outs in front of you, you will have to select three elements you think help to identify and explain how you see yourself and how you are seen by others in different roles (family member, trainee, friend, colleague, employee...). Point out the personality strengths you believe you have.
2. What do you think of your current personal and employment situation?
3. Do you think your personal characteristics influence your choices?
4. What inspired your application and what are your current and future motivations and expectations?
5. What personal and work values do you consider essential in daily routines (with or without cards)?
6. What do your family, friends/co-workers think about the current world of work and the job market?
7. What kind of work do they think is right for you?
8. What have you done to acquire/requalify personal and/or work skills?
9. What is your vision for the future? What goals do you have? How do you intend to reach them (how, when and why)?

**Facilitator** A facilitator is needed to read the cards to the blind participants and to select the cards chosen by the participants without upper limb mobility.

## INSTRUMENT NUMBER 3 | TEMPLATE FOR THE ELABORATION OF THE CURRICULUM VITAE

Name and surname Address — Telephone number — E-mail	
➤ <b>Position:</b>	
➤ <b>Employment experience:</b>	Job description Name of organization/company; City/Town Duration of Employment This area should include a brief description of important tasks and achievements.
➤ <b>Education:</b>	Name of school and address Graduation Year Title/Specialization
➤ <b>Training and other courses:</b>	Name of training Course Name of the institution Year of completion Total number of hours
➤ <b>References:</b>	Name and surname of the reference person, Company Contact information
➤ <b>Additional Skills</b>	This area should include a list your strengths - additional skills, interests, knowledge of foreign languages, etc.

**Facilitator** for a blind person a facilitator is needed to describe the role and the instructions, and later support in writing the arguments. For an adult with reduced mobility in the upper limbs, a facilitator is needed to support the writing of arguments, or computer with speech-to-text software and free text to speech.)

## INSTRUMENT NUMBER 4 | WORKSHEET: INFORMATION SOURCES

Newspapers and magazines, employment centres and the internet, among others, can be very useful sources of information when it comes to “want ads” and the labour market. These provide the public with information about the most wanted jobs, employer demands and the labour market’s current situation, as well as obtain detailed information about certain fields.

1. Make a record all sources of employment information that you can identify.

2. Make a list of all job bank sites you found on the internet.

3. From consulting the classified section in newspapers and/or magazines or from the websites found on the internet:

3.1. Choose 3 professional categories/fields and identify which ones are most in demand (how many want-ads are there for each category):

3.2. Choose a professional category/field and register jobs.

3.3. List, by order of preference, 6 jobs that you find most pleasing, within the identified offers.

1.	2.	3.
4.	5.	6.

WORKSHEET: EMPLOYMENT PROFILE

	JOB1	JOB2	JOB3
Information source			
Employment Sector (tourism and leisure, health, construction, ...)			
Necessary education and/or training			
Work regime (part-time/full-time)			
Inside or outdoor work			
Individualized or team- oriented work			
Other important information  (location, salary, working hours)			

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## **INSTRUMENT NUMBER 5 | MY LIFE STORY**

The aim of this activity is to awaken memories and help the adult with the elaboration of his/her autobiographical memory by exploring all formal, non-formal and informal lifelong learning experiences.

### **1. Personal level**

1.1. Who am I? Presentation, description of strengths and qualities, reflecting in a fundamental way about personal life and family life.

1.2. Identify the events considered most important and mention associated feelings and key-changes.

1.3. Identify negative events, including decisions and positions taken and the strategies adopted to over- come these situations.

### **2. Employment level**

2.1. Write about employment experiences, from the first experience to the present occupation and answer questions such as: How did you enter the job market? List each job and associated tasks and try to identify how the experience made you grow as a person and as a professional. How did you deal with changing jobs?

2.2. Mention experiences with volunteer work, stating reasons as to why you did it? What are the personal and professional gains of these experiences and how have these experiences contributed towards your personal growth?

2.3. During your work experiences, what obstacles did you encounter and what strategies did you use to overcome them? Did you ask for help?

### **3. Social level**

3.1. What are your personal/family interests? How do you involve yourself in society?

- Describe what you do during your spare time;
- Describe cultural habits: visits to museums, shows, plays, cinema, concerts, etc.
- Describe, and reflect, about the places you have visited and where you have already spent holidays, explaining what you have learned about the culture, habits, customs and cultural heritage of others;
- Describe, and reflect, on your experience with Parish Councils and/or Associations (firefighters, cultural, recreational, sports groups, hunting and fishing clubs, scouts, among others) or other collective organizations covering the following topics: general description of the organization, services provided to the community, dynamic contributions of the organization, skills demonstrated and developed with the work carried out.

**NOTE:** Since the aim of this activity is the elaboration of a short autobiographical narrative, it is necessary that the adult reflects on each event or significant competence, below are some questions that can help with reflection:

- ✓ How has this experience/event changed my life?
- ✓ What did I learn from this experience/event?
- ✓ What have I failed to do because of this experience/event?
- ✓ What lessons have I learnt due to this experience/event?
- ✓ What are the pros and cons of having gone through this experience/event?
- ✓ What could I have been done better/different?
- ✓ How did this experience/event contribute towards my personal and professional training?
- ✓ What is the relationship between this experience/event with what I am today as a person/professional?
- ✓ What conclusion can I draw from this experience/event and how is it related it to the key competence areas of the RVCC process?

## **INSTRUMENT NUMBER 6 | INDIVIDUAL CAREER PROJECT**

<p><b>Definition of the Career Project</b> (Indicate your personal and/or work-related interest: future objective)</p> <p><i>Think about your goals, for example: I intend to acquire vocational training in the field of quality.</i></p>
<p><b>Reasons and Motives for choosing the Career Project</b> (What led you to make this choice?)</p> <p><i>Justify why?</i></p> <p><i>Example: To perform the tasks associated with my job option, I believe that it is necessary to update my knowledge and acquire other skills that will help me to be an excellent professional.</i></p>
<p><b>Ways of Implementing the Career Project</b> (What do you have to do to achieve your objective?)</p> <p><i>Examples:</i></p> <p><i>Search for vocational training</i></p> <p><i>Improve my educational qualifications (...)</i></p>

**Identification of constraints and strategies to overcome the constraints** (What can help or hinder the progress and achievement of your objective?)

*Examples:*

*Inability to manage personal life and work schedule; Lack of time*

*Inability to find the required Vocational Training (...)*

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**Elaborate a timetable for the implementation of the project** (What is your set goal?)

*Define a goal to achieve the objective, for example: in March 2020 I intend to have acquired more knowledge and skills at a professional level, through vocational training.*

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**INSTRUMENT NUMBER 7 | LIFE PROJECT**

- 1. What do you think of your current personal and employment situation?

- 2. Set medium and long-term life goals.
  - 2.1. Think about your Life Project, in personal terms and consider educational qualifications and/or future employment, what job do you think you will have in:

December 2022	
December 2027	
December 2032	

- 2.2. What tasks would you like to be performing in?

December 2022	
December 2027	
December 2032	

3. Define the measures you want to apply to achieve your objectives

4. Identify your current situation in relation to your Life Project

<b>Favourable</b>	<b>Unfavourable</b>
Strengths:	Weaknesses:
Opportunities:	Threats:

5. What steps will you have to take?

6. What obstacles will you have to overcome and how?

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## 7.2 Instruments for the Recognition, Validation and Certification of Competences Process

The following decoded references are instruments, which have been adapted based on the training references of each key competence area found in chapter 5, that provide practical examples of the Nuclear Generators' proposed themes. These are simplified tools that contain examples from everyday life and are easy to interpret and understand.

Note: In order to explore the following references, the team of professionals should make adaptations and use strategies that match the reality of the adult with whom they are working, such as

- organisation of the room where the sessions will take place;
- calm environment and without distracting factors
- the use of images illustrating the competence to be explored
- use of simple and objective phrases
- use of computers with ReadSpeaker, web Reader and speech to text
- Take breaks when necessary

## INSTRUMENT NUMBER 8 | RVCC PROCESS DOCUMENTS - DECODED REFERENCES

### ➤ Guide: Citizenship and Professionality

	RD1 – Freedom and personal responsibility	RD2 – Labour rights and duties	RD3– Representative and participatory democracy	RD4 – Global rights, duties and contexts
<b>Soft Skill</b>	<b>Rights and Responsibilities</b>			
<b>CP 1 Rights and Duties</b>	Shared responsibility: managing family budget; bank account sharing; expenditure, etc. Children’s education (even in case of divorce); Civic responsibility as a citizen (sharing of common spaces, paying for car insurance, responsibility for having pets, etc.); Others	Shared responsibility: managing family budget; bank account sharing; expenditure, etc. Children’s education (even in case of divorce); Civic responsibility as a citizen (sharing of common spaces, paying for car insurance, responsibility for having pets, etc.); Others	Right of access to the national health system, protection, defence, etc. (question its operation and indicate alternatives for improvement); Duty to pay taxes (importance of paying them); Duty and right to vote; Others	Show awareness of the fundamental rights of all citizens (right to education, to be respected), etc. Others
	RD1 – Lifelong learning	RD2 – Innovation processes	RD3 – Associative and collective movements	RD4 – Globalization
<b>Soft Skill</b>	<b>Rights and Responsibilities</b>			
<b>CP 2 Complexity and Change</b>	Marriage and following children’s different growth stages, unexpected life situations, illnesses, separations, unemployment, etc. (show how the adaptation to these new situations was made and underline the lessons learned). Others	Explore technological innovations and adapt them to new equipment or new work processes (computer, software, mobile phone, robot, machine, etc.) Explore the lack of adequate or obsolete equipment resources. Others	Know the limits of the institutions and know how to circumvent different situations to solve problems (e.g., knows the conditions and procedures applicable to the renewal of the Citizen Card and knows how to proceed); questions the work methods of institutions/associations and indicates ways/methods of improvement. Others	Example: Appeal to the European Court; Understand and effectively help an organization such as IMA (International Medical Assistance, Boys’ group homes, Portuguese Association for the Fight against Cancer, etc.); Show knowledge of key fundamental institutions in helping the population, namely, Firefighters, Medical Emergency Institute, ...Others

	RD1 – Prejudice, stereotypes and social representations	RD2 – Personal, professional and organizational retraining	RD3 – Institutions and institutional models	RD4 – Public opinion and critical reflection
Soft Skill	<u>Critical Thinking</u>			
<b>CP 3 Reflexivity and Critical Thinking</b>	Do you think age and nationality are exclusion factors when applying for new jobs? What do you think about marriage between different ethnic groups and cultures? Marriage/relationship between homosexuals? Judgments based on appearance. Others	Propose solutions that you would like to introduce in your company/ workplace to improve performance/ environment (ability to identify what is right and wrong and propose solutions/paths to follow); Do you have experience as a union delegate, shift leader, or the like? Others	When purchasing a house did you check various agencies (bank, notary, real estate, finance, etc.); Divorce procedures with children, require ...; christening/marriage procedures require ...; Process to legalize a car purchased abroad requires; Always reflect on the subject portrayed. Others	Know journalistic language and the ability to communicate, using a language appropriate to the intended audience; Understand sensationalism and/or the gravity of what is addressed, etc. Others
	RD1 – Institutional and community codes	RD2 – Professional and organizational collectives	RD3 – Public policy	RD4-Cultural identities and assets
Soft Skill	<u>Emotional Intelligence</u>			
<b>CP 4 Identity and Alterity</b>	Refer to attitudes of solidarity, respect, mutual aid and cooperation and show how to adapt to the environment in question; Others	Refer to professional relationship with different cultural levels and the ability to delineate/design/impose/adopt personal strategies to solve conflicts (as it relates to colleagues/hierarchical superiors who are different); Others	Identify reception policies of several institutions; State position on birth policies; maternity/paternity licenses, etc; Social policies of unemployment/health, etc. Others	Understand that a polluted river/sea/ forest can harm an entire population; Understand that the culture, traditions, habits and customs (dances, gastronomy, etc.) of each region are a source of wealth for the region and for the country; Others

	RD1 – Ethical and cultural values	RD2 – Deontology and professional standards	RD3 – Codes of institutional conduct	RD4 – Morals and communitarian choices
<b>Soft Skill</b>	<u>Strong Work Ethic</u>			
<b>CP 5 Conviction and Ethical Firmness</b>	Differences and proposals for conflict resolution/less positive situations that are transmitted by the teacher about the child or vice versa, condominium owners, neighbours, relatives, mayor/parish councillor, parish priest (ability to disagree and ability to discuss and try to solve problems/conflicts); Others	Identify values in your company/workplace that prove to be essential for the correct and rigorous development of your job. See definition of deontology; Others	Be aware of the functioning of an institution/association or related when you use it and know how to act accordingly when your rights are violated (resort to complaints book, ask to speak with the person responsible, etc.) or praise and value the employee/service provided; Do not forget that active and informed citizens can change/improve institutions; Others	To contribute effectively to the improvement of the quality of life of other human beings (to have participated in some mission, to walk in solidarity, to volunteer, to assist in the collection of goods, etc.) Others
	RD1 – Tolerance and diversity	RD2 – Negotiation procedures	RD3 – Pluralism and plural representation	RD4 – Intercultural mediation
<b>Soft Skill</b>	<u>Coordination / Service Orientation</u>			
<b>CP 6 Moral Opening</b>	Present examples of concrete situations in which you have accepted or tolerated different ways of thinking or acting (a child who wears a piercing, a friend who is from a different soccer club, different opinions, etc.); Ways of being and being different; Others	Seeks to be cooperative in the company/workplace and helps colleagues (new and old) when necessary; Adopts an attitude of mutual help, especially replacing the colleague; Others	Effective participation in a parish/association/organization/solidarity campaign; Organizing a movement to help the community, population or family; Others	Participates and shows the importance of: Firefighters; Volunteers; Association X; Civic movement Y; Others

	RD1 – Argumentative capacity	RD2 – Assertiveness	RD3 – Deliberative mechanisms	RD4 – Public intervention debates
Soft Skill	<u>People Management</u>			
<b>CP 7 Argumentation and Assertiveness</b>	Being able to discuss and argue an idea even when another person has a different point of view; Importance of being faithful to what we think/defend; Others	Ability to take self-initiative, to be versatile and flexible in the workplace; Ability to solve/alleviate unexpected problems (which arise without being counted); Others	Apart from work life, do you participate in any associative movement? Which? (soccer club, etc.) How important are these movements/clubs? Others	Participation and intervention in municipal assemblies, parish council assemblies, political / public debates for information of the populations, clarification sessions, etc.); Others
	RD1 – Personal and family projects	RD2 – Work Management	RD3-Collective Projects	RD4- Prospective capacity
Soft Skill	<u>Cognitive Flexibility / Creativity</u>			
<b>CP 8 Programming</b>	What initiatives have you taken to improve your personal life? (choice of partner/husband/wife, decision/option for a life project, recourse to well-known people, investing in training, etc.); Others	To use knowledge in various areas in order to solve labour problems and the ability to organize their own work or the work of others; Others	Ability to organize a pediment/solidarity activity or the like in order to solve a specific situation (e.g., purchase of food, school supplies, wheelchairs, etc.); Others	Move from the city to the countryside and the implications for changing habits, lifestyles and consequent concerns; healthy diets (being careful with what you eat, food hygiene and the production of food: controlled origin/biological); Others

## ➤ Guide: Society, Technology and Science

	RD1 - Private context	RD2 - Professional Context	RD3 - Institutional context	RD4 - Macrostructural context
Soft Skill	<b>Complex Problem Solving</b>			
<b>STC 1 Equipment and Technical Systems</b>	<p><b><u>Household Appliances</u></b></p> <p>Refer to the household appliances you use frequently (washing machine/ dishwasher, microwave, iron, oven, refrigerator, etc.), and refer to the inequalities of usage between men and women. In what way does the use of this equipment benefit you daily life? Explain your equipment choice by referring to cost/benefit (class A). Explain how the equipment works (electricity, gas, etc) and the care that should be taken with type of equipment.</p>	<p><b><u>Work Equipment</u></b></p> <p>At work, what equipment do you use in the performance of your duties and what is the qualification requirement, identifying which employees work the most with this equipment and why. Please mention the main potentialities and limitations of the equipment. "How did you learn to handle the equipment?" If there is a malfunction, who repairs it?</p>	<p><b><u>Users, Consumers and Complaints</u></b></p> <p>As a user, describe what kind of institutions you know, what you use, and why. Describe the responsibilities to consumers of these same institutions. What technical knowledge do you have in relation to manufacturers, vendors and suppliers, regarding warranty issues, product quality and services? Analyse the different equipment/tariffs to get the most out of the cost/benefit ratio.</p>	<p><b><u>Transformations and Technical Developments</u></b></p> <p>Refer to the transformations and evolutions of equipment and technical systems, reflecting on the respective consequences (advantages and disadvantages) in society. Take stock of the evolution/profitability ratio. Identify the characteristics of the equipment accurately before and after its evolution.</p>
Soft Skill	<b>Creativity</b>			
<b>STC 2 Environment and Sustainability</b>	<p><b><u>Consumption and Energy Efficiency</u></b></p> <p>Relate waste and energy and water consumption to society. In a personal context, what do you do to avoid energy waste? Which equipment has energy saving (low consumption lamps, thermal insulation, solar panels, fuels, etc.) What are the biggest benefits of using low consumption equipment (economic, environmental, etc.)?</p>	<p><b><u>Waste and Recycling</u></b></p> <p>Identify the various biodegradable wastes and recyclables. Does your workplace recycle used materials (batteries, ink cartridges, paper, plastics, etc.)? What entities are involved in the collection and treatment of waste? What is the benefit (direct/indirect) of recycling for your company? Explore the advantages and disadvantages of various forms of waste treatment and recovery (composting, recycling, incineration, landfill, etc.).</p>	<p><b><u>Natural Resources</u></b></p> <p>Indicate which institutions are responsible for managing natural resources in society. Explore technologies and processes that occur at the level of natural resources. In environmental issues, evidence the importance of science, recognizing its relative validity.</p>	<p><b><u>Climate</u></b></p> <p>Reflect on the extent to which the different social groups, regions and modes of production affect the environment. To what extent is the process of technology evolution responsible for the consequences associated with environmental stability.</p>

	RD1 - Private context	RD2 - Professional Context	RD3 - Institutional context	RD4 - Macrostructural context
Soft Skill	<u>Judgement and Decision Making</u>			
<b>STC 3 Health</b>	<p><b><u>Basic Care</u></b></p> <p>Identify different health care according to social origins and background. What do you do every day to improve your quality of life (food, exercise, hygiene, etc.)? Does this procedure consider the specific needs of the body according to age and state of health? What procedures should you avoid in order to continue to have a healthy life?</p>	<p><b><u>Healthy Risks and Behaviours</u></b></p> <p>Refer occupations with high risk, identifying the factors that place it at this level. What health risk does your work have? What preventive measures should be taken to prevent accidents at work or future diseases? What measures does your company implement regarding SHW? What social benefits are you entitled to in at work (insurance, social security, occupational health and safety, etc.)?</p>	<p><b><u>Medicine and Medication</u></b></p> <p>Please note the responsibilities of the institutions for the production and distribution of medicine, including the controversy surrounding the introduction of generics. Identify over the counter and prescription medication and the limits of self-medication (antipyretics, anti-inflammatory, antibiotics, antidepressants). Refer to the therapeutic equivalence between branded / generic drugs.</p>	<p><b><u>Pathologies and Prevention</u></b></p> <p>Understand that the concept of health varies in accordance to historical context and social groups. Relate STD's (sexually transmitted diseases) to the living conditions of specific social groups. Identify means of transmission and prevention. Reflect on the onset/reappearance of STD's. Identify diseases and explore their effects on the human body and prevention methods.</p>
Soft Skill	<u>Coordination / Service Orientation / People Management / Organization</u>			
<b>STC 4 Management and Economics</b>	<p><b><u>Budgets and Taxes</u></b></p> <p>Identify the differences of family average incomes according to occupations. According to your household, explain how you manage your family budget, identify fixed and variable expenses. What financial means or products (PPR, term deposits, shares, etc.) do you have to invest your capital? What mathematical procedures do you use to prepare/optimize your budget? What means (Internet, etc.) do you use to send your IRS/IRC statement and why?</p>	<p><b><u>Companies, organizations, and management models</u></b></p> <p>Refer to the organizational chart of your workplace, explaining in detail the existing departments as well as their responsibilities and benefits. What are the advantages/disadvantages of this organization? State what type of contracts exist in your company and what is the relationship with the hierarchical position that each worker occupies. What is your hierarchical position? What are your duties and responsibilities?</p>	<p><b><u>Monetary and Financial Systems</u></b></p> <p>Reflect on the economic system of the European Union, its effect on social progress. List the advantages/disadvantages of the euro. Please note the different currency and its characteristics. Relates the technology to the increasing security of the system (introduction of the security chip in detriment of the magnetic strips).</p>	<p><b><u>Uses and Time Management</u></b></p> <p>Relate the evolution of working hour regulations over time (agriculture and industry). Technology evolution in time management (air transport and video conferencing). Relate increases in productivity to technological development.</p>

Soft Skill		Negotiation / Computer and Technical Literacy			
STC 5 Information and Communication Technologies	<b><u>Radio Communications</u></b>	<b><u>Micro and macro electronics</u></b>	<b><u>Media and Information</u></b>	<b><u>Networks and Technologies</u></b>	
	Note some of the new technologies that you use in your daily life. Show the link between the functionality of technologically advanced objects and the different social profiles. To what extent is this equipment useful and what are its greatest potentialities? How has this equipment evolved? Has this equipment helped you solve a problem? Which? What are the main physical components of the equipment and how does this equipment work?	Do you use a computer at your workplace? What do you use it for? How did you learn to work with the computer? Relate the highest/lowest computer usage to jobs and skill level. Do you work with any specific program? What are your duties? What are the advantages of using certain programs? Talk about the evolution of this equipment at your work. Identify the different characteristics of computers, and the mode of operation.	Reflect on the influence of the media in society. Explore technology associated with the media (television/radio station, information agencies, satellites, etc.) Explore the ways in which advertising can be promoted in reference to certain social problems (smoking, obesity, medicines, children, women, etc.).	Relate the mechanisms of inequality resulting from the (un)articulation between technological networks and social networks. Please note the technological characteristics of the networks. What scientific knowledge is associated with the construction of networks?	
Soft Skill		Emotional Intelligence / Adaptability / Communication			
STC 6 Urbanism and Mobility	<b><u>Construction and Architecture</u></b>	<b><u>Rurality and Urbanity</u></b>	<b><u>Administration, Security and Territory</u></b>	<b><u>Local and Global Mobility</u></b>	
	Relate construction/architecture to sociocultural influences. Did you build your own house or buy your apartment while under construction? Is your house in accordance to your household? What types of (technologically advanced) materials did you choose and why? In this choice what kind of care did you have in relation to the environment and the type of climate (dry, humid, etc.)? Reflect on the evolution of some materials referring to the main factors/benefits that are associated with this evolution.	Reflect on the reasons and the adjacent impact of populations moving from rural to urban areas. What is your case? In your county are there industrial zones? Why are these important? Have you worked in several areas of the country? What differences did you notice? Reflect on the types of farming in rural and urban areas. What are the main differences with the agriculture currently practiced and those practiced decades ago (agricultural machines, chemicals, etc.)? What are the advantages and disadvantages of organic farming and genetically modified products?	Characterize the regulatory institutions of the administration and security of the territory (DGV, Traffic Police, etc.) Identify technology associated with prevention and safety in mobility. Know rules and regulatory safety codes.	Reflect on the migratory phenomena in society. Indicate the evolution of technology in relation to the conditioning of mobilities, transport and communications. Relate mobility in the animal kingdom to those found in the human population.	

Soft Skill	Critical Thinking / Cognitive Flexibility			
<p><b>STC 7 Fundamental Knowledge</b></p>	<p><b><u>The Element</u></b></p> <p>Identify the diversity of individual characteristics of the elements that make up society.            Reflect on ways of integrating individuals in situations of social exclusion or discrimination due to their specific characteristics (elderly, disabled, drug addicts, ex-prisoners, etc.).            Indicates the current uses of DNA analysis.            Refer to the use of probability theory to establish the probability of descendants inheriting certain characteristics.</p>	<p><b><u>Scientific Processes and Methods</u></b></p> <p>At work, what do/could you do to improve production, identify advantages? Do you often experiment with new procedures to improve the efficiency of your business? Give an example.            Can you link the choice of a technique to the objectives?</p>	<p><b><u>Science and Public Controversies</u></b></p> <p>Refer a topic of your choice that is controversial, recognizing that scientific and technical arguments interact with interests.            Refer to the technological process associated with the theme you have chosen, exploring its limitations.</p>	<p><b><u>Laws and Scientific Models</u></b></p> <p>Identify factors that cause social change (political factors, revolutions, technological evolution, etc.)            Recognize that technical solutions have limited validity and that they tend to change, just as science and society change.</p>

## ➤ Guide: Culture, Language and Communication

	RD1 - Private context	RD2 - Professional Context	RD3 - Institutional context	RD4 - Macrostructural context
<b>Soft Skill</b>	<b>Complex Problem Solving</b>			
<b>CLC 1 Equipment and Technical Systems</b>	<p><b><u>Home Appliances</u></b></p> <p>What domestic equipment do you use frequently? Can you use it to access to culture and for communication (telephone, radio, television, computer, etc.)? When you buy equipment do you read the instruction manual? Do you understand the technical language? Why? Do you know the standards of good use and take these into account when you use the equipment? Explain.</p> <p><b><u>Foreign Language</u></b></p> <p>Do you usually read equipment manuals in a foreign language? Which?</p>	<p><b><u>Equipment related to the profession</u></b></p> <p>What equipment do you use at work (phone, cell phone, computer, internal networks and external, fax, microphones, etc.). How did you learn to handle this equipment? Did you learn how to handle the equipment and the best ways to solve problems from specialized professionals? Do you call the technician if you have a problem, or do you consult instruction manuals? Do you understand the symbols and diagrams used? Explain.</p> <p><b><u>Foreign Language</u></b></p> <p>Do you know and apply technical terms in a foreign language? If not, do you translate the terms? How? Does your vocabulary improve?</p>	<p><b><u>Users, Consumers and Complaints</u></b></p> <p>Define Technical Assistance, identifying different types of assistance and who provides it. Read and reflect on the law that assigns two-year warranty on appliances. Have you ever needed to file a complaint? How did you do it? By email, letter, phone, etc? To which institutions? Did you solve the problem? Which institutions defend consumers? Have you ever resorted to one? In what situation?</p> <p><b><u>Foreign Language</u></b></p> <p>Have you ever travelled abroad and needed to make a complaint? If so, which language did you use?</p>	<p><b><u>Transformations and Technical Developments</u></b></p> <p>Identify equipment that has undergone technological evolutions. Ex: television, camera, telephones, etc. Reflect on these evolutions and how they promoted widespread access to cultural goods (music, cinema, theatre, etc.). Formulate a personal and well-founded opinion on the advantages and disadvantages of this evolution on society, etc.</p> <p><b><u>Foreign Language</u></b></p> <p>How does the evolution of technical equipment expose you to foreign languages (e.g., access to foreign music, reports, etc.)?</p>
	<b>Soft Skill</b>	<b>Creativity</b>		
<b>CLC 2 Environment and Sustainability</b>	<p><b><u>Consumption and energy efficiency</u></b></p> <p>What daily actions do you practice that protect the environment and reduce energy consumption? Do these practices have positive impacts on the planet? Why? Do media campaigns help create awareness? How? Do you encourage others to save energy? Who and why? When you buy appliances and equipment do you check the Energy Efficiency Tags? Did this clarify you as a consumer?</p>	<p><b><u>Waste and Recycling</u></b></p> <p>At work, do you separate waste? Why? What are the advantages? What follow-up is given to this material? Which jobs are associated with waste treatment? Does it encourage recycling practices at home? How? How does the media currently deal with this issue? Do you think the media has a positive influence?</p> <p>A growing number of artists exhibit recycled or reused materials. Why? What message are they sending out?</p>	<p><b><u>Natural Resources</u></b></p> <p>Define and identify natural resources. Reflect on the importance of preserving your region's heritage/natural resources. Collect newspapers, magazines, internet texts on the subject, making a brief comment on the role of the media in building opinions on the subject and promoting attitudes that reveal environmental and civic awareness.</p>	<p><b><u>Climate</u></b></p> <p>Define global warming and relate it to climate change. Reflect on how climate change is affecting people's lifestyles and leisure time. Reflect on how you keep up to date by reading texts on the subject, watching informative programs. Reflect on the importance of the media in the dissemination of this topic.</p>

Soft Skill		<u>Judgement and Decision Making</u>		
<b>CLC 3 Health</b>	<p><b><u>Basic Care</u></b></p> <p>What do you do to improve your quality of life? Do you exercise? Do you eat a balanced diet? What are your leisure activities? Do you read magazines, posters and pamphlets about basic healthcare? What are your main health concerns? Does the media usually provide information about basic health care?</p> <p>Do you consider this important? Why? Do you watch programs that discuss healthcare issues? Which?</p>	<p><b><u>Healthy Risks and Behaviours</u></b></p> <p>Does your company have a Safety and Hygiene policy? Do you know what risks are associated to your job? What means of risk prevention do you practice when performing your tasks? Why do you think it is important to comply with safety and health rules? Did you receive training in Occupational Safety and Health? When? What aspects did you retain? How do you apply what you learned in you daily tasks? What do you think could be improved by employer(s) and in which sectors should this training be mandatory?</p>	<p><b><u>Medicine</u></b></p> <p>Define "alternative medicine" and "conventional medicine" and state the relationship to different cultures. Identify advantages and disadvantages and the kind you prefer and why? Reflect on the therapeutic equivalence between brand name drugs and generic drugs. Search the internet, newspapers, books or magazines for articles related to this topic and comment. Have you ever sought alternative therapeutic practices? Why? Why is there an expansion in the use of alternative therapeutic practices by Western societies (massage, acupuncture, etc.)? Do you think this is a phenomenon? Why?</p>	<p><b><u>Pathologies and Prevention</u></b></p> <p>Reflect on the aging process, how to deal with it and the importance of preventive care at this stage in life. Surf the Internet on problems inherent to ageing and provide a reflection on the topic.</p>
	<p><b><u>Foreign Language</u></b></p> <p>Do you watch programs or read articles about healthy lifestyles in a foreign language? Which?</p>	<p><b><u>Foreign Language</u></b></p> <p>Identify the Occupational Safety and Hygiene signs in a foreign language in your workplace.</p>	<p><b><u>Foreign Language</u></b></p> <p>Provide a reflection in a foreign language on the advantages and disadvantages of alternative therapies.</p>	
Soft Skill		<u>Coordination / Service Orientation / People Management / Organization</u>		
<b>CLC 4 Management and Economics</b>	<p><b><u>Budgets and Taxes</u></b></p> <p>How you manage your daily and/or family budget, use terms like expenses, income, etc.). Is it important to manage your income well? Why? Do you usually reserve some money for other expenses other than basic needs (e.g. leisure, holidays, books, trips, music, etc.)? How important is it to include these in your budget? Do you fill out your IRS statement? Do you do it online? Why? Explain.</p>	<p><b><u>Companies, organizations and management models</u></b></p> <p>Do you know how your company's organizational chart is defined? Does it reflect the relationships between departments? Who reports to you and who do you report to? What is teamwork? Is it important? Why? Is teamwork reflected in the efficiency/productivity of work? Which are the means of communication used by the employees?</p>	<p><b><u>Monetary and Financial Systems</u></b></p> <p>Reflect on the theme: "Culture and art can be a good business/investment" (e.g., Soap operas, music, football, painting, craft and gastronomical fairs/exhibitions, etc.). Read one or two texts on economics or finance, highlight and summarize the relevant information. Surf the internet for information on the EU's economic system and how it has affected social progress. Reflect on the advantages and disadvantages on your country.</p>	<p><b><u>Uses and Time Management</u></b></p> <p>List the technological developments and its influence on how we manage our time (e.g. Internet, mobile phone, dishwasher and laundry). List different uses of language - verbal, non-verbal, written, etc. and relate it to the element of time (e.g., when we orally communicate with a person it is faster than if we send a letter or even an e-mail.)</p>

Soft Skill	Negotiation / Computer and Technical Literacy			
<p><b>CLC 5</b> <b>Information and Communication Technologies</b></p>	<p><b><u>Radio Communications</u></b></p> <p>Identify the new technologies you use in your daily life (mobile phone, computer, PDA, etc.) and how they help you organize your activities. Reflect on the different social uses of mobile phones, e.g. compare the application you use with those of your children, i.e. games, diaries, notepad, calculator, etc. Explain how the mobile phone enables communication and provides access to culture, i.e. photographs, apps, etc.</p>	<p><b><u>Micro and macro electronics</u></b></p> <p>The computer is used for many purposes, such as communication and information processing, systematization, etc., which in some cases involves the mastery of very specific languages (e.g. programming). Do you use a computer in your workplace? What do you use it for? Do you work with any specific software? Which? What is its impact (advantages/disadvantages) on both the organisation of work and interpersonal communication between colleagues and/or management?</p>	<p><b><u>Media and Information</u></b></p> <p>Do you consider yourself an informed person? Do you know what is going on in your area, region and the world? How do you use to stay informed? Do you remember any cultural event that was promoted the media? Give your opinion about the service provided by the media? Reflect on how different newspapers deal with the same news. The media are currently considered a fourth power in society - the media power. Give a critical opinion on this power and the need to regulate and control it.</p>	<p><b><u>Networks and Technologies</u></b></p> <p>What changes has the Internet brought to society; the behaviour and habits of society in general. Mention some cultural manifestations that the Internet provides. Write an opinion about the content available on the Internet, your experience, and the contact with this network. Express your opinion about the way people use the Internet today and the dangers it poses.</p>
Soft Skill	Emotional Intelligence / Adaptability / Communication			
<p><b>CLC 6</b> <b>Urbanism and Mobility</b></p>	<p><b><u>Construction and Architecture</u></b></p> <p>Did you buy an apartment under construction, build, or rebuild a house? Did you consider leisure spaces: garden, living room, etc? Are these spaces important? Why? Can you characterize the location where you built/bought your house? Are there any leisure, cultural or recreational places nearby? When building or buying the house, were you able to interpret and understand the terminology and specifications inherent to the house plan? In the relationship with the architect, contractor, etc., did you easily master all the technical terms? What difficulties did you experience? How did you overcome them? What were the bureaucratic procedures: deeds, banks, real estate, city hall, requisitions for living permits, light, gas, phone, etc.?</p>	<p><b><u>Rurality and Urbanity</u></b></p> <p>Consider the rural and urban environment and identify the advantages and disadvantages of each, particularly in terms of job opportunities. Are there industrial areas in your municipality? Are they important? Why? What advantages do they have for the economic development of your region? Have you worked in other areas of the country? What differences have you noticed? In cultural terms, what are the differences between rural and urban environments? Currently why do people move from urban areas to rural areas? A few years ago, the opposite happened, reflect why?</p>	<p><b><u>Administration, Safety and Territory</u></b></p> <p>Identify the road connections in your region, highlighting those you use most and its advantages. Do you use highway connections, maps, GPS? Address its importance as well as road signs and even legislation. Identify the functions of cultural equipment networks in your area of residence, such as the Public Reading Network - Libraries, Museums, etc. Analyse how you can find safety conditions on the roads in your locality. Are there any important changes to be made to increase safety levels (e.g. more traffic signs, location of traffic signs, changing or building of roundabouts, etc.)? Mention the importance of road connections and land-use planning, which promotes proximity between municipalities and regions, enabling access to cultural goods, etc.</p>	<p><b><u>Local and Global Mobility</u></b></p> <p>Explore the meanings of the terms migration/emigration/immigration and establish the differences. Identify different immigrant communities in Portugal and state how these communities contribute to the diversity of cultural offers and define multiculturalism. Reflect on economic, political and cultural causes of migratory flows. Have you ever had a migratory experience? Why? What differences did you encounter? What habits and customs do you have that related to the habits of the community you were inserted in? At the social level: do you think you were well integrated? At the institutional level: what is your opinion on how migrant/emigrant populations are received? (talk about the infrastructures in the area where you lived/live: nurseries, schools, jobs, etc).</p>

Soft Skill	Critical Thinking / Cognitive Flexibility			
<p><b>CLC 7</b> <b>Fundamental Knowledge</b></p>	<p><b><u>The Element</u></b></p> <p>Reflect, on your life journey, considering that individual pathways are affected by different social conditions and that trajectories are (re)built from the experience of different contexts. Please mention the reasons why you dropped out of school and if you feel it was a good or bad decision? If you could go back would you change your decision? Do you think that your trajectory would have been different? Why?</p> <p><b><u>Foreign Language</u></b></p> <p>Did you study a foreign language at school? Which? If you had not dropped out, do you think you would have acquired more language skills?</p>	<p><b><u>Scientific Processes and Methods</u></b></p> <p>Relate work experiences with theoretical knowledge acquired during training and reflect on the importance of lifelong learning (experience, teachings from co-workers, self-learning).</p> <p><b><u>Foreign Language</u></b></p> <p>Do you consider foreign language training important? Have you completed any formal or non-formal foreign language course?</p>	<p><b><u>Science and Public Controversies</u></b></p> <p>Express your opinion on a controversial issue that has given rise to public debate, pointing out the various points of view including your own (e.g. Domestic violence; school violence; legalising drugs; informal carer status, etc.)</p> <p>Have you ever spoken in public and expressed your opinion, giving suggestions on various issues, such as in condominium meetings, assemblies, associations, opinion articles in newspapers and magazines, internet forums...</p> <p><b><u>Foreign Language</u></b></p> <p>Provide a reflection on a current controversial topic in a foreign language.</p>	<p><b><u>Laws and Scientific Models</u></b></p> <p>Identify some factors that cause social change (political factors, revolutions, evolution, science, technology and language evolution).</p>

## 6.2. Instruments for exploring each soft skill

The soft skills identified throughout the decoded key competence references have been organized and are present in the set of tools to be used and/or adapted throughout the RVCC process.

### A) Soft Skill: ADAPTABILITY

#### INSTRUMENT NUMBER 9 | ADAPTABILITY

<b>Small introduction/guidelines</b>	Having adaptability skills means you are open and willing to learn new things, take on new challenges and make adjustments to suit transitions in the workplace. Additionally, developing your adaptability can also mean developing other soft skills like communication and interpersonal skills.
<b>Objective</b>	The objective of the following exercise is to make the participants reflect about their adaptability skills.
<b>Methodology</b>	Read the questions carefully, answer and reflect.
<b>Resources</b>	A paper and a pen.  <b>Note:</b> for a blind person you need a facilitator that read the text, or a computer with advanced reading, ReadSpeaker
<b>Typology and duration</b>	Individual/pairs and self-reflective. 20 min.
<b>Learning outcomes</b>	Reflect about themselves. Discover new facts about their skills. Compare old habits and implement new ones.

#### Practical example/Scenario

Read the following questions and carefully answer all of them in more than 3 lines. After finishing, answer the self-reflection questions.

1. How do you adjust to changes that you have no control over?
2. What are the greatest challenges you face when starting a new job?
3. How do you approach a new and unfamiliar task?
4. A project's direction changes suddenly. What do you do?
5. How do you prepare for impending changes?
6. How do you adjust your work style when working in a team?
7. Tell me about a significant change in your life. What did you do to adapt to handle it?
8. What is your experience with technology? What initiatives have you taken to educate yourself on new technology?
9. How would you suggest and implement a change in the company?
10. Have you ever been frustrated by change?

#### SELF-REFLECTION QUESTIONS

Did any answer in particular surprise you? Why?

Name 3 positive aspects that you have learn from you thank to your answers

Do you consider yourself as an adaptable person?

## B) Soft Skill: CO-LEADERSHIP

### INSTRUMENT NUMBER 10 | CO-LEADERSHIP

<b>Objective</b>	The aim is to assess the leadership skills of the candidates by evaluating their responses in seven scenarios from the workplace. If used as a self-reflection, it will also reveal the areas they need more work.
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• A small group discussion/debate with the HR manager or the recruitment officer, on the hypothetical scenarios presented at the end of the paper.</li> <li>• An individual activity utilizing a written self-reflection and subsequent “feedback” provided by the article found in the resources section.</li> </ul>
<b>Resources</b>	<p><b><u>7 Strong Leadership Scenarios: How Do You Measure Up?</u></b></p> <p>Apart from the questions presented also on this paper, the article provides you some recommendations for each scenario that should be read at the very end of the procedure.</p> <p>Pen and paper if used as a self-reflection exercise</p> <p><b>Note:</b> for a blind person you need a facilitator that read/ask the text/questions, or a computer with advanced reading, ReadSpeaker; for a person with reduced mobility in the upper limbs, a facilitator is needed to assist in writing the answers</p>
<b>Typology and duration</b>	1 session (individually or in a small group) to reflect and discuss the scenarios along with an HR manager or recruitment officer; 40 minutes to 1 hour.
<b>Learning outcomes</b>	<p>Evaluation of one’s leadership skills</p> <p>Identification of the areas that require development</p> <p>Reflection on realistic scenarios that can be a start of a self-growth process</p>

Possible scenarios	Behaviours
What if your “good friend” causes trouble in the company, because he can’t perform his job properly?	Sentimentality and pragmatism
What if an employee is constantly pushing your boundaries?	Earned trust
What if someone makes the same mistake over and over again?	Kind yet firm
What if you continually promise more than you can deliver?	Congruent actions and words
1What if you’re brought in to lead a well-established organization and you want to shake things up	Initiate change
What if someone younger and prettier than you is on the team, and it makes you feel threatened?	Ego
What if someone you’ve invested a lot of time and energy in mentoring decides to leave?	Control

## C) Soft Skill: DIGITAL LITERACY

### INSTRUMENT NUMBER 11 | DIGITAL LITERACY

<b>Objective</b>	<p>Verify, through an open discussion, that the candidate, in addition to knowing how to read and write information in a virtual environment, knows how to use technologies indiscriminately, does so consciously, seeking to remove or use all information in a productive way. The aim is to assess whether the candidate understands and uses, in a positive and critical manner, the information created and used in the new technologies' era.</p>
<b>Methodology</b>	<p>Large group discussion/debate with the technician, responsible for the activity, by launching questions and/or statements, gathered from the information throughout its progress and, finally, summarizing the key-ideas.</p>
<b>Resources</b>	<p>Room equipped with enough tables and chairs for the adults;          Computer or tablet (adaptable for blind people and adults with reduced upper limb mobility) – one for the technician and each adult;          Internet access;          Whiteboard and whiteboard markers;</p>
<b>Typology and duration</b>	<ul style="list-style-type: none"> <li>● 1 to 2 sessions, in small group, to reflect and discuss the themes, statements and/or questions presented</li> <li>● 1 to 3 hours per session</li> </ul>
<b>Learning outcomes</b>	<p>Interconnected evidence of useful, personal, and professional, lifelong knowledge, skills and competences, covering performance criteria related to:</p> <ul style="list-style-type: none"> <li>• Proper use of technological equipment</li> <li>• Reflection on the usefulness and benefit of this equipment in daily life</li> <li>• Oral communication</li> <li>• Empathy</li> <li>• Organization of ideas</li> <li>• Power of reflection</li> <li>• Argumentative capacity</li> <li>• Stimulation of new learning/new discoveries/group knowledge</li> </ul>

## PRACTICAL EXAMPLE

Themes/statements/questions to ask the group

### 1.The Media and Knowledge.

### 2.Everything is just a click away! What technological equipment do you use daily and what are the benefits?

### 3.Internet access - what are the daily consequences and benefits?

### 4. How to make society aware of the risks associated with Internet use?

**Facilitating Elements:** computer with speech-to-text software and free text to speech.

## D) Soft Skill: ORGANIZATION

### INSTRUMENT NUMBER 12 | ORGANIZATION

<b>Objective</b>	The aim is to assess the organizational skills of the candidates by evaluating their responses in the behavioural questions presented to them. If used as a self-reflection tool, it will also reveal the areas that require more work.
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• A one-on-one discussion/debate with the HR manager or the recruitment officer, on the behavioural questions presented at the end of the paper.</li> <li>• An individual activity utilizing a written self-reflection</li> </ul>
<b>Resources</b>	<p>Online resources that include behavioural questions in regard to organizational skills.</p> <p>Pen and paper if used as a self-reflection exercise.</p> <p><b>Note:</b> for a blind person you need a facilitator that read/ask the text/questions, or a computer with advanced reading, ReadSpeaker; for a person with reduced mobility in the upper limbs, a facilitator is needed to assist in writing the answers or computer with speech-to-text)</p>
<b>Typology and duration</b>	<ul style="list-style-type: none"> <li>• 1 session to reflect and discuss the questions with an HR manager or recruitment officer</li> <li>• 30 minutes</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Evaluation of one's organizational skills</li> <li>• Reflection on one's professional practice</li> <li>• Identification of the areas that require development</li> </ul>

#### List of possible questions

1. How do you organize your work during a typical day?
2. Describe a time when you had to make a difficult choice between your personal and professional life.
3. Give me an example of a project that best describes your organizational skills.
4. When have you found it useful to develop checklists, procedures, or methods to help cope with a high volume of work?
5. How do you decide what gets top priority when scheduling your time?
6. What methods do you use to ensure that all priorities are met?
7. Tell me about a time when you had to deal with an unstructured work environment.
8. What do you do when your schedule is suddenly interrupted? Give an example.
9. Tell me about a time when you felt overwhelmed by your workload.
10. Tell me about a time when you missed an important deadline.
11. Tell me about a time when you delegated an important task successfully.

## **INSTRUMENT NUMBER 13 | ORGANIZATION**

<b>Objective</b>	To show, through open discussion, that the adult has organizational capacity in his/her daily life. Personal and professional organization is directly linked to the achievement of objectives, according to the establishment of goals, strategies and action plans.
<b>Methodology</b>	Small group discussion/debate with the technician, responsible for the activity, by launching questions and/or statements, gathered from the information throughout its progress and, finally, summarizing the key-ideas.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Room equipped with enough tables and chairs for the participants</li> <li>• Computer or Tablet</li> <li>• Internet access</li> <li>• Whiteboard and whiteboard markers</li> </ul> <p><b>Facilitator:</b> for a blind person you need a facilitator that read/ask the text/questions, or a computer with advanced reading, ReadSpeaker; for a person with reduced mobility in the upper limbs, a facilitator is needed to assist in writing the answers or computer with speech-to-text)</p>
<b>Typology and duration</b>	<ul style="list-style-type: none"> <li>• 1 session in small or large group</li> <li>• 2 to 3 hours</li> </ul>
<b>Learning outcomes</b>	<p>Interconnected evidence of useful, personal and professional, lifelong knowledge, skills and competences, covering performance criteria related to:</p> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Motivation</li> <li>• Commitment/dedication</li> <li>• Spirit of cooperation</li> <li>• Teamwork</li> <li>• Time management</li> </ul>

## PRACTICAL EXAMPLE OF THE DEBATE

Organizational capacity is a problem for many people, as keeping life in order is not an easy task. However, this translates into planning to improve personal and professional performance in order to avoid/eliminate anxieties and/or other health problems.

Here are some examples of questions, phrases and/or statements for discussion and debate:

1. An organized person is more successful?

2. Do you think that planning monthly expenses and income is important? Why?

3. At the employment level, do you consider teamwork management important?  
Give examples.

4. Give some examples of how you can benefit from family and social time management.

5. **“Don't be in a hurry, but don't waste any time”.**

**José Saramago**, Portuguese writer, poet and playwright (1922).

**Comment.**

## E) Soft Skill: COMMUNICATION

### INSTRUMENT NUMBER 14 | COMMUNICATION

<b>Small introduction/guidelines</b>	<p>Communication means providing or exchanging of information by speaking, writing, or using some other medium. Communication means also expressing or sharing of ideas and feelings.</p> <p>There are two types of communication: verbal (spoken or written language) and non-verbal (communicating by way of body language, facial expressions, gestures etc.).</p>
<b>Objective</b>	<p>The activity is focused on non-verbal communication. The goal is to perceive the emotions of others and try to respond to them accordingly. The face and posture of the body sometimes tell us more than words.</p>
<b>Methodology</b>	<p>Possible in two or more groups of people</p> <p>A group of people, every person in a group receive a card. On the card is something (emotion) the person has to show. People in other groups has to recognize what was showed and react.</p>
<b>Resources</b>	<p>For every age (3 groups of 3 persons, adaptation possible)</p> <p>Cards (prepared in advance) or paper, pen for on-site preparation</p> <p>The activity can be done without cards too.</p> <p>Facilitator: For a blind person you need a facilitator to describe the expression and say what the emotion is. For an adult with reduced mobility in the upper limbs the facilitator is needed to show the letter or say the emotion.)</p>
<b>Typology and duration</b>	<p>30 min.</p>
<b>Learning outcomes</b>	<p>In this activity, you try to become aware of your own feelings (moods), and you try to recognize the emotions of others based on their facial expressions and body language (posture) alone.</p> <p>By understanding how a person feels (which may be different from what they say), we can better understand her/his behaviour (reactions).</p> <p>You realize how hard it is sometimes to know how a person feels. And it's even harder to react correctly.</p> <p>You develop empathy.</p>

### **PRACTICAL EXAMPLE/SCENARIO**

#### **What does our body/our face say?**

Our body communicates. It shows how we feel right now: happiness, fear, fatigue, insecurity, shame, interest, offence...

We invite the people to say how they feel at the moment and to demonstrate it (with their face, with their body).

## First step

One person in a group take a card from a pile of card. There is some feeling on it (anger, joy, shame, fear, impatience...). The person has to show it without speaking. People from other groups guess. Who guesses gets a point.

A person from the second group continues. People and groups take turns.

## Second step

The people show feelings (no words again). This time no cards needed. They can make it her/himself.

The other people has to react to the feeling (example: sadness - the other goes and strokes her/him, asking: "What happened to you? Why are you sad? Can I help you?")

Within model situations the people learn to recognise the feelings and learn to react (think about how to react).

## Reflection

What was surprising to you?

What emotion is difficult to show (to be recognised)?

What emotion is difficult to react to?

## F) Soft Skill: RESPONSIBILITY

### INSTRUMENT NUMBER 15 | RESPONSIBILITY

<b>Objective</b>	The aim is to identify the skills related to one's responsibility towards their clients, their learners, their peers, and themselves. Additionally, it will reveal the areas that require more work.
<b>Methodology</b>	An individual activity utilizing an online test (navigation through a workplace scenario) with subsequent self-reflection and personalized feedback provided by the platform and based on the choices made in the test.
<b>Resources</b>	<p><a href="#">The four responsibilities in practice</a></p> <p>An online scenario in which one has to make some decisions through various meetings.</p> <p><a href="#">The making of the "Four responsibilities" scenario</a></p> <p>An article detailing the purpose and the making of the platform. Can be read before or after the test.</p> <p>Facilitator: for a blind person a facilitator is needed to describe the role and the instructions, and later support in writing the arguments. For an adult with reduced mobility in the upper limbs, a facilitator is needed to support the writing of arguments, or computer with speech-to-text software and free text to speech.)</p>

<b>Typology and duration</b>	<ul style="list-style-type: none"> <li>• 1 session to navigate the scenario and the self-reflect on the personalized feedback based on the answers</li> <li>• 20-30 minutes</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Reflection on one’s professional practice</li> <li>• Reconsideration on one’s action</li> <li>• Reflection on realistic scenarios that can be a start of a self-growth process</li> <li>• Getting familiar with the four responsibilities</li> <li>• See how they can be put into practice in typical situations</li> </ul>

## The scenario

Visit the following link (<https://scenario.four-responsibilities.org/>) and start the “Four responsibilities in practice” scenario. The participant will have to take part in 4 workplace meetings and make some decisions on the way that are interconnected. At the end, the participant will receive feedback on skills that have to do with the responsibility a professional has to their clients, to their learners, to their peers and to themselves. At the end, time to review the results and self-reflect on how to improve one’s practice is advised.

(**Facilitating Elements:** computer with speech-to-text software and free text to speech.)

## G) Soft Skill: COGNITIVE FLEXIBILITY

### INSTRUMENT NUMBER 16 | COGNITIVE FLEXIBILITY

<b>Small introduction/guidelines</b>	<p>Soft skills training on the topic of Cognitive Flexibility is developed in the framework of the project Qualifying Differences. The training aims to give an overview of the target group's knowledge and to develop awareness of strategies to increase cognitive flexibility. The training is developed to initiate discussion and stimulate the development of practical skills in the target group. Group discussions and experiential moments are foreseen.</p>
<b>Objective</b>	<p>The main objective is to raise awareness of the strategies available and the benefits of flexible thinking.</p>
<b>Methodology</b>	<p>The used technic will be group discussions, experiential activities, games</p>
<b>Resources</b>	<p>6 participants at least, pens, papers, a room.</p> <p><b>Facilitator:</b> for a blind person you need a facilitator that read/ask the text/questions, or a computer with advanced reading, ReadSpeaker; for a person with reduced mobility in the upper limbs, a facilitator is needed to assist in writing the answers or computer with speech-to-text)</p>
<b>Typology and duration</b>	<p>Up to 2 hours</p>
<b>Learning outcomes</b>	<p>The participants will learn the basic theoretical aspects and the terms about the negotiation. The participants will experience the negotiation situation and improve their negotiation skills.</p>

## **PRACTICAL EXAMPLE/SCENARIO**

Several components of cognitive flexibility are not so obvious, no matter how intelligent or self-aware we are. The group discussion is about building these skills through practice. Just as certain stretching or yoga exercises can increase our physical flexibility, there are techniques and mental exercises to increase our cognitive flexibility.

Three main components have been identified and will serve as a stimulus for group discussions: adaptability, innovation, and self-observation.

In order to identify one's knowledge on flexibility Trainers will ask participants few questions about each component:

### **Adaptability**

- Are you able to change course when circumstances demand it?
- Can you shift your understanding to take into account new or contradictory information?
- Do you take transitions in stride, or do they throw you off your game?

### **Innovation**

- Are you able to strategize a solution when there is an unexpected setback?
- When the solution shows limitations, are you willing to look for something new?

### **Self-Observation**

- Are you able to recognize your blind spots and problematic habits?
- How smoothly can you shift your own perspective to consider that of someone else?
- Are you able to acknowledge your thoughts and face them objectively rather than feeling threatened by them?

## **Distance Makes The Brain Grow Stronger**

The activity replicates research done by Evan Polman of New York University and Kyle Emich of Cornell University on construal level theory (<http://www.psych-it.com.au/Psychlopedia/article.asp?id=79>). The participants work with two different versions of the same problem. One version describes a problem faced by someone else while the other version identifies the problem confronting the reader. It's easier to come up with creative solutions when people are thinking for someone other than themselves.

**Materials:** Two different versions describing the same problem

## Instructions

**Preparation:** Make equal numbers of copies of the two different handouts and arrange them in the same stack with the two versions alternating.

## Flow

**Distribute the handouts.** Give one copy of the handout face down to each participant. Everyone will assume they have the same handout.

**Give instructions.** Tell the participants that this is an independent activity. Briefly explain that the participants should turn over their handout and solve the problem as quickly as possible. When they think they have solved the problem correctly, they should stand up.

**Conclude the activity.** After a few minutes, acknowledge the participants who are standing up.

**Debriefing:** Debrief the activity by revealing that there were two versions of the problem. Read the different versions. Point out that the situations are identical. The only difference is whether the reader is personally involved or not.

Share this creative solution to the problem described in the handout: Split the rope lengthwise, tie the two halves together, and climb down to freedom. Find out if more participants were able to solve the problem when they thought they were solving it for someone else. Let the participants suggest the principle that the farther away the problem seems from us, the easier it is to think abstractly and to come up with creative solutions.

Ask the participants, *“How would you apply this phenomenon to find more creative solutions to your problems?”*

Point out that when we have a problem it helps to get advice from others (such as a board of directors, peers from other industries, or a colleague). The different perspectives of the others make it easy to offer solutions that you may not come up with.

Ask the participants, *“How would you use this technique to help yourself?”*

Suggest that if we imagine we are solving problems for a friend or a stranger, or a historical figure, we may be able to think more creatively and come up with more abstract solutions.

## Learning Points

- It's easier to solve problems when there is more psychological distance.
- Creative solutions are influenced by our proximity to the problem.

- When we are close to a problem, we tend to think about it in a realistic way. When we are away from the problem, we are able to think about it in a more abstract way and arrive at more creative solutions.

## Handout1

### The Prisoner of Zenda

In a faraway land, many years ago, there was a prisoner in a tower who desperately wanted to escape. One day he discovered a rope in his cell. However, the rope was only half the length necessary to allow him to reach the ground safely. Yet he used the rope to escape to his freedom. How did he do it?

## Handout2

### You Are A Prisoner

You are a prisoner in a tower and you desperately want to escape. One day you discover a rope in your cell. However, the rope is only half the length necessary to allow you to reach the ground safely. Yet you used the rope to escape to your freedom. How did you do it?<sup>12</sup>

## The Stroop Test: A brain teaser to challenge your mental vitality and flexibility

YELLOW RED PURPLE  
BLACK ORANGE  
PURPLE RED BLUE  
BLUE GREEN YELLOW  
YELLOW BLACK  
BLUE PURPLE BLACK  
GREEN RED ORANGE  
BLACK GREEN PURPLE  
RED BLUE RED  
YELLOW PURPLE BLACK

**Instructions:** Ready to test your mental vitality and flexibility? Quick — say aloud what colour you see in every word, NOT the word you read. Go from left to right, from top to down. Ready. Set. Go! — Not easy, right? This task is called the Stroop Test and is used in neuropsychological evaluations to measure mental vitality and flexibility, since performing well requires strong attention, inhibition, and self-regulation capability (also called executive functions).<sup>1314</sup>

<sup>12</sup> <https://www.sessionlab.com/methods/distance-makes-the-brain-grow-stronger>

<sup>13</sup> <https://psychologia.co/mental-flexibility-rigidity-test/>

<sup>14</sup> <https://sharpbrains.com/blog/2006/10/05/brain-exercise-the-stroop-test/>

## H) Soft Skill: EMOTIONAL INTELLIGENCE

### INSTRUMENT NUMBER 17 | EMOTIONAL INTELLIGENCE

<b>Small introduction/guidelines</b>	Soft skills training on the topic of negotiations is developed in the framework of the project Qualifying Differences. It will identify how much the target group is aware of the subject and if they have the proper level of emotional intelligence. The training includes the basic theoretical aspects to know about the emotional intelligence and an activity for trainees' self-reflection.
<b>Objective</b>	The main objective is to identify and observe one's emotional intelligence. The trainer will give time to trainees to self-reflect and think about their own behaviours and improve skills and techniques of emotional intelligence.
<b>Methodology</b>	Questions, self-awareness
<b>Resources</b>	5 participants at least, pens, papers, a room.  <b>Facilitator:</b> for a blind person you need a facilitator that read/ask the text/questions, or a computer with advanced reading, ReadSpeaker; for a person with reduced mobility in the upper limbs, a facilitator is needed to assist in writing the answers or computer with speech-to-text)
<b>Typology and duration</b>	1:30 hour
<b>Learning outcomes</b>	The trainees will increase their self-awareness and social competences, the trainees will get to know the basic skills of emotional intelligence and exercise the emotional intelligence activity to reveal their own emotional intelligence.

#### The Four Emotional Quotient (EQ) Skills:

1. **Self-Awareness** - Ability to recognize your emotions as they happened and understand your general tendencies for responding to different people and situations
2. **Social Awareness** - Understanding where the other person is coming from whether you agree or not
3. **Self-Management** - Using awareness of your emotion to choose what you say and do in order to positively direct your behaviour
4. **Relationship Management** - Using awareness of other persons' emotions to choose what you say and do in order to positively direct your behaviour.

#### PRACTICAL EXAMPLE/SCENARIO

##### Emotional intelligence

Take a few moments to think about someone whom you consider excelled in attaining effective working relationships with their employees. What makes them so effective? Try to identify and describe the attitudes, values, skills and knowledge that this person has that makes them so effective.

<b>Attitudes:</b>	<b>Values:</b>
<b>Skills:</b>	<b>Knowledge:</b>

Resources used: Kendra Wilkins-Fontenot, [HRS](#)

## Emotional intelligence self-assessment tool

Rate each question below on a scale of 1-5 (1-Never, 2- Rarely, 3- Sometimes, 4- Usually, 5- Always)

	Behaviour	Rate
1	I am aware of the physical reactions (twinges, aches, sudden changes) that signal a “gut reaction	
2	I readily admit mistakes and apologize.	
3	When I feel angry, I can still stay composed.	
4	I generally have an accurate idea of how another person perceives me during a particular interaction.	
5	In assessing a situation, I look at my biases and adjust my assessment accordingly.	
6	I can keep going on a project, despite obstacles.	
7	I can engage in an interaction with another and pretty well size-up that person’s mood based on non-verbal signals	
8	Others feel encouraged after talking to me.	
9	I consider my “emotional temperature” before I make important decisions	
10	When I feel a strong impulse to do something, I usually pause to reflect and decide whether I really want to act on it	
11	I can identify the emotion I am feeling at any given moment	
12	I am able to honestly say how I feel without getting others upset.	
13	I can show empathy and match my feelings with those of another person in an interaction.	
14	I think about the emotions behind my actions.	
15	I am respected and liked by others, even when they don’t agree with me.	
16	I watch how others react to me to understand which of my own behaviours are effective and which are not.	
17	I am good at managing my moods, and I refrain from bringing negative emotions to work.	
18	It’s easy to understand why other people feel the way they do.	
19	I can effectively persuade others to adopt my point of view without coercing them.	

**Scoring the Tool:** Enter your ratings for each numbered question in the category where it appears. Add the ratings for each category to obtain a total for that specific facet of Emotional Intelligence.

Self-Awareness	Self-Management
01 _____	03 _____
05 _____	06 _____
09 _____	10 _____
12 _____	13 _____
15 _____	18 _____
Total: _____	Total: _____
Social Awareness	Relationship Management
04 _____	02 _____
07 _____	08 _____
14 _____	11 _____
17 _____	16 _____
19 _____	20 _____
Total: _____	Total: _____

*Adapted from Emily A. Sterrett, Ph. D., in The Manager's Pocket Guide to Emotional Intelligence, 2000, HRD Press: Amherst, MA and from The Handbook of Emotionally Intelligent Leadership by Daniel E. Feldman, 1999, Leadership Performance Solutions)*

**Interpreting Your Score:** Your score on these four components of Emotional Intelligence can range from a low of 5 to a high of 25. Any component where your score is below 18 is an area in which you could improve.

## I) Soft Skill: PEOPLE MANAGEMENT

### **INSTRUMENT NUMBER 18 | PEOPLE MANAGEMENT**

Small introduction/guidelines	<p>Soft skills training on the topic of People Management is developed in the framework of the project Qualifying Differences. It will identify how much the target group is aware of the subject and if they have the skills of a manager, as leading a team, resolving a conflict, negotiating within a working group, representing a group at a board meeting.</p> <p>The training includes the basic theoretical aspects to know about the people management and especially the ability of constantly switching roles. as tasks, situations, and expectations change.</p>
Objective	The main objective is to identify and improve one's skills in People Management. Through a self-assessment activity the trainer will give the participants the opportunity to develop their skills and knowledge on the topic.
Methodology	Questions, self-assessment
Resources	<p>5 participants at least, pens, papers, a room.</p> <p>Facilitator: for a blind person you need a facilitator that read/ask the text/questions, or a computer with advanced reading, ReadSpeaker; for a person with reduced mobility in the upper limbs, a facilitator is needed to assist in writing the answers or computer with speech-to-text)</p>
Typology and duration	1h30
Learning outcomes	Participants will increase their knowledge on the topic of people management by experimenting and testing a model based on Mintzberg's 10 managerial roles. Furthermore, they will increase their interpersonal intelligence and social strengths. This includes developing oneself in areas from which one consciously or unconsciously shies away.

A simple test will be proposed to bring attention to one's interpersonal skills.

Trainees will be asked to answer on a scale of one to five where 1 stands for never, 3 for sometimes, 5 always.

1. I stand up for myself in social situations
2. I make a memorable first impression
3. I am a good conversationalist.
4. I am comfortable public speaking
5. I overcome nervousness in social settings
6. I am influential. People consider me to be a leader
7. I am good at decoding others' emotions
8. I pitch myself confidently and others are excited to work with me
9. I am charismatic
10. I am motivated to follow through with my ideas.
11. I come across as likable

The trainer will give feedback based on the results of the test, referring to the strengths and weaknesses that characterise the way we relate to others.

## MANAGEMENT ROLES

Management expert and professor Henry Mintzberg argues that there are 10 roles that can be used to categorize a manager's different functions.

The ten management roles are:

1. Figurehead.
2. Leader.
3. Liaison.
4. Monitor.
5. Disseminator.
6. Spokesperson.
7. Entrepreneur.
8. Disturbance Handler.
9. Resource Allocator.
10. Negotiator.

Roles provide a useful framework to guide organisational behaviour and can be divided into three macro areas:

Category	Roles
Interpersonal providing information and ideas	Figurehead Leader Liaison
Informational processing information	Monitor Disseminator Spokesperson
Decisional using information	Entrepreneur Disturbance Handler Resource Allocator Negotiator

## PRACTICAL EXAMPLE/SCENARIO

Reflecting on your experience at work or in informal groups. How often do you spend time on each of the management roles? Choose from 4 options (never - sometimes - often - very often) This will help to focus attention on the most neglected areas. Then score each of the behaviours from 1 to 5, where 1 is 'very good' and 5 is 'not good at all'.

### Mintzberg's 10 Management Roles model SELF-ASSESSMENT TOOL

Role	Time Spent 1 (never) 4 (very often)	Ability 1(very good) 5 (no good at all)
<p><b>1. Figurehead.</b></p> <p>As a manager, you have social, ceremonial and legal responsibilities. You're expected to be a source of inspiration. People look up to you as a person with authority, and as a figurehead.</p>		
<p><b>2. Leader.</b></p> <p>You provide leadership for your team, your department or perhaps your entire organization; you manage performance/ responsibilities of everyone in the group.</p>		
<p><b>3. Liaison.</b></p> <p>You communicate with internal and external contacts. You are able to network effectively on behalf of your organization.</p>		
<p><b>4. Monitor.</b></p> <p>In this role, you regularly seek out information related to your organization, looking for relevant changes in the environment. You also monitor your team, in terms of both their productivity, and their well-being.</p>		
<p><b>5. Disseminator.</b></p> <p>You communicate potentially useful information to your colleagues and team.</p>		
<p><b>6. Spokesperson.</b></p> <p>In this role, you're responsible for transmitting information about your organization and its goals to the people outside it.</p>		
<p><b>7. Entrepreneur.</b></p> <p>You create and control change within the organization. This means solving problems, generating new ideas, and implementing them.</p>		
<p><b>8. Disturbance Handler.</b></p> <p>When an organisation/ team encounters an unexpected roadblock, you are the person who takes charge of the situation. You also help mediate disputes within the team.</p>		
<p><b>9. Resource Allocator.</b></p> <p>You determine where organizational resources are best applied. This involves allocating funding, as well as assigning staff and other organizational resources.</p>		
<p><b>10. Negotiator.</b></p> <p>You take part in important negotiations within your team, department, or organization.</p>		

Once the weak areas have been identified, suggestions will be given to start improving their skills in each role.

**Figurehead:** represent their teams. If you need to improve or build confidence in this area, start with your image, behaviour, and reputation. Cultivate humility and empathy, learn to set a good example at work and think about how to be a good role model.

**Leader:** This is a very important role. Knowing your skills helps you to become an authentic leader so that your team respects you. Also, focus on improving your emotional intelligence, a key skill of leaders.

**Liaison:** to improve your networking skills, work on your professional networking techniques.

You need to learn how to gather information effectively and overcome information overload. Using effective reading strategies can help you process material quickly and thoroughly. Learn to keep up to date with industry news.

**Disseminator:** to be a good disseminator you need to know how to share information and external points of view effectively, which means having good communication skills.

Learn how to share information through team meetings. Work on your writing skills.

**Spokesperson:** Make sure you know how to represent your organisation at a conference. You may find it useful to improve your skills with presentations and working with the media.

**Entrepreneur:** Build your change management skills. You will also need to work on your problem solving and creativity skills, so that you can come up with new ideas and implement them successfully.

**Disturbance Handler:** In this role you will need to improve in conflict resolution and know how to manage team conflicts. It is also useful to be able to manage emotions in your team.

**Resource allocator:** To improve as a resource allocator, learn how to manage a budget, cut costs and prioritise so that you can make the best use of your resources. You can also use VRIO analysis to learn how to get the best results from the resources at your disposal.

Improve your negotiation skills by learning Win-Win Negotiation and Distributive Negotiation.

## J) Soft skill: Service Orientation

### **INSTRUMENT 19 | SERVICE ORIENTATION**

<b>Small introduction/guidelines</b>	Soft skills training on the topic of Service Orientation is developed in the framework of the project Qualifying Differences. The training aims to explore the participants' knowledge and provide insights to improve their service orientation. Theoretical ideas are provided for discussion and an experiential activity for self-reflection of the trainees.
<b>Objective</b>	The main objective is to clearly define the concept of service orientation and to provide practical tools to develop personal skills in this context. The trainer gives trainees time for self-reflection and to focus on their own experience in order to improve techniques of service orientation.
<b>Methodology</b>	Questions, experience-based activity
<b>Resources</b>	5 participants at least, pens, papers, a room.  <b>Facilitator:</b> for a blind person you need a facilitator that read/ask the text/questions, or a computer with advanced reading, ReadSpeaker; for a person with reduced mobility in the upper limbs, a facilitator is needed to assist in writing the answers or computer with speech-to-text)
<b>Typology and duration</b>	2h00 hours
<b>Learning outcomes</b>	Trainees will increase their awareness of the concept of service orientation, their communication skills, their social skills, their ability to think empathically.

**Service orientation** refers to the willingness to treat colleagues and customers with courtesy, consideration and tact, to communicate effectively and to perceive the customer's needs.

### **PRACTICAL EXAMPLE/SCENARIO**

To reflect on their own service orientation and how to improve their ability, trainees will be asked a series of questions and given some suggestions:

- Think of your current customers. What are some quick and easy things to do to improve their service experience?
- Constantly review your approach. Ask your customers for feedback. Use that information to become better at what you do.
- Make a note of any great customer experiences you've recently had. What stood out? Is there anything you've learnt that you could apply to your own company?
- Provide educational or helpful advice. Don't just sell to your customers, help them to understand more about what it is you're providing and how to get the most out of it.
- Find opportunities to go the 'extra mile'. Memorable experiences are more likely to be shared with others.

Asap Model by Lydia Ramsey will be presented to provide a framework for dealing with critical situations in relations with customers but also with colleagues and co-workers.

Use the acronym “ASAP” to remember these four steps for calming upset customers or colleagues. Each letter stands for part of the process.

A: **Apologize** for the problem the customer has encountered.

S: **Sympathize** with them on a human level and validate their reaction of irritability.

A: **Accept responsibility** for the problem and offer alternatives to resolving the situation.

P: **Prepare to take action**, deliver a quality service, and provide a bonus for the inconvenience.<sup>15</sup>

## Exploring Client Centricity<sup>16</sup>

### Goal

- Promotes collaborative exploration and reflection around an organization’s approach to its clients
- Discuss and share positive experiences they have had as clients, and use this to define their approach to “client-centricity” as a group

### Materials

- Markers
- Flipchart
- Whiteboards

### Instructions

**Step 1:** Start the session by explaining its purpose: “to explore and reflect on client-centricity in our organization and become more client-centric.”

Introduce this basic definition of client-centricity as a broad frame for the workshop.

Explain that client-centricity can have many definitions, and this is only one broad formulation: “Client-centricity” (or ‘client-focus’) is an approach to business based on putting the client/customer at the centre of an organization's philosophy, strategy, and operations.”

Check-in by asking participants to say what they would like to contribute and get out of the workshop.

**Facilitator notes:** *This session can also be used for working with different stakeholders: e.g., Partner-centricity, Staff-centricity, Customer-centricity.*

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<sup>15</sup> <https://www.amanet.org/articles/keeping-your-cool-when-the-customer-gets-hot/>

<sup>16</sup> Inspired by David Mister: “What does client-centricity really mean?”, 2006

**Step 2:** In order to support participants to think empathically, ask them to recall an excellent experience they had as a client. Why was it so good? What were the factors that led to their satisfaction? Stand around a whiteboard/flipchart in a horseshoe. Ask each of the participants to briefly explain their experience while you write down key factors/words/principles that emerge. This should take about 15 minutes.

**Step 3:** While still standing around the whiteboard/flipchart, give the participants the challenge of “defining client-centricity” for their organisation, in one sentence.

Put them in groups. Give them 10 minutes. Ask each group to write their definition in clear letters on one A4 piece of paper.

When time is up, bring the groups back and ask them to put their definitions up on the wall. Briefly read out each definition. Invite the group to identify common words and phrases and highlight them as they are pointed out. Explain that these statements represent a shared working definition for this group (even if there are some differences between them.)

**Step 4:** Now that they have defined their approach, ask the participants to think about who their clients are. Ask them to take post-it notes and a pen, sit as individuals, and think about the reasons why clients buy their products and services, using the formulation: “Help me...” For example:

- "Help me build stronger teams in my organisation"
- "Help me better understand how technology is changing my industry"
- "Help me apply more creative working methods"

When the time is up or everyone has finished, ask them to stick their phrases to the flipchart/whiteboard/wall, one person at a time. They should group similar reasons together as they are putting them up. You may also need some extra time for grouping once they are all up. In total, this should take about 10 minutes.

**Step 5:** Split the group into teams of 3-4. Each team should take one of the post-it groupings. These groupings represent specific types of clients. On a whiteboard/flipchart/projector put up the following categories of client-centric behaviour (see reference below):

- We listen to client feedback based on their experience with us
- We design customized products and services around their needs
- We track the quality of their experience and see this metric as more important than - money
- We train staff in client-facing roles to have excellent interpersonal skills
- We enhance continually the service that we provide, responding to changing needs

- We invest in growing relationships rather than chasing new accounts

Teams discuss their client in terms of these categories. When have we succeeded in doing this? When have we failed? Ask them to write down each of the examples on a flipchart or large post-its.

Give them 30-40 minutes to do this, but be prepared to adjust according to the group's needs.

**Step 6:** Give the teams 5 minutes to prepare a short presentation of their key learnings to the wider group. After the presentations, the group as a whole should discuss the key areas for improvement that have emerged from the session. Either you or the group should write up and prioritize these areas.

## K) Soft skill: CREATIVITY

### INSTRUMENT NUMBER 20 | CREATIVITY

<b>Small introduction/guidelines</b>	A process of combining and recombining knowledge in a new, original way. A complex feature of human personality consisting of the ability to achieve something new, original. Encyclopaedia Britannica presents a definition focused on the objectives of creativity: the ability to make or otherwise bring into existence something new, whether a new solution to a problem, a new method or device, or a new artistic object or form.
<b>Objective</b>	The objective is to develop the creative part in the individuals, in order to make them more flexible and aware of their capacities.
<b>Methodology</b>	Practical and self-learning
<b>Resources</b>	<p><a href="http://99u.com/videos/7221/teresa-amabile-track-your-small-wins-to-motivate-big-accomplishments">http://99u.com/videos/7221/teresa-amabile-track-your-small-wins-to-motivate-big-accomplishments</a></p> <p><b>Facilitator:</b> for a blind person you need a facilitator that read/ask the text/questions, or a computer with advanced reading, ReadSpeaker; for a person with reduced mobility in the upper limbs, a facilitator is needed to assist in writing the answers or computer with speech-to-text)</p>
<b>Typology and duration</b>	Individual exercise, 1 to 2 sessions of two hours each.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Being creative</li> <li>• Being responsible and maintain a routine</li> <li>• Discover new capacities and skills</li> </ul>

## PRACTICAL EXAMPLE/SCENARIO

### Work Diary/Journal

Whether it is about life or work, a diary can perform ‘miracles’: it organizes your life, it gives you the tangible proof of your achievements and ideas, thus motivating you to go on. Writing down your thoughts, ideas, frustration, discontent, satisfaction, disappointment, intimate thoughts, and small successes has proven to be to NO waste of time. Teresa Amabile, a researcher at Harvard Business School, after studying 238 diaries of satisfied employees, believes that even 5 minutes can perform miracles. She claims that diaries motivate people as they help them see their progress with their own eyes, having time for reflection and analysing their work challenges.

In this exercise you will have to write down your thoughts at least once a day during a week (if you like this, you can continue for a month). Try to organise your thoughts, use mind maps, different colours, stickers, etc. At the of the period read all your written work and you will see how creativity has increased with the pass of the days.

See/listen the video and you’ll understand exactly: <http://99u.com/videos/7221/teresa-amabile-track-your-small-wins-to-motivate-big-accomplishments>

## L) Soft Skill: PROBLEM SOLVING

### INSTRUMENT NUMBER 21 | PROBLEM SOLVING

<b>Small introduction/guidelines</b>	At its simplest, the meaning of problem-solving is the process of defining a problem, determining its cause, and implementing a solution In fact, this skill will let you face your daily routines in a more flexible and efficient way.
<b>Objective</b>	The purpose of this activity is to have participants explore how effective teams might address problems that occur among its members.
<b>Methodology</b>	An activity that will develop participant’s ability to face problems by reflecting about 10 situations or problems.
<b>Resources</b>	A list of 10 different situations where the action of one team member is interfering with the team’s success.  <b>Facilitator:</b> for a person who is blind, has poor upper limb mobility, or no mobility at all, a facilitator or equipment with the necessary software is needed to read and record the adult's activity/response, such us computer with speech-to-text and free text to speech)
<b>Typology and duration</b>	Individual and self-reflective

## Learning outcomes

- Have a more positive and decisive attitude.
- Be able to solve and face daily challenges.
- Be able to explain what they did to solve a particular problem, how they approached it and how they got involved.
- Be able to share the solution with the rest of the team.
- Acquire ability to persuade and negotiate for the individual and general benefit.
- Acquire analytical and negotiating capacities, problem-solving skills and professionalism.

## PRACTICAL EXAMPLE/SCENARIO

### Activity 2: Problem Solving on a Team

The purpose of this activity is to have participants explore how effective teams might address problems that occur among its members. What would you say to or do about a team member in the following situations?

1. Is always late.
2. Whispers to others or starts side conversations during discussions.
3. Gets upset when his/her recommendations are not followed.
4. Hogs the conversation/discussion.
5. Leaves before the job/work is done.
6. Constantly tells jokes and gets people off track.
7. Refuses to work with another "certain" team member.
8. Won't share in the leadership role
9. Falls asleep.
10. Just sits there.

## M) Soft Skill: CRITICAL THINKING

### INSTRUMENT NUMBER 22 | CRITICAL THINKING

<b>Small introduction/guidelines</b>	Critical thinking is not believing everything we are told and everything we hear, not allowing ourselves to be swayed by the opinions of others, but rather forming our own opinion. In this activity, we will practice an exercise to develop your critical thinking.
<b>Objective</b>	The objective is to raise your critical thinking by engaging with others and learn to make the difference between an opinion or a fact.
<b>Methodology</b>	The facilitator will read statements and participants read each statement and will try to determine if it sounds like a fact or an opinion.
<b>Resources</b>	Up to 15 participants in a room with a board, paper and pen.  Facilitator: for a blind person, or a person that has poor upper limb mobility, or no mobility at all, a facilitator or equipment with the necessary software is needed to read and record the adult's exercise/response, such as computer with speech-to-text and free text to speech)
<b>Typology and duration</b>	1 hour
<b>Learning outcomes</b>	With this activity, you will learn the difference between facts and opinions. It is important to know the difference between the two, otherwise you may end up reading and watching things that continue to reinforce the beliefs and assumptions you already hold.

### **PRACTICAL EXAMPLE/SCENARIO**

For this activity, the facilitator needs to make a list of statements on the board.

For example:

- My mom is the best mom in the world.
- My father is taller than your father.
- My phone number is hard to remember.
- The deepest part of the ocean is 35,813 feet deep.
- Dogs make better pets than turtles.
- Smoking is bad for your health.
- Eighty-five percent of all lung cancer cases in the European Union countries are caused by smoking.
- Lego toys are fun.
- One in one hundred American citizens is colour blind.
- Two out of ten American citizens are boring.
- The sky is blue.
- My grand-mother's cookies are the best in the world.

Participants need to determine whether these statements sound like a fact or an opinion. They can work in pairs or to confront their views or debate with the whole group.

Some of the statements will seem easy to judge, but others difficult. If participants can actually debate the truth of a statement with their partner, it is probably an opinion.

## N) Soft Skill: DECISION MAKING

### INSTRUMENT NUMBER 23 | DECISION MAKING

<b>Small introduction/guidelines</b>	Throughout life, humans need to be able to make decisions with sound judgment. Sound judgment and decision-making can be defined as the ability to objectively assess situations or circumstances using all relevant information and apply past experience in order to come to a conclusion or make a decision. Judgment is the ability to determine relationships and the ability to draw conclusions. Decision making is a process when someone has to choose between multiple alternatives.
<b>Objective</b>	The objective is to understand what affects our judgment and decision making and to reflect the reality (and to see how emotions or experience can influence our decision making).
<b>Methodology</b>	A group of people, every person has one role (adaptation according to the size of group and goals possible). Every person gets instructions. The goal is to look for arguments and to be able to justify why someone should or should not be fired (to make the final decision).
<b>Resources</b>	5 – 10-person, youth and adults; description for every person, paper, pen, flipchart  <b>Facilitator:</b> for a blind person, or a person that has poor upper limb mobility, or no mobility at all, a facilitator or equipment with the necessary software is needed to read and record the adult's exercise/response, such as computer with speech-to-text and free text to speech)
<b>Typology and duration</b>	60 min. (possible as group, pair or individual activity)
<b>Learning outcomes</b>	With this activity you can try to find a way to make a decision.  You will see how emotions can influence our decision (life stories of people to be decided). You will try to justify your point of view and your arguments. You'll find out what it's like when someone has a different point of view. And maybe you will be the one who has to make/accept the final decision.

#### **How will lose the job – decision activity**

For reasons of reorganization in a company, one worker needs to leave the workplace. The master, the union representative and the management representative have to decide who to reassign.

Three workers can be considered:

1. 50-year-old experienced worker, generally reliable, married, two children
  2. 30-year-old, divorced, one child on whom he pays maintenance, occasionally has interesting and innovative ideas, leads an irregular life, sometimes is late
  3. 22-year-old, single, spent half a year interning in the US, often makes unpleasantly critical remarks to both the master and the management
- a) Persons receive their roles (on a paper) and are given about 15 minutes to prepare, to reconsider their arguments for deciding who will have to leave
  - b) Those who are given the role of "chosen to leave" will reconsider their arguments to defend their position
  - c) Think first, each for yourself, who should or should not be released and why
  - d) Share your view and arguments.
  - e) Write it on a flipchart and discuss it.

## **Observation criteria:**

1. Are the arguments factual or emotional?
2. What criteria are used to decide?
3. What weight is given to factual arguments?
4. How do individual persons assert themselves in their roles?
5. How would you decide?

## O) Soft skill: STRONG WORK ETHIC

### INSTRUMENT NUMBER 24 | STRONG WORK ETHIC

<b>Small introduction/guidelines</b>	The ability to express personal integrity, is what employers look for and value in any employee. It is a set of values based on the ideals of discipline and hard work, such as reliability, honesty, self-confidence and positive attitudes.
<b>Objective</b>	Verify through discussion and in simulated practice situations personal integrity, discipline, hard work, reliability, honesty, self-confidence, and positive attitudes.
<b>Methodology</b>	<ol style="list-style-type: none"> <li>I. Small group discussion/debate with the technician, responsible for the activity, by launching questions and/or statements, gathered from the information throughout its progress and, finally, summarizing the key- ideas.</li> <li>II. Create simulated practice situations.</li> </ol>
<b>Resources</b>	<p>Room equipped with enough tables and chairs for the participants.</p> <p><b>Facilitator:</b> for a deaf person a facilitator is needed to describe the role and the instructions. For an adult with reduced mobility in the upper limbs, a facilitator is needed to support the writing of arguments, or computer with speech-to-text software and free text to speech.)</p>
<b>Typology and duration</b>	<ul style="list-style-type: none"> <li>● 1 to 2 sessions, in small group, to reflect and discuss the themes, statements and/or questions presented</li> <li>● 1 to 3 hours per session</li> </ul>
<b>Learning outcomes</b>	<p>Interconnected evidence of useful, personal and professional related to:</p> <ul style="list-style-type: none"> <li>● Reliability</li> <li>● Honesty</li> <li>● Self-confidence and positive attitude</li> <li>● Teamwork</li> <li>● Determination</li> <li>● Integrity</li> <li>● Discipline;</li> <li>● Responsibility;</li> <li>● Self-motivated;</li> <li>● Adaptability;</li> <li>● Professionalism.</li> </ul>

### **PRACTICAL EXAMPLE/SCENARIO**

The ability to express personal integrity, is what employers look for and value in any employee. It is a set of values based on the ideals of discipline and hard work, such as reliability, honesty, self-confidence, and positive attitudes.

Imagine the following scenario...

You are an employee in a ready-to-wear store. A customer comes in and tries on a dress that you don't think she likes. She asks you for your opinion. What do you do? Do you give your honest and sincere opinion? Do you say it looks good on her, just to make the sale? Do you suggest another piece?

<b>Small introduction/guidelines</b>	Throughout life, humans need to be able to make decisions with sound judgment. Sound judgment and decision-making can be defined as the ability to objectively assess situations or circumstances using all relevant information and apply past experience in order to come to a conclusion or make a decision. Judgment is the ability to determine relationships and the ability to draw conclusions. Decision making is a process where someone has to choose between multiple alternatives.
<b>Objective</b>	The objective is to understand what affects our judgment and decision making and to reflect the reality (and to see how emotions or experiences can influence our decision making).
<b>Methodology</b>	A group of people, every person has one role (adaptation according to the size of group and goals possible). Every person gets instructions. The goal is to look for arguments and to be able to justify why someone should or should not be fired (to make the final decision).
<b>Resources</b>	5 – 10-person, youth and adults; description for every person, paper, pen, flipchart.  <b>Facilitator:</b> for a blind person, or a person that has poor upper limb mobility, or no mobility at all, a facilitator or equipment with the necessary software is needed to read and record the adult's exercise/response, such as computer with speech-to-text and free text to speech)
<b>Typology and duration</b>	60 min. (possible as group, pair or individual activity)
<b>Learning outcomes</b>	With this activity you can try to find a way to make a decision.  You will see how emotions can influence our decision (life stories of people to be decided). You will try to justify your point of view and your arguments. You'll find out what it's like when someone has a different point of view. And maybe you will be the one who has to make/accept the final decision.

## P) Soft Skill: JUDGMENT AND DECISION MAKING

### INSTRUMENT NUMBER 25 | JUDGMENT AND DECISION MAKING

#### PRACTICAL EXAMPLE/SCENARIO

##### How will lose the job – decision activity

For reasons of reorganization in a company, one worker needs to leave the workplace. The master, the union representative and the management representative have to decide who to reassign. Three workers can be considered:

- 50-year-old experienced worker, generally reliable, married, two children
- 30-year-old, divorced, one child on whom he pays maintenance, occasionally has interesting and innovative ideas, leads an irregular life, sometimes is late.
- 22-year-old, single, spent half a year interning in the US, often makes unpleasantly critical remarks to both the master and the management.

Persons receive their roles (on a paper) and are given about 15 minutes to prepare, to reconsider their arguments for deciding who will have to leave.

Those who are given the role of "chosen to leave" will reconsider their arguments to defend their position.

Think first, each for yourself, who should or should not be released and why.

Share your view and arguments.

Write it on a flipchart and discuss it.

#### Observation criteria:

1. Are the arguments factual or emotional?
2. What criteria are used to decide?
3. What weight is given to factual arguments?
4. How do individual persons assert themselves in their roles?
5. How would you decide?

## Q) Soft Skill: NEGOTIATION

### INSTRUMENT NUMBER 18 | NEGOTIATION

<b>Small introduction/guidelines</b>	Soft skills training on the topic of negotiations is developed in the framework of the project Qualifying Differences. It will identify how much the target group is aware of the subject and if they have the proper skills for the basic negotiation. The training is developed to identify the theoretical knowledge and test the target group's behaviour and practical skills. The training comprises quizzes and simulation games.
<b>Objective</b>	The main objective is to identify and observe to what extent the target group or targeted individual is aware of the negotiation and what practical negotiation skills they master.
<b>Methodology</b>	The used technic will be quizzes and a simulation game.
<b>Resources</b>	5 participants at least, pens, papers, a room.  Facilitator: for a blind person you need a facilitator that read/ask the text/questions, or a computer with advanced reading, ReadSpeaker; for a person with reduced mobility in the upper limbs, a facilitator is needed to assist in writing the answers or computer with speech-to-text)
<b>Typology and duration</b>	Up to 2 hours
<b>Learning outcomes</b>	The participants will learn the basic theoretical aspects and the terms about the negotiation. The participants will experience the negotiation situation and improve their negotiation skills.

### PRACTICAL EXAMPLES/SCENARIOS

<sup>17</sup>Group dynamics is a very common practice in selection processes. But what is its importance?

Who hasn't seen themselves "paying" a little attention and giving their all to stand out in a selection process?

But group dynamics can also be used to motivate teams and improve skills, whether these are sales techniques, teamwork, negotiation and many others.

The dynamics are important instruments, tools that are within a context that resembles reality, which enables a deeper understanding to be formed and knowledge to be fixed.

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<sup>17</sup> Source: <https://www.agendor.com.br/blog/dinamica-de-grupo-negociacao>

## **Negotiation dynamics 1: the pharmacist**

**Aim:** to expand negotiation skills with creativity.

**Materials:** paper and pencil or pen. One copy for each of the texts.

### **Forming the groups**

Form 3 groups with at least 1 and at most 3 participants in each.

In this negotiation dynamic, one group will represent a pharmacist and the other two groups will be medicine buyers.

### **Background**

Each group will receive a sheet of paper with a text with instructions about the role they have to play in the role-play:

#### **Pharmacist:**

You are the only pharmacist on a sparsely inhabited island and the only person who understands a little bit about medicine.

During your professional life, you have had financial losses due to dishonest people in your field. For this reason, you have become an extremely materialistic person.

On the island, you devoted yourself to studies and discovered several anti-hyphidic serums, one of them against the bite of the black-tailed spotted coral snake. You have only one bottle of this serum, enough for two doses.

Once the serum is opened, it must be used immediately because it soon deteriorates and loses its power to cure.

In addition to this serum, you have in stock:

- 2 bottles, with 2 doses each, of serum against snakes Value: 2000€ per bottle
- 6 bottles of serum against scorpion. Price: 295€ per bottle
- 3 bottles of serum against spider crabs. Price: 1000€ per bottle
- As for the serum against black tailed coral snake bite, it costs 3000€ the bottle plus two disposable syringes.

But you accept to negotiate up to 2000€

The only condition is that you only accept cash!

**TIP:** Don't tell buyers that there are other people interested in your serums.

## **Buyer A**

You and your 12-year-old daughter are enjoying the weekend in a hut in the north of a sparsely inhabited island. At two in the afternoon, your daughter was bitten by a spotted coral snake with a black tail. This venom can kill a person quickly, in three to four hours. The only salvation is to use the right anti-venom serum within two hours of being bitten. An inhabitant of the island said that there is a pharmacist there who has various serums. You know that to return to the mainland it will take 6 hours by boat.

If you have to buy the medicine, count on the following amounts:

- 1000€ in cash
- A Mont Blanc pen, worth 400€
- A gold Rolex watch, worth 600€
- Your chequebook, and your bank balance is 4000€

Obviously, the price does not matter to you, what you want is to buy the serum and save your daughter!

## **Buyer B**

You and your family of four children, aged 3, 5, 8 and 10, are spending the weekend in the south of a sparsely inhabited island. At two in the afternoon, your youngest child is bitten by a spotted coral snake with a black tail. The venom kills the person in three to four hours. The only salvation is to apply the correct serum within two hours. An inhabitant of the island said that there is a pharmacist there who has various serums. You know that to return to the mainland it will take 6 hours by boat.

If you need to buy the serum, you have the following:

- 1500€ in cash
- a penthouse flat on the beach
- A brand-new Audi car
- A well-known pharmacy in your city
- A revolver 38, with ammunition, and worth 1000€
- A check book with a balance of 2000€
- A gold chain worth 800€
- A gold Parker pen, worth 600€.

Obviously, it doesn't matter the price to you, what you want is to buy the serum and save your son!

## **Execution**

For this negotiation simulation:

Divide the groups into different rooms.

Each group has 15 minutes to make an initial planning of their negotiation strategies.

Each group can negotiate with the pharmacist for a maximum of 15 minutes, one at a time.

After the 1st round of negotiations, the groups will have another 15 minutes to review their strategies.

A new round of negotiation shall then be opened, but this time for 45 minutes and the two groups shall meet jointly and at the same time with the pharmacist.

**Note:** Adapted from “The Pharmacist”

## **Negotiation Dynamics 2: Summer Camp**

**Objective:** to see how the participants negotiate with each other and deal with unexpected situations.

### **Implementation**

Form two groups and ask each team to make a list of the items they would buy to organize a 10-day camp in the woods for a group of 15 people.

The budget is 4000€

Allow 20 minutes and tell them that the budget has been cut in half.

The group will have to come to an agreement about which items on their list will have to be cut.

The facilitator should carefully observe how each member of the group behaves before and after the budget is cut. One of the points to consider is what each person considers important and how they defend their opinion when they see their choices being cut from the list.

## Conclusion

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The partnership of the Qualifying Differences project, consisting of participants from Portugal, Spain, France, Greece, Czech Republic and Italy, joined forces over two years to develop this manual.

This Manual arises from the need of an innovative practice in the context of Adult Education and Training at the European level, where more open and flexible approaches and instruments of diagnosis, assessment and accreditation/validation of knowledge and competences were developed in order to encourage lifelong learning both at national and European level.

A totally innovative methodology was created - the "Assessment of Key Competences Manual for Universal School Certification", both at national and international level. The main objective is to provide the adult/technician, in any part of the country or partner country of this project, the possibility to be able to start and/or develop and/or finalise the process of certification and validation of competences, based on the same working methodology already existing and now, adapted, for the ultimate goal: universal certification.

It is intended that there will be a daily use, by the organisation(s) involved, with visible results in changing the mentalities of the community in general, with regard the culture and employability of adults with disabilities.

## Glossary

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**Action Reference Domains** - different contexts in which individuals (inter)act in modern societies, mobilizing competences of different genders. This Reference focuses on four major areas of action reference: private life, professional life, institutional life and the spatial-historical (macro-structural) projection (ANQEP, 2006).

**(Auto)biographical Approach(s)** - formative assessment approach that mobilizes the reflexive work on the identity, needs, choices, decisions and the adult's own ideas (ANQEP 2006).

**Capacity** - the knowledge and experience summoned to perform a specific task or job (ANQEP, 2006).

**Competence** - combination of knowledge, skills, aptitudes and attitudes appropriate to specific situations, also requiring willingness to and knowing how to learn (ANQEP, 2006).

**Competence Units** - coherent combinations of the competence elements in each of Key Competence Area (ANQEP, 2006).

**Evidence Criteria** - different actions/achievements through which the adult indicates the domain of the target competence. These criteria are also an indicator of objectives to be developed in terms of the training process (ANQEP, 2006).

**Formal Learning** - learning traditionally provided by an educational or training institution, structured (in terms of objectives, duration and resources), leading to certification. It is intentional from the learner's point of view (ANQEP 2006).

**Informal Learning** - learning resulting from activities of daily living, related to work, family or leisure. It is not structured (in terms of objectives, duration and resources) and does not traditionally lead to certification. It may be intentional but, in most cases, it is unintentional (fortuitous character/random) from the learner's point of view (ANQEP, 2006).

**Key Competences** - The key competences represent an articulated, transferable and multifunctional set of knowledge, skills and attitudes that are essential for individual achievement and development, social inclusion and employment. These skills should be developed within the scope of compulsory education or initial training and act as a foundation for further learning in a perspective of lifelong learning (ANQEP, 2006).

**Key Competence Area** - within the framework of this Key Competence Framework for Adult Education and Training - Secondary Level, based on four Key Competence Areas, each of which constitutes a coherent and articulated set of competence units and evidence criteria (ANQEP, 2006).

**Learning** - Learning can be understood as the process of using a previous interpretation to build a new or corrected interpretation of the meaning of someone's experience in order to guide future action (ANQEP 2006). Lifelong Learning - all learning activity at any moment (lifelong) and in all areas of life (life wide), with the aim of improving knowledge, skills and competences, within a personal, civic, and/or related to employment (ANQEP 2006).

**Life Stories** - an approach that, together with biographical approaches, allows the adult to be open to another way of thinking about the adult relationship to knowledge and with knowledge. A methodology used to help the subject find his/her own truth for him/herself (ANQEP, 2006).

**Non-formal Learning** - learning not provided by an educational or training institution and which traditionally does not lead to certification. It is, however, structured (in terms of objectives, duration and resources). It is intentional from the learner's point of view (ANQEP, 2006).

**Nuclear Generator** - a comprehensive theme, present in the life of all citizens and that permits generating and demonstrating a set of key competences in the different Reference Areas (ANQEP, 2006).

**Recognition of Competences** - personal process of previously acquired competences, through the development of a set of activities, based on a logic of skills assessment and life stories, which provide the adult with opportunities to explore, identify and evaluate acquired lifelong knowledge and competences, having the Key Competence Referential as a reference (ANQEP, 2006).

**Reflective Learning** - process of (re)attributing meaning to experience and prior knowledge. The reflection aims at an understanding, by the subject, of the different notions that come from his/her intentions and practices. A reinterpretation of experience, in the light of new perspectives that are constantly being formed for learners. Process that transforms experience into knowledge, skills, attitudes, values, feelings. It modifies the framework of references, thus affecting the way new experiences are confronted (ANQEP, 2006).

**Reflective Learning Portfolio** - collection of various documents (textual or not) that reveal the development and progress in learning, explaining the relevant efforts made to achieve the agreed objectives. It is representative of the learning process and product. It documents significant experiences, the result of personal selection (ANQEP, 2006).

**Skills Assessment** - intervention that induces the exploration and evaluation of adult competences, capacities and interests fundamentally motivated by the search and construction of (new) projects for their personal and professional life (ANQEP, 2006).

**Skills Certification** - official and formal act of confirming skills acquired by the adult in formal, non-formal and informal contexts and which, by decision of the Validation Jury, gives rise to the issue of a certificate, for all legal purposes, of value equal to the corresponding school certificate issued within the framework of the formal education system (ANQEP, 2006).

**Validation of Competences** - process that is embodied in a set of activities that aim to follow the adult in the assessment of his/her competences and support him/her in the presentation of his/her validation request, under the terms of the Key Competences Reference. As a result of the formal validation request submitted, the evaluation is conducted by a Validation Jury, that interprets the correlation between the evidence documented by the adult and the Key Competences Framework and, whenever necessary, encourages demonstrative skills activities that allow less clear, described/documented competences to be assessed (ANQEP, 2006)

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