



Informal Competencies and their Validation (ICOVET)

Making visible young people's competencies: a validation tool



These validation tool were developed of the Leonardo project "Informal Competences and their Validation in Vocational Education and Training (ICOVET)" which is a cooperative effort of following eleven partners from six European countries.

AKC Ausbildungs- und Kulturzentrum Berlin, Germany

BFI Peters GmbH & Co. KG, Germany

CRED Centre for Research and Education Development, United Kingdom

Deutsches Jugendinstitut, Germany

Ergon Kek, Greece

INDOR, Spain

Institute of Educational Sciences Bucharest, Romania

Knownet, United Kingdom

Nexus Research Co-operative Dublin, Ireland

p&w praxis und wissenschaft projekt GmbH, Germany

Waterford Youth Service, Ireland

ICOVET has three main objectives

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

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

Making visible young people's competencies: a validation tool

Objectives

Young people acquire competencies not only at school, vocational education and training and other formal learning settings. They also acquire competencies when they take up responsibilities within their family, when they are meeting their friends, when they work in jobs, when they engage in sports or music, when they do volunteer work.

It is the purpose of this validation tool, to make visible competencies that have been acquired by young people in various areas of activities outside formal learning. Making these competencies visible should be useful for a number of reasons:

- Making competencies visible will help the young person to better understand what abilities she/he has and how these abilities can be applied in further learning, in vocational training, in a job but also in private life.
- Making competencies visible will help educators (teachers, trainers, social workers) to better link education and training to what competencies the young person has already acquired.
- Making competencies visible to prospective employers will help them to learn more about the abilities of applicants that are not shown in the certificates that they are able to present.

This validation tool is designed to achieve the following objectives:

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

How can competencies be made visible in an interview?

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

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

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

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

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

How can competencies be "validated"?

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

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

Procedures

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

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

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

skills and competencies (examples of a translation into EuroPASS terminology can be found on pages 19 to 21).

The personal skills and competences used in the EuroPASS are:

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

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

Areas of activities

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

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

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

List of areas of activities:

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

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

Starting questions may be:

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

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

Example:

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

Please use for your notes the form on the following page.

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
		<input type="checkbox"/> Social skills <input type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

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

Starting questions may be:

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

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

Example:

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

Please use for your notes the form on the following page.

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
		<input type="checkbox"/> Social skills <input type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

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

Starting questions may be:

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

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

Example:

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

Please use for your notes the form on the following page.

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
		<input type="checkbox"/> Social skills <input type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

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

Starting questions may be:

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

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

Example:

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

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

Starting questions may be:

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

The facilitator will want to find out:

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

Example:

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

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Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
		<input type="checkbox"/> Social skills <input type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

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

Starting questions may be:

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

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

Example:

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

Please use for your notes the form on the following page.

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
		<input type="checkbox"/> Social skills <input type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

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

Starting questions may be:

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

The facilitator will want to find out:

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

Example:

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

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		<input type="checkbox"/> Social skills <input type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

My skills and abilities (name, surname)

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

(Example)

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
<p>I have been a dancer in a break dance group for a half year. We are 8 dancers, 6 boys and 2 girls. We train for three hours once a week and I take part very regularly. At home I practice the figures and positions by myself. I have come up with ideas for our choreography and I have created my own solo part. Last month we performed at two neighbourhood events and these were great successes.</p>	<p>I have learned how to control my body. I am able to contribute to shaping our performance. I have learned to be a reliable and considerate member of our group. After having had two public performances I manage a lot better my nervousness in similar situations.</p>	<p><input checked="" type="checkbox"/> Social skills</p> <p>I am reliable, considerate and disciplined. I was able to show these abilities at a break dance group.</p> <p><input checked="" type="checkbox"/> Artistic skills</p> <p>As a dancer in a break dance group I can dance figures and positions. I create solo parts and combine it with the choreography.</p>
<p>My mother takes care of everything, but there are things I do because I like to do them. I like to cook. I use cook books. I like to try new things. I go and buy ingredients. I take care of the whole meal. Sometimes I improvise, i.e. if an ingredient is not available or the number of persons changes. Sometimes friends or siblings help. Then I am the chef and organise the work</p>	<p>When I like to do things, I can do the whole thing. I do the planning. I can organise the process (timing is important!). I know how to adapt my plans to the situation. I am able to organise work for a team.</p>	<p><input checked="" type="checkbox"/> Social skills</p> <p>I work independently and in a well-planned manner. I succeed in seeing my projects through from planning to finishing.</p> <p><input checked="" type="checkbox"/> Organisational skills</p> <p>I am most successful when I cook meals. I search for new recipes, buy ingredients independently and prepare - also together with other people - the meals. I learned to proceed in a well-planned manner, to calculate low-priced and also to arrange duties to other people.</p> <p><input checked="" type="checkbox"/> Others skills</p> <p>My hobby is cooking. I taught myself a lot of cooking skills, adopted from TV or from books.</p>

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

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

Referee

Referee

Signature Interviewer/Date