

ProfilPASS

FOR WOMEN - We can do it!



KNOW YOUR STRENGTHS | USE YOUR STRENGTHS

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INTRODUCTION

YOU CAN DO A LOT MORE THAN YOU THINK!

We congratulate you on your decision to complete your ProfilPASS and on your willingness to look back on your life, discover the competences you possess and choose your future path.

ProfilPASS identifies your abilities, skills, and competences, which you have acquired throughout your life by learning, working, caring for others, engaging in your hobby, or performing various tasks within your family.

The ProfilPASS consists of chapters that will take you on a journey through your life and help you see what you have achieved so far.

First, you will be asked to describe your life so far ([My Life](#)), then you will analyze your qualities ([My Qualities](#)). Then follows the part where you will talk about your activities ([My Activities](#)), followed by a chapter in which you will summarize the competences you have observed and become aware of your competences ([My Competences – A summary](#)).

The important question is how you will manage your discoveries and can use it for your plans in life. Which competences do you want to build on, which abilities do you want to develop further, which interests will you pursue and which of your weaknesses do you want and can overcome? You will think about those in the [My Future](#) chapter.

You can use this workbook with the help of a trained and certified counsellor, who will issue you a certificate of the skills and competences you identified during the counselling after the counselling is completed.

We wish you success and feelings of happiness and satisfaction when you become aware of your abilities, qualities, and strengths that you did not know much about until now!

Good luck on the journey through your life!

HOW TO USE THIS PROFILPASS

Hi! My name is Maria and I will be your moderator in this **ProfiPASS**. My comments will help you complete this workbook. I completed **ProfiPASS** counselling with my counsellor and discovered my passion for cooking and so I got a job at a local restaurant!

- ▶ Before the counselling begins, gather information about the meaning and purpose of working with the ProfiPASS.
- ▶ Review the content and chapters you will be working on.
- ▶ Clarify your goals and expectations with your counsellor at the very beginning.
- ▶ Agree on which steps the counsellor will take, and which you will take.
- ▶ When you get to the “**My Activities**” chapter, make sure you understand the four steps you need to take in each field of activity. Ask your counsellor if you need help.



- ▶ For each counselling session, make sure you know how much time you and your counsellor have for it.
- ▶ Before ending a meeting with your counsellor, set the date and the time for the next meeting and make sure you know what to do next.
- ▶ Use the examples and experiences that Sandra and Katarina share with you as ideas and inspiration.

What are your expectations of the **ProfiPASS**?

Your **ProfiPASS** belongs to you. Other people can only see it with your permission. If you have any doubts as you fill out your **ProfiPASS**, make sure you tell your counsellor about them.



Hello! I am Katarina. I attended high school, but dropped out in the third grade. I have two children. I am not employed, but I work at home. I have a lot of customers for whom I cut and sew custom clothes. In addition, I manage our household, prepare meals for my family, take care of everyone at home and my grandmother, who lives with us. I also grow vegetables in my garden because I like my family to eat healthily. I get up early and go to bed late. My whole day is filled with obligations.

Hi! My name is Sandra. I am unemployed. I had my own small cleaning business but it had to close during the Covid-19 pandemic. I want to start my business again, but I'm just afraid that I won't have enough work and will have to close it again. I don't know what the market situation is now as I haven't worked for a long time.



THIS PROFILPASS BELONGS TO:

First and last name

Address

Date of birth

Phone number

E-mail

Counselling with the ProfilPASS started on ... (date)

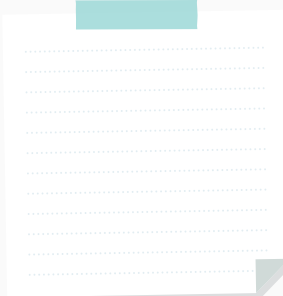
Continued (date)



Continued (date)



Continued (date)



Continued (date)



First and last name of the counsellor

Counsellor's contact

If you could present yourself with a picture, which picture would it be? Think about it and draw yourself or something that you like in the space on the right. It can be a picture of a scenery, a season, a plant, an animal ...

Let your imagination flow.

GLOSSARY

LIFELONG LEARNING describes complete learning throughout one's life, aimed at improving their competences and obtaining qualifications.

KEY COMPETENCES FOR LIFELONG LEARNING are those identified by the Council of the European Union as essential to citizens for personal fulfillment, a healthy and sustainable lifestyle, employability, active citizenship, and social inclusion.

FORMAL EDUCATION takes place in an institution, such as a school or a university, is structured and results in a formally recognized certificate of completion.

NON-FORMAL EDUCATION takes place outside of the formal, general education system and does not always entail getting a formally recognized certificate. It can happen at work, within an organization or a group (e.g. where one volunteers, does community service, participates in activities for fun).

INFORMAL LEARNING happens naturally, every day, without a conscientious effort to learn. When we face new challenges, we seek solutions to make the best out of them and so we informally learn.

COMPETENCE is a combination of knowledge, skills, and attitudes/qualities; developed throughout life, through formal, non-formal and informal learning in different environments, including family, school, workplace, neighbourhood, and other communities.

KNOWLEDGE is composed of the concepts, facts and figures, ideas, and theories that support the understanding of a certain area or subject.

SKILLS are abilities to carry out processes and use the existing knowledge to achieve results; gained through practice in order to solve some problems.

QUALITY is a distinctive attribute or a characteristic possessed by someone, what someone is like.

ATTITUDE describes the disposition and mindset to act or react to ideas, persons or situations.

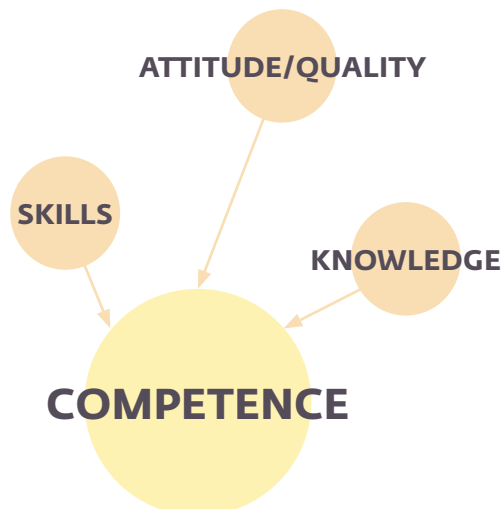
ABILITY is the possibility of doing something. Every person has abilities, whether they are in art, science, education, general or specific ones.

QUALIFICATIONS are those competences that have been vetted by a separate, independent body, measured with appropriate instruments and certified with a diploma, degree, etc.

I have knowledge of the production and sales process. (Knowledge)

I can use the Internet as a source of the information I need. (Skill)

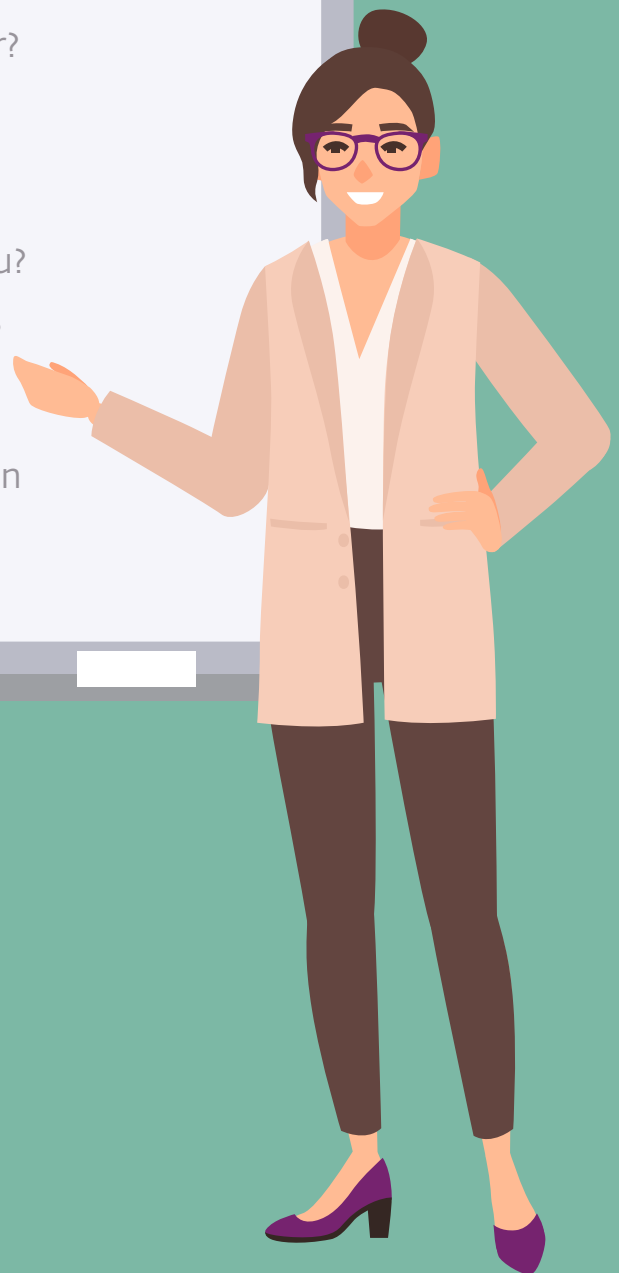
I am a person who is a little bit scared, but also enthusiastic. (Quality)



MY LIFE

*LOOK BACK AT YOUR LIFE!
IN THIS CHAPTER, YOU WILL THINK ABOUT:*

- What has happened in your life so far?
- What does your life look like today?
- Which people are important to you?
- Which activities are important to you?
- What roles do you have as a woman?
- What role would you like to have?
- What else would you like to achieve in the future?
- What are your priorities?



WHO AM I?



► What roles do I have as a woman?

► Is there a new role I would like to have?

► What have I done and achieved in my roles so far?

MY LIFE SO FAR

Using the Lifeline on the following pages, illustrate what has already happened in your life and how you feel about those events. You can choose events from your past which you want to note on your Lifeline.

Life brings us many surprises and it is full of challenges. Sometimes good things happen and other times sad things happen. Day-to-day activities can be difficult too.



What events were nice?

What do you like to remember?

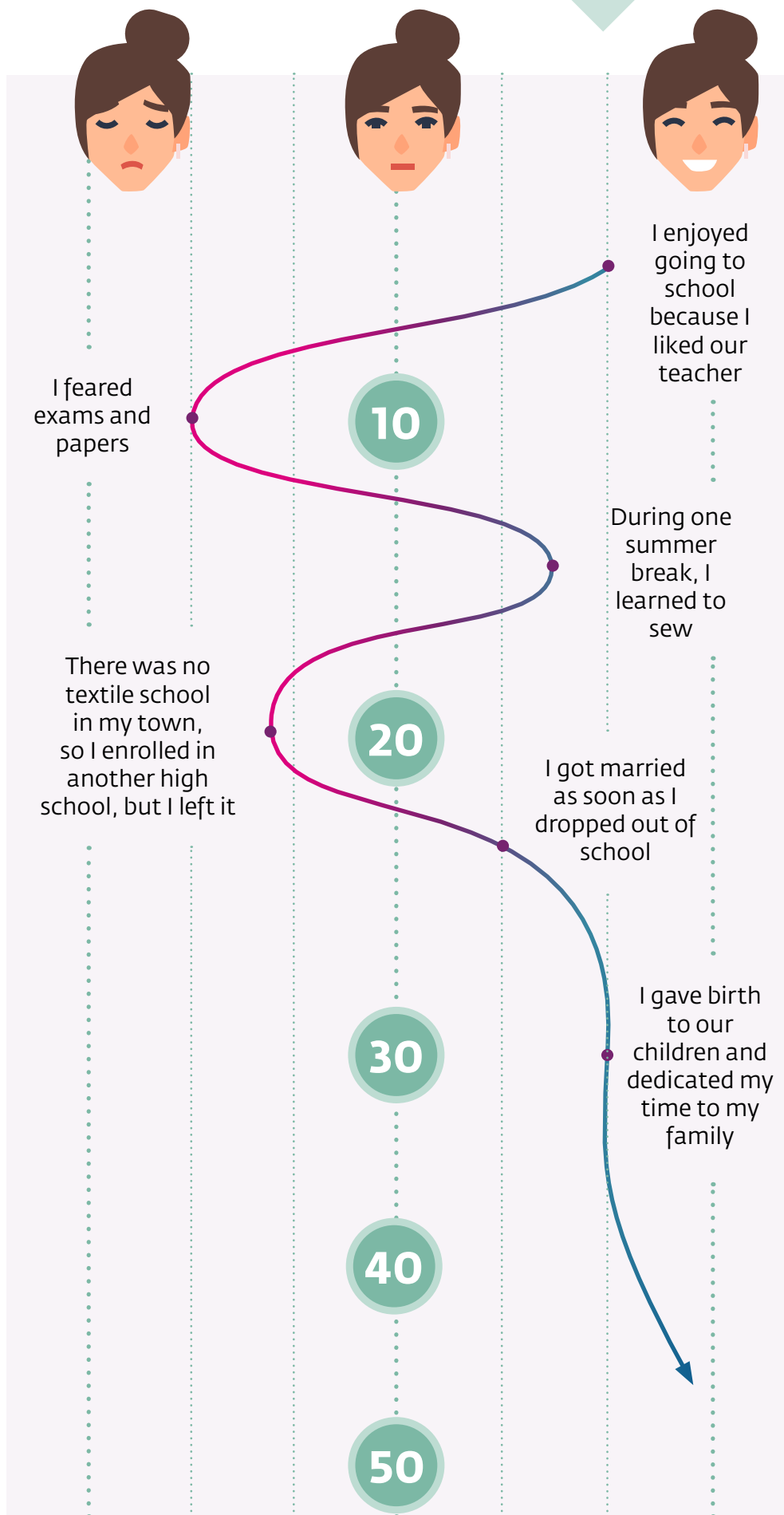


Which events would you rather not remember?



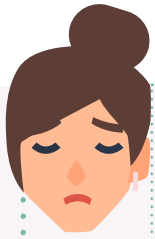
Once you finish drawing your Lifeline, pick an event from your life and try to imagine what your life would be like if that event did not exist.

How would your life evolve in that case?



This is what my Lifeline looks like. At first it was hard for me to remember what I did when I was a child.

Both happy and sad events have made me the person I am today!



Think about different events in your life.

What happened when?

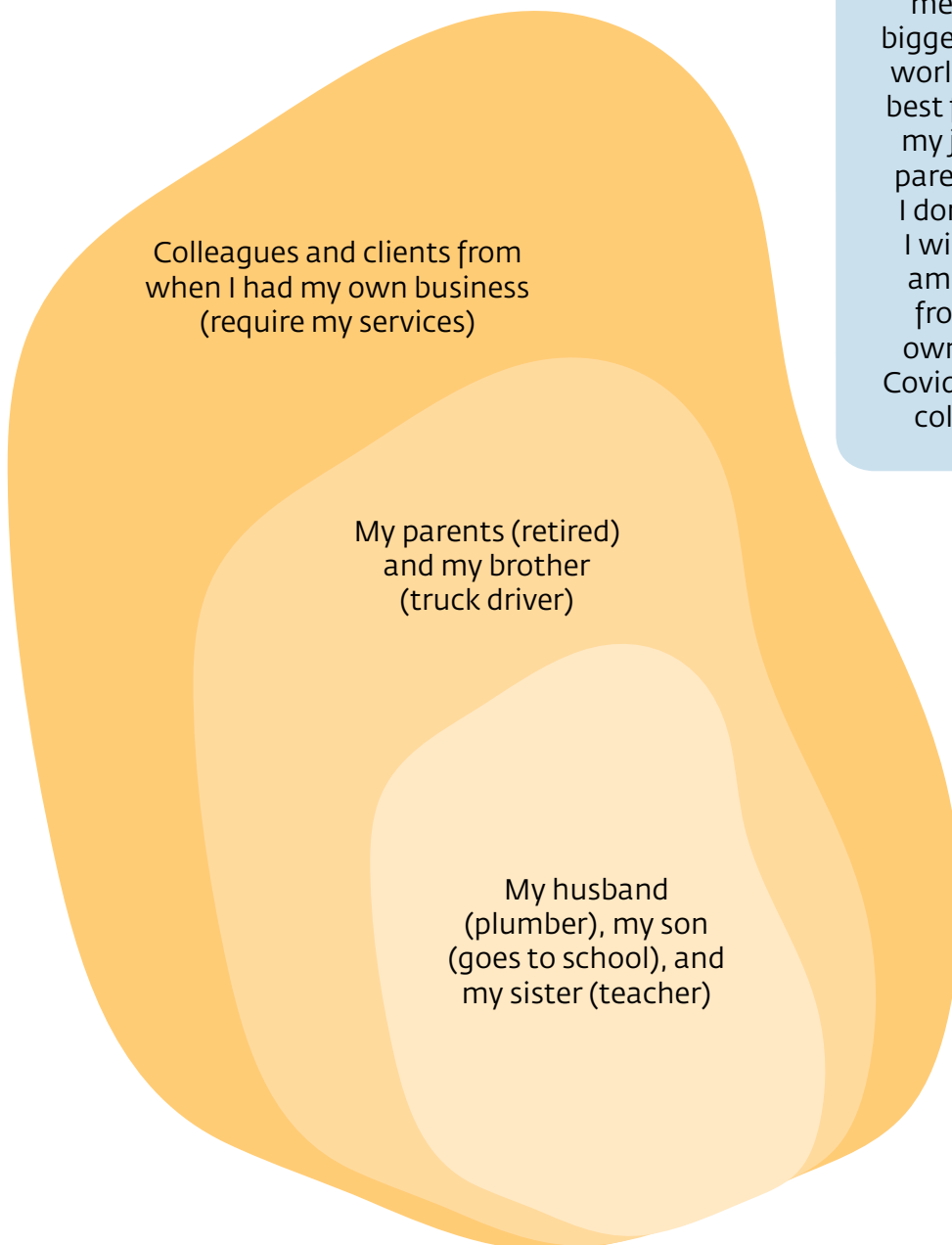
Draw the line representing the timeline of these important events - if they are good or bad, from your childhood until today. They can even be average.

Then, write or draw the most important events and situations on this chart.

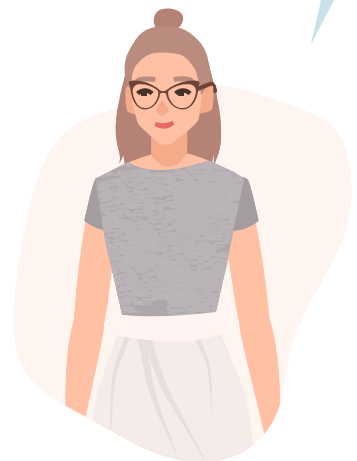
MY SOCIAL NETWORK

The following exercise is meant to help you gain an overview of your social network. Inside the figure in the smallest circle, represent yourself with a drawing, a symbol, or a word. Then, think about people in your life today: those you see often, those you see rarely, those who are important to you etc.

Depending on how important they are to you, place them closer or further away from you. For every person, make a note about what they do in their lives. Think about, what do you especially like about them? Are there some role models in your life?




Here is how I filled my circles. My husband and son are in the center of my circle, along with me. They are my strength, my biggest supporters, and my whole world. There is also my sister, my best friend, with whom I share all my joys and all my sorrows. My parents and brother live abroad, I don't see them that often, and I wish they were closer to me. I am in contact with colleagues from the time when I had my own small business, before the Covid-19 pandemic. I would like to collaborate with them again.

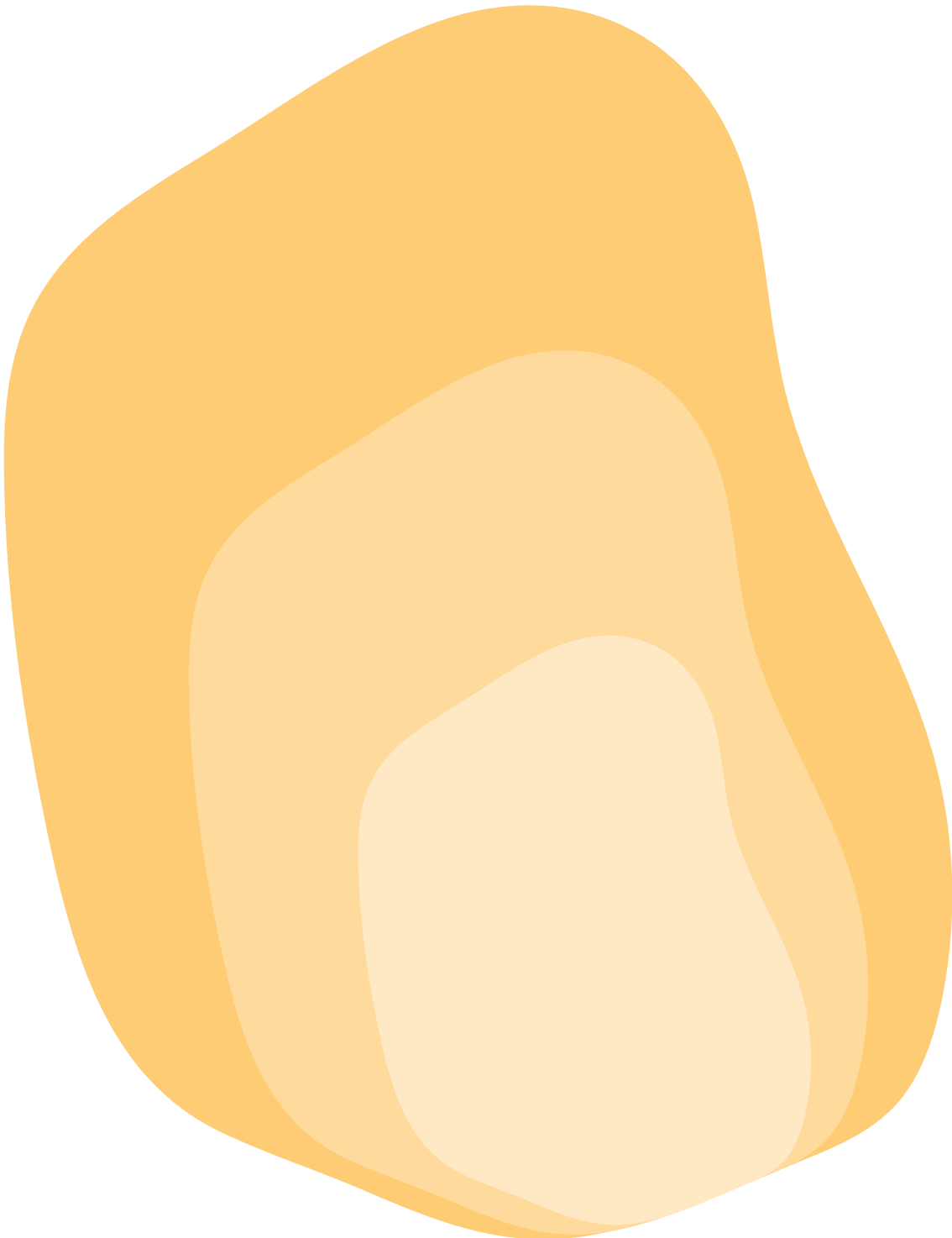


What would you like to be different?
Would you add, move, or remove
any person from the chart?
Would you like to change some
relationships? With whom and why?

Put a  next to it!

Which people in these circles
make you happy and help you?

Put a  next to their name!



A USUAL DAY IN MY LIFE

You now get to describe a usual day in your life. Imagine a day which was typical for you. It can be a workday or a weekend day. Describe it in the table below.

Here is what a usual day in my life looks like.



PLACE OR SITUATION	WHAT DID YOU DO? WHAT HAVE YOU EXPERIENCED?	WHO PARTICIPATED IN THAT?
At home	I prepared breakfast and had breakfast with my family. After that, I saw the children off to school and my husband to work.	Just me
At home, in my garden	I had coffee with my grandmother. Then I worked in the garden. At the same time, I picked the vegetables needed for lunch.	Grandmother
At home	I prepared lunch for the family. While I was doing housework, a woman called me on the phone to arrange the sewing of some clothes.	Woman for whom I am sewing clothes
At home	The girls for whom I sew prom dresses came to try on the prepared dresses and see if the cut suits them. The girls were delighted with the dresses. I thought that I am a real master of tailoring and sewing.	Girls for whom I am making dresses
At home	I reminded grandma that it was time to take her meds and helped her with that.	Grandmother
At home	I received my husband from work and the children from school, so we had lunch together. I cleaned up after lunch, and the others went to rest.	Just me
At home	I made coffee and my grandmother, my husband and I drank it, and then I helped the children with their homework.	Just me
At home	After dinner, I watched my favorite series. Finally, some time for myself.	Just me

Think about when you have free time or time for yourself.

Think about everything that happened on that day. Begin with waking up and write down all places you visited, situations you encountered, what you saw and experienced and who participated in that.



PLACE OR SITUATION	WHAT DID YOU DO? WHAT HAVE YOU EXPERIENCED?	WHO PARTICIPATED IN THAT?

► What was especially good on that day?

► What would I like to change in that day?

MY PRIORITY LIST

Think about the priorities in your life. What would your priority list look like today? In the space below, rank your priorities on a list from one to five.

When I think about my priorities and what is most important to me, my family always comes first. Also, I organize our life so that we live healthy, because a healthy person can do anything. My garden comes next because we benefit from it largely. Then comes sewing, because it is another source of income for me personally, and I enjoy it. My priority list would look like this:



1

Family

2

Health

3

Cultivation and sale of vegetables

4

Tailoring and sewing

5

Good relationship with myself

Priorities change. What is important to someone today may not be as important tomorrow. Arrange your priorities as you currently see them.



1.

2.

3.

4.

5.



And now think and write what you say to yourself/what you do when things become difficult. How do you support yourself to get through a tough day?

When my day is difficult, I remember all the good things that I have in my life and I tell myself that every new day can be a new beginning. I take a deep breath and try to relax my shoulders.



► When I am having a tough day, I say to myself:

► When I am having a tough day, this is what I do for myself:

MY QUALITIES

In this part, you will evaluate your qualities and find out what kind of person you are.

See the table below and think about yourself. Mark the boxes in the table according to how you think these characteristics describe you. If you think of additional traits that describe you, add them to the table!



HOW I SEE MYSELF

I AM...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
self-confident.				
responsible.				
hardworking.				
patient.				
tolerant.				
disciplined.				
persistent, I don't quit easily.				
accurate, I do things precisely.				
caring.				
curious.				
creative.				
great with technology.				
humorous.				
kind.				
shy.				
easy to adapt to new situations.				
sociable.				
always in a good mood.				
eager to compromise.				
ready to take risks.				
empathetic.				
ambitious.				
indecisive.				
convincing.				
talkative.				
receptive to feedback.				
a quick learner.				
eager to help others.				
polite.				
eager to work in a team.				
resourceful.				
careful.				
protective of others.				
enthusiastic.				
scared.				
independent.				
honest.				
cooperative.				
dynamic.				

HOW DO OTHERS SEE ME?



It is interesting to know how other people see us. I ask you to think about people who are close and important to you.
What **positive qualities** do they see in you?
Do they support you in your everyday life?

You can use the traits listed in the table above or you can present other people's opinions in your own way.



► According to others, I am...

Choose a person or multiple persons you can trust, who knows you well and whose opinion matters do you.
Ask them to fill out the following sheets.



HOW

(NAME OF THE PERSON) SEES ME:

I AM...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
self-confident.				
responsible.				
hardworking.				
patient.				
tolerant.				
disciplined.				
persistent, I don't quit easily.				
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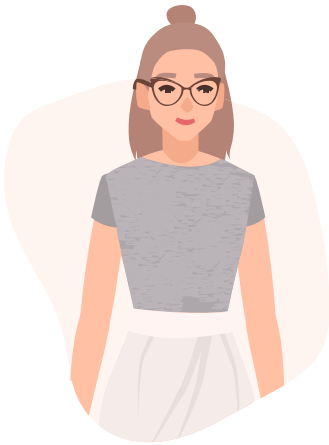
HOW

(NAME OF THE PERSON) SEES ME:

I AM...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
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responsible.				
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eager to work in a team.				
resourceful.				
careful.				
protective of others.				
enthusiastic.				
scared.				
independent.				
honest.				
cooperative.				
dynamic.				

LANGUAGES

What languages do you speak or understand?
Write them down.



Since my relatives live abroad, in the US, I practice my English when I talk to them and their friends. We also use social media to connect and I like to watch TV series in English with subtitles. That is how I learn English little by little, every day.

I can communicate in _____ I ...

	LITTLE	QUITE WELL	VERY WELL	EXCELLENT
UNDERSTAND				
SPEAK				
READ				
WRITE				

I use this language: DAILY MORE THAN 1X WEEK 1X WEEK 1X MONTH LESS OFTEN

I can communicate in _____ I ...

	LITTLE	QUITE WELL	VERY WELL	EXCELLENT
UNDERSTAND				
SPEAK				
READ				
WRITE				

I use this language: DAILY MORE THAN 1X WEEK 1X WEEK 1X MONTH LESS OFTEN

I can communicate in _____ I ...

	LITTLE	QUITE WELL	VERY WELL	EXCELLENT
UNDERSTAND				
SPEAK				
READ				
WRITE				

I use this language: DAILY MORE THAN 1X WEEK 1X WEEK 1X MONTH LESS OFTEN

Check what applies to you, in terms of how often you communicate in this foreign language!

DIGITAL COMPETENCE

What kind of technical devices do you use in your everyday life? If you don't use any technical devices, that's perfectly fine.

telephone

mobile phone/smartphone

laptop/computer

tablet

printer

.....

.....

.....

▶ Do you use social media or other platforms/forums? If yes, which ones? (e.g. Twitter, Facebook,...)

▶ I use the platforms to (e.g. read the news, get information about my interests, keep in touch with friends/family who live further away...):

I am registered in a Facebook group and exchange information with others there about different ways of growing vegetables.

▶ How do you use the internet?



▶ Do you create content yourself or do you prefer to look at what others are doing?

I have an Instagram account where I upload my latest sewing projects. It keeps me in touch with other sewers and potential customers and gives me feedback on my work.

▶ Are there other programmes that you use and would like to list here?

▶ Were there any apps or technical equipment that you used for the first time during the COVID-19-crisis (e.g. Zoom, Skype...):

MEINE DIGITALEN KOMPETENZEN

Even before the pandemic, I kept in touch with my relatives who live abroad via various video platforms. During the pandemic, I tried out new apps.

I don't know much about computers, but once I had a virus on my laptop, my sister was able to help me with it. She was also able to help me fix it when my screen stayed black.



- ▶ Has your use of digital applications and technical equipment changed during the COVID-19 crisis?
During the COVID-19 crisis, I used technical devices and services:

less often

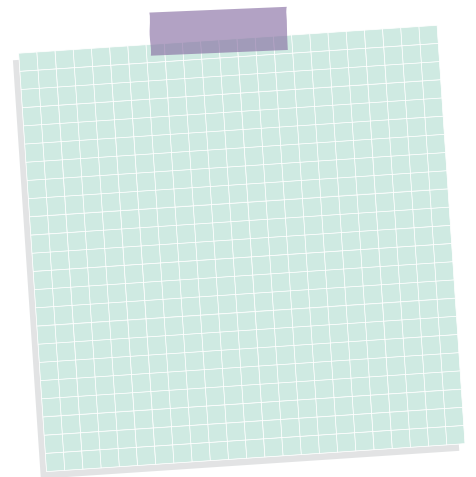
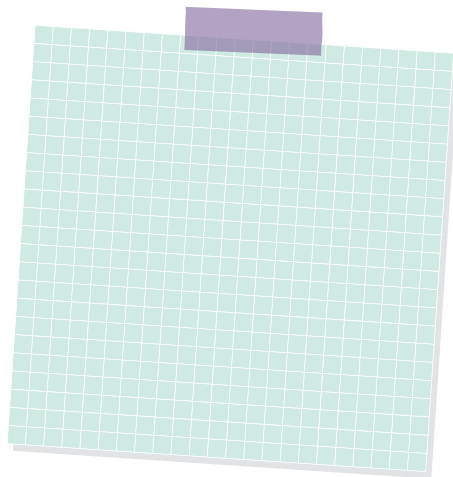
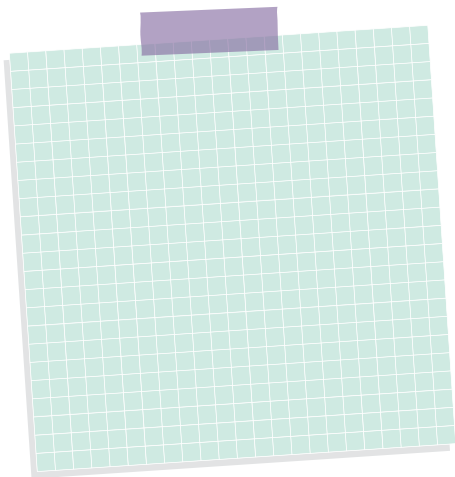
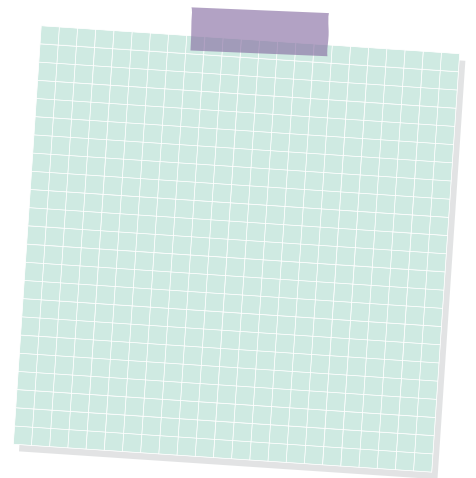
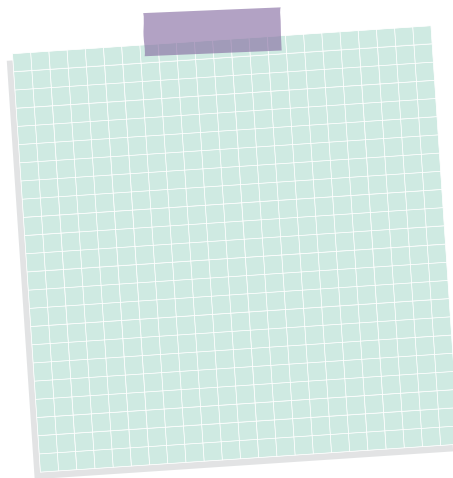
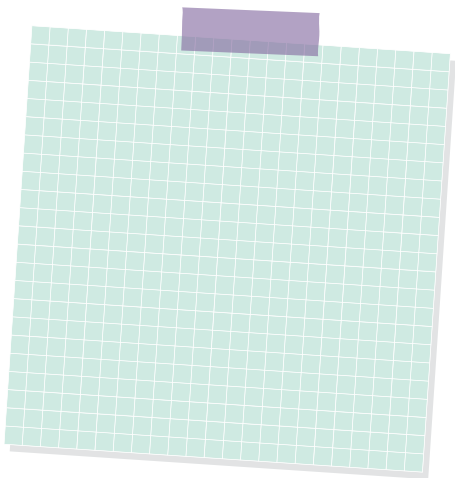
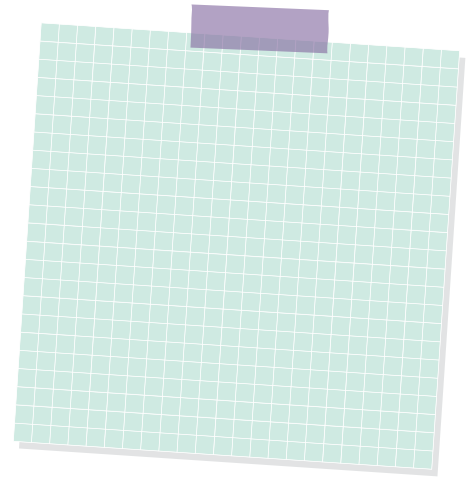
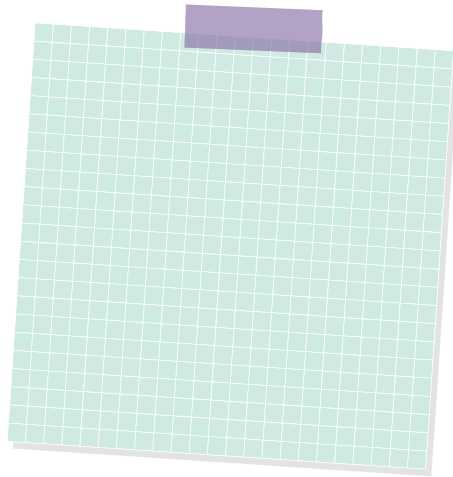
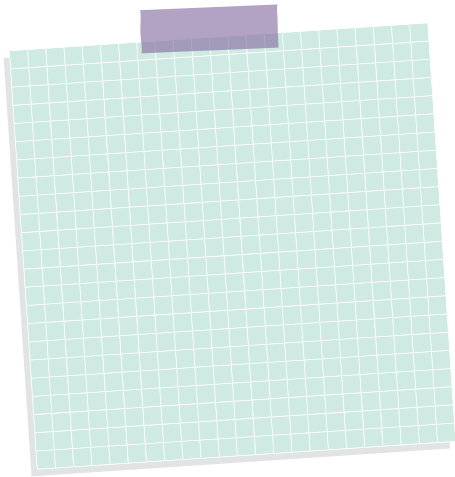
just as often as before

more often

MY SPECIAL QUALITIES

Look back at the tables you have filled in. Find those qualities that both you and others recognized as typical of you. Also consider what is important to you and what you believe describes you best.

Write those traits down and note that these are your **special qualities**.



MY ACTIVITIES

In this chapter, you will look into different areas of your life and examine your activities. As you do that, you will learn which skills you have used, which knowledge you have gained, and which qualities you have.



The following activity fields are covered in this chapter:

- 1. Education**
- 2. Work and volunteering experience**
- 3. Activities in my household**
- 4. My family activities**
- 5. Caring for others**
- 6. Life in extraordinary circumstances**
- 7. Other experiences**
- 8. Self-care**

The order in which you analyze your activities is optional. You choose where to start and what to look into. You get to set your own priorities!

You don't have to note everything you've done within each field, and you don't have to fill out each field either. Decide what is more and what is less important to you.

WORKING THROUGH EACH ACTIVITY FIELD

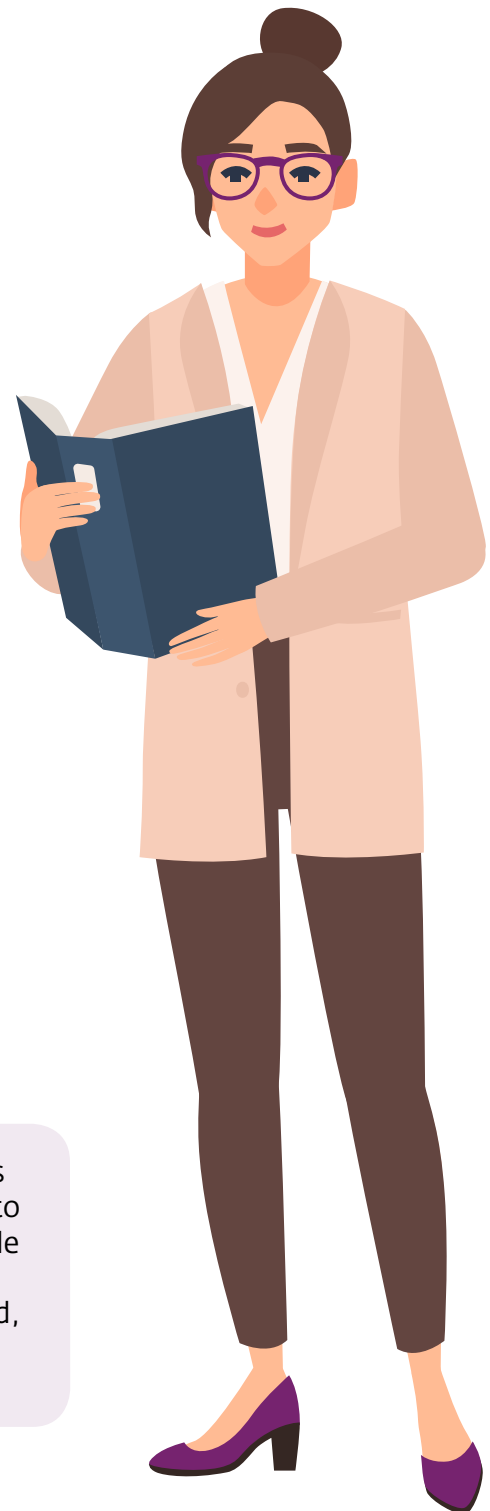
The steps you take to fill out each field are always the same!

STEP

► Identify the activity

Name the important activities from your life.

Some of your activities will not always belong to one field only. You decide which activity is more important in which field, and that is where you write it down.



WORKING THROUGH EACH ACTIVITY FIELD

The steps you take to fill out each field are always the same!

STEP



► Describe the activity

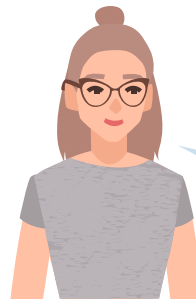
Describe your activities in detail. Recall the situation and list all actions you took. Write exactly what you did. Try using phrases such as:

I participated in...

I completed...

I started...

I helped...



I started my own cleaning business.
I helped an ill family member.

I participated in creating a school magazine.
I completed all grades in elementary school, but I dropped out of highschool.



Keep in mind that a seemingly simple activity can contain a larger number of individual actions.

STEP



► Extract skills and knowledge

Look at actions you named and rephrase them using the following statements:

am able to...

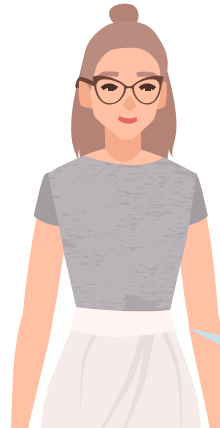
I can...

I know how to...

I have learned how to...



If you are unsure of what skills and knowledge are, look at the **Glossary** of this ProfilPASS or you can ask your counsellor.



I am able to make a monthly budget distribution plan.

I know how to create innovations.

I can recognize and respect others' interests.

I have learned how to form the price of the product.



If you recognize a quality you have demonstrated in an activity, you can write it down in the table as well! Qualities are also your strengths.



STEP

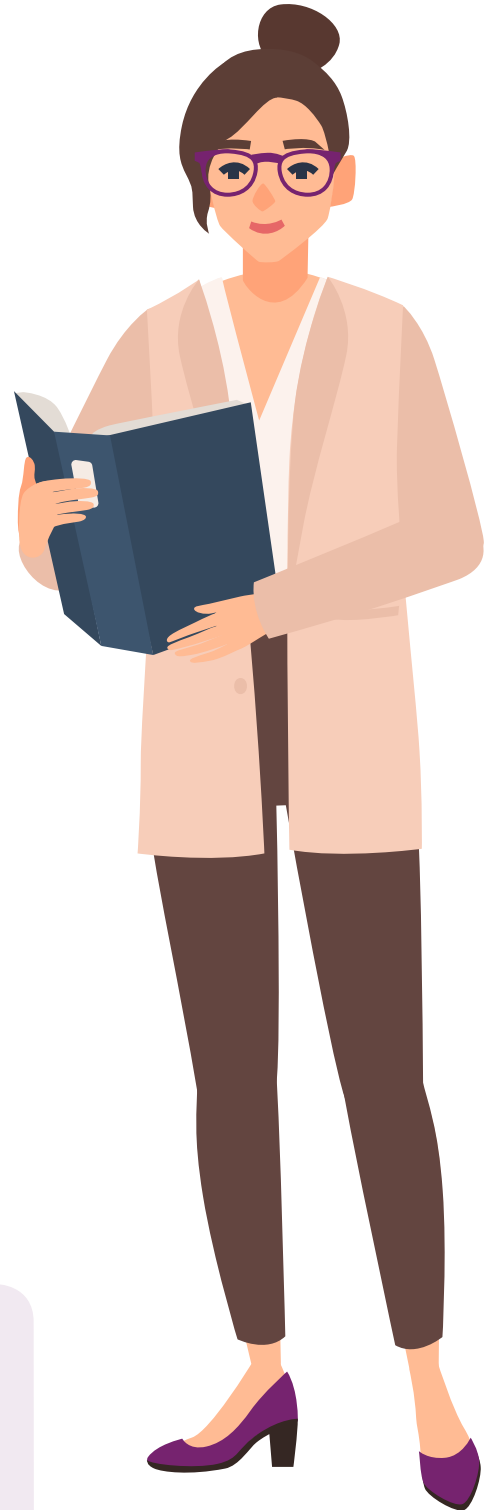


► Evaluate your skills

Skills, or the “know-how”, are usually the ones starting with “I am able to...” or “I can...”. Evaluate them using the following levels:

- A** I can do it **if someone helps me.**
- B** I can do it alone in a **certain situation.**
- C** I can do it **alone in different situations.**

If you have marked the level C, write down in which other circumstances or situations you can use these skills.



Talk to your ProfilPASS counsellor to clarify these instructions further.

In the ProfilPASS, we do not evaluate knowledge and qualities. They are a part of who you are, and you are probably able to use them at all times.

MY ACTIVITIES – AN OVERVIEW

In each sticky note write your first thoughts and associations about the activity field.

EDUCATION

WORK AND
VOLUNTEERING
EXPERIENCE



ACTIVITIES IN MY
HOUSEHOLD

MY FAMILY ACTIVITIES

CARING FOR OTHERS

LIFE IN
EXTRAORDINARY
CIRCUMSTANCES

OTHER EXPERIENCES

SELF-CARE

EDUCATION



We learn all life long and everything we go through is an opportunity to learn.

In this part you will focus on your time at school with help of the following questions:

▶ Did you attend any additional courses during your education or after graduation?

▶ Why did you choose certain courses?

▶ Did your interests and life situations lead you to study independently and acquire the knowledge and skills you need on your own?

Please remember the time you spent at school.

- ▶ What do you remember?
- ▶ What did you like and what did you not like during your education?

EDUCATION

1. IDENTIFY THE ACTIVITY

Education includes the time you spent going to school within the formal education system.



Also, any type of training or independent learning is very important for your growth and your future. Note those down as well using the table below.

Perhaps you went to school before, but never finished it or graduated. That is, also, very valuable—please write it down

SCHOOL, COURSE TOPIC, FIELD YOU INDEPENDENTLY STUDIED	FROM – TO (MONTH, YEAR)	TYPE OF DIPLOMA OR CERTIFICATE, IF ANY

► As you went to school, you might have been a member of different clubs, projects, or initiatives, such as student council, school magazine, class representative, etc. Have you taken part in something similar?



Think about what you spent the most time on while you went to school.

- ▶ Why did you choose certain courses and training? How much time did you dedicate to your independent learning, and how did you go about that?
-

- ▶ Which courses would you still like to attend and why?
-

- ▶ If you started going to a school, but have not graduated, would you consider going back to school? Have you thought about what you need to complete that education? What would you gain by obtaining a diploma, a certificate, or a degree?



Who can offer you support in continuing and finishing your education?



1. IDENTIFY: CREATING A SCHOOL MAGAZINE

2. DESCRIBE THE ACTIVITY

3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE YOU HAVE USED

4. EVALUATE YOUR SKILLS

WHAT WAS I DOING? WHICH STEPS DID I TAKE?	WHAT CAN I DO? WHAT DID I LEARN?	LEVEL			IN WHICH SITUATIONS?
		A	B	C	
Lead the school magazine team	I learned how to distribute responsibilities among team members			X	At home
	I can recognize and respect other people's interests			X	At home
Wrote articles	I can express myself		X		
Presented the magazine at school ceremonies	I learned how to present in front of an audience		X		



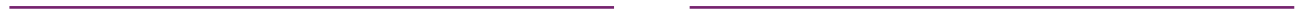
WORK AND VOLUNTEERING EXPERIENCE

- ▶ Remember your past work experience. Did you work and have an income? Were you employed? Maybe you were not employed, but you did some seasonal, temporary, or another kind of paid work.



You might have also volunteered in your local community, helping someone through a project, in a crisis situation, in an initiative, etc.

- ▶ How do you see work in general? What was important to you while you worked? What did you not like? Why? And what is important to you now?



1. IDENTIFY THE ACTIVITY

- ▶ Write about your previous work or volunteering experience in the chart below.

YOUR ROLE	FROM – TO (MONTH, YEAR)	WORK / VOLUNTEERING EXPERIENCE



1. IDENTIFY: WAITRESS IN A RESTAURANT DURING THE PEAK OF A SEASON

2. DESCRIBE THE ACTIVITY

3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE YOU HAVE USED

4. EVALUATE YOUR SKILLS

WHAT WAS I DOING? WHICH STEPS DID I TAKE?	WHAT CAN I DO? WHAT DID I LEARN?	LEVEL			IN WHICH SITUATIONS?
		A	B	C	
Took orders from our guests	I learned the rules of communication and listening			X	When I agree on rules with my children
Recommended items from our menu	I can adequately convey the acquired information to others		X		
Served food and drinks	I learned how to optimally organize space			X	When I organize my garden



ACTIVITIES IN MY HOUSEHOLD

- ▶ How much time do you dedicate every day to activities in your household? How do you manage it?

1. IDENTIFY THE ACTIVITY

Household chores and family care are a significant part of everyday life. They are often seen as easy activities and are taken for granted. However, these activities require planning, organization, and the application of various skills and should be valued more. That is why it is important to remember what tasks you do in your household.



- ▶ In my household I do the following:

-
- ▶ Which household tasks are very interesting to you? What activities you don't like? Think about why.

-
- ▶ What kind of activities could you delegate to other people in your household? Remember that it should be age-appropriate if you want to include your children in some of your tasks.
-



1. IDENTIFY: MANAGING OUR HOUSEHOLD BUDGET

2. DESCRIBE THE ACTIVITY

3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE YOU HAVE USED

4. EVALUATE YOUR SKILLS

WHAT WAS I DOING? WHICH STEPS DID I TAKE?	WHAT CAN I DO? WHAT DID I LEARN?	LEVEL			IN WHICH SITUATIONS?
		A	B	C	
I track the realistic expenses and needs of the family	I am able to make a monthly budget distribution plan			X	When managing my space cleaning business
	I learned to balance needs and costs for various activities			X	When managing my space cleaning business
I learned to determine the hierarchy of spending	I can set priorities		X		
I learned to set aside part of the budget for potential larger investments	I can create a savings plan		X		
	I can plan for the future.		X		



MY FAMILY ACTIVITIES



Family is an important part of life for many people. We often invest all our capacities in our family and taking care of the members. Think about your family. What tasks do you do most often? What roles do you have?

1. IDENTIFY THE ACTIVITY

-
- ▶ Which role do you like the most (mother, partner, wife, daughter, sister...) and why? What fulfills you the most while performing that role?

-
- ▶ Would you change anything about your position in the family? Why?

-
- ▶ How would you describe your relationship with your primary family, immediate and extended?
-



1. IDENTIFY: PREPARING MEALS EVERY DAY

2. DESCRIBE THE ACTIVITY

3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE YOU HAVE USED

4. EVALUATE YOUR SKILLS

WHAT WAS I DOING? WHICH STEPS DID I TAKE?	WHAT CAN I DO? WHAT DID I LEARN?	LEVEL			IN WHICH SITUATIONS?
		A	B	C	
Getting affordable and high-quality food	I can find alternative solutions		X		
Creating new recipes for preparation	I know how to create innovations		X		
Meal preparation along with other family activities	I learned to organize my time			X	Caring for my father-in-law at home



CARING FOR OTHERS

In our life, we sometimes take the responsibility of taking care of others, whether they are members of the family, relatives, close environment etc.

Caring for others is a human need and reality. If you are taking care of a child, someone old or sick, list the activities you do at that time.



1. IDENTIFY THE ACTIVITY

► How do you feel about being a caregiver?

► Do you have support of other people, e.g., family members?

1. IDENTIFY: TAKING CARE OF MY FATHER-IN-LAW WHO HAS DIABETES



2. DESCRIBE THE ACTIVITY

3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE YOU HAVE USED

4. EVALUATE YOUR SKILLS

WHAT WAS I DOING? WHICH STEPS DID I TAKE?	WHAT CAN I DO? WHAT DID I LEARN?	LEVEL			IN WHICH SITUATIONS?
		A	B	C	
Administering the therapy, measuring blood sugar level, and adjusting the insulin dose	I learned to follow and apply medical instructions			X	At work if an injury happens
	I can administer intravenous fluids and medication to others	X			
Preparing appropriate food	I have knowledge about foods that are recommended for people with diabetes				
Organized visits to control examinations	I can recognize and appreciate others' needs		X		

LIFE IN EXTRAORDINARY CIRCUMSTANCES



In life, we may face different challenging or crisis situations. Life milestones happen to us. Then we mobilize our strength and look for ways to face the consequences, and sometimes it seems to us that we are weak and that we cannot cope with the existing situation but you are much stronger than you may think.

- ▶ Have you experienced something special, intense, that made a big change in your life? It can be both positive and negative experiences, people... What do you think of first? What has changed in your life and in what way?

-
- ▶ How did the crisis caused by the Covid-19 pandemic affect you? In which area of your life have you experienced changes (positive or negative)? How has your everyday life changed? Describe how you felt and what you did to overcome the consequences.

1. IDENTIFY THE ACTIVITY

- ▶ List what you did during crisis periods in your life. What helped you? Describe how you faced them, what mechanisms you used, whether you had the support of other people or whether you sought professional and institutional help.



1. IDENTIFY: SELLING VEGETABLES

2. DESCRIBE THE ACTIVITY

3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE YOU HAVE USED

4. EVALUATE YOUR SKILLS

WHAT WAS I DOING? WHICH STEPS DID I TAKE?	WHAT CAN I DO? WHAT DID I LEARN?	LEVEL			IN WHICH SITUATIONS?
		A	B	C	
Advertised the sale through social networks	I learned to use social networks for new purposes			X	For sewing
Communicated with customers	I learned how to make a sales presentation		X		
	I have learned how to form the price of the product		X		
Delivered products according to the customer's request	I can organize my own time and processes according to the needs of my customers		X		
	I have knowledge of the production and sales process				



OTHER EXPERIENCES

- ▶ Do you have a hobby? How important is it to you? What are your interests? What do you do in your spare time?

1. IDENTIFY THE ACTIVITY

This part applies to your whole life. It does not matter when you took up a hobby or followed your interests. Each of these activities is an opportunity to learn and acquire new skills or develop interests.



Interests include fields and activities which we **choose** to engage in, for the sake of our joy. What are your interests and in what ways did you develop them?

- ▶ Write down all your free time activities which are important to you.

HOBBY / INTEREST	ACTIVITY, SUCCESS, REWARD, IMPRESSIONS

- ▶ Describe when and how you started with your hobbies. What particularly interests you and motivates you? Why? Did you, because of your hobbies, attend any courses or participate in any competitions? Have you connected with people who have similar interests?



-
- ▶ Which are positive sides to having that hobby?

-
- ▶ Is there something else you would like to do in your free time? Why?
-



1. IDENTIFY: GROWING FLOWERS

2. DESCRIBE THE ACTIVITY

3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE YOU HAVE USED

4. EVALUATE YOUR SKILLS

WHAT WAS I DOING? WHICH STEPS DID I TAKE?	WHAT CAN I DO? WHAT DID I LEARN?	LEVEL			IN WHICH SITUATIONS?
		A	B	C	
Acquired seeds/seedlings	I can use the Internet as a source of the information I need			X	When I cook, when my parents need help
Land preparation	I learned to find the appropriate food for flowers according to the type of soil				
Growing flowers	I can carry out daily processes according to the collected information		X		



SELF-CARE



On the previous pages you have gone through everything you have lived through, your relationships with others and what you do for others. I believe you are proud of yourself.

Take a minute and enjoy it.

Now, please think about how much you take care of yourself.


► How much time per day, week or month do you devote to yourself?

► What do you do at that time?

► Do you regularly visit the doctor and take care of your health?



During the pandemic, doctors discovered changes on my cervix. After the intervention, I took all measures to preserve and improve my health.

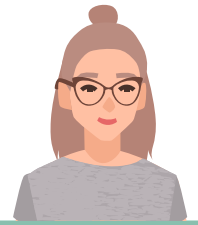
- 
- ▶ Do you know how to ask for help? If not, you can check the [extra lists of the HOPE project](#), which contain different support services for women in the partner countries Germany, North Macedonia, Serbia and Slovenia.

-
- ▶ Have you ever sought professional or institutional help when you were experiencing a stressful situation or a crisis in your life?

-
- ▶ Do you have time and opportunities for activities such as hairdressing, manicure, or pedicure...? Do you have a daily self-care routine?

-
- ▶ How would you define ideal self-care?

-
- ▶ What do you lack and what could you change to be satisfied with how you take care of yourself?
-



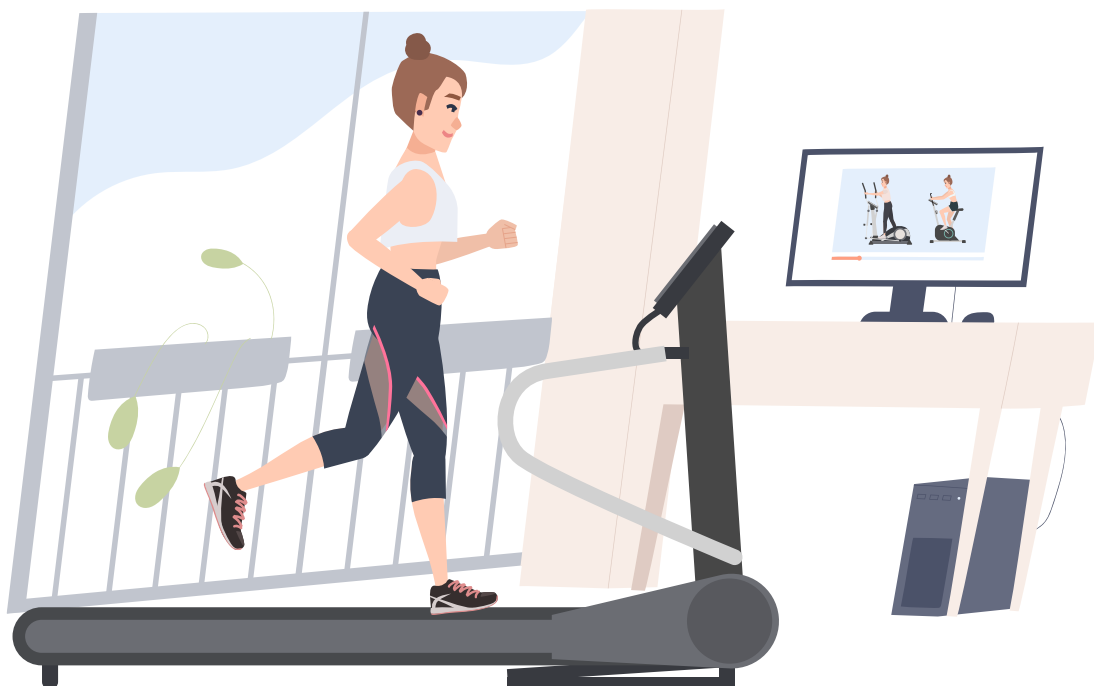
1. IDENTIFY: CARING FOR MY HEALTH

2. DESCRIBE THE ACTIVITY

3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE YOU HAVE USED

4. EVALUATE YOUR SKILLS

WHAT WAS I DOING? WHICH STEPS DID I TAKE?	WHAT CAN I DO? WHAT DID I LEARN?	LEVEL			IN WHICH SITUATIONS?
		A	B	C	
Regular gynecological examinations	I gained knowledge about the importance of preventive examinations				
Respecting recommendations of experts	I developed confidence in professional help and support				
	I can ask for help when I need it		X		
Changed how I feed myself	I learned to find the necessary information			X	While running my business
I have developed personal mechanisms for overcoming stress	I can organize my free time according to current needs			X	While running my business
	I learned to set priorities			X	In my family





We recommend that you do the following activity in a group. I am asking you openly and freely share your knowledge and experiences with other women who are in a similar position as you.

Let's talk about physical and mental health. In a group, please exchange your thoughts, experiences, knowledge, models of overcoming crisis situations, stories, etc. During and after the discussion, write down everything you consider important for yourself. What are your insights, lessons learned, good models and recommendations to remember?

► My conclusions from the group discussion:

► Are you planning to introduce some of those ideas into your daily routine? In what way?

► Would you reconsider the option to delegate some of your daily tasks to other members of your household, after completing the previous exercises?

MY COMPETENCES – A SUMMARY



Going through the fields of activity, you have revisited your entire life. Please go back to the **Self-assessment of your qualities** and think about whether you assess yourself differently now?

Think again about what all your special qualities are and write them down below.

My special qualities:

A collection of nine blank, light blue grid-patterned sticky notes arranged in a 3x3 grid. Each sticky note is held at the top by a brown paper clip. The notes are intended for writing down special qualities.

MY COMPETENCES – A SUMMARY

Your competences are your strengths and your qualities!

So far, the ProfilPASS had you examine and evaluate your skills, knowledge and qualities. You matched them to some of your activities and now you will review them! You will see that you indeed have skills, knowledge and qualities that you keep using over and over.

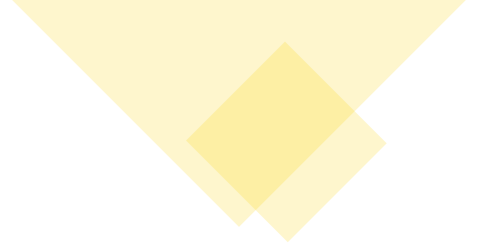
This review will help you find out what you like to do, what you can do well, and how, perhaps, you want to improve yourself.

Go back to the “[My Activities](#)” chapter and look at all your skills which you have evaluated. Copy them to the table below, divided by appropriate levels. If some skills come up multiple times, it is okay to write them down again! The order in which you write your skills is not important here.



See what Sandra's and Katarina's summary looks like in the example tables below!

ACTIVITY FIELD	A	B	C
Education			I learned how to distribute responsibilities among team members
			I can recognize and respect other people's interests
		I can express myself	
		I learned how to present in front of an audience	
Work and volunteering experience			I learned the rules of communication and listening
		I can adequately convey the acquired information to others	
			I learned how to optimally organize space
Activities in my household			I am able to make a monthly budget distribution plan
			I learned to balance needs and costs for various activities
		I can set priorities	
		I can create a savings plan	
		I can plan for the future	
My family activities		I can find alternative solutions	
		I know how to create innovations	
			I learned to organize my time



ACTIVITY FIELD	A	B	C
Caring for others			I learned to follow and apply medical instructions
	I can administer intravenous fluids and medication to others		
		I can recognize and appreciate others' needs	
Life in extraordinary circumstances			I learned to use social networks for new purposes
		I learned how to make a sales presentation	
		I have learned how to form the price of a product	
		I can organize my own time and processes according to the needs of my colleagues	
Other experiences			I can use the Internet as a source of the information I need
		I can carry out daily processes according to the collected information	
Self-care		I can ask for help when I need it	
			I learned to find the necessary information
			I can organize my free time according to current needs
			I learned to set priorities

LET'S TALK ABOUT US



Talking to others who are in a similar position can be very beneficial. People learn from each other, exchange important information and experience, and support each other when interacting. That is why this ProfilPASS provides a safe space for women and invites us to connect and to learn together.

Your ProfilPASS counsellor might organize a group meeting or a workshop in which you will be invited to speak or to listen, as you feel fits. The following page is meant to serve as a notebook for your thoughts and ideas at such group meetings. You are invited to use this space as you like.

A large, light green grid area for writing notes. At the top center of the grid, there is a solid purple rectangular box. The grid lines are thin and white, creating a notebook-like appearance.

MY QUALITIES AND MY STRENGTHS

Go back to the subchapter “[My special qualities](#)” and look for those qualities that you have recognized as your **special** ones. Choose several of them that you believe are the most representative of you and copy them in fields below. Additionally, in some of those fields, add skills that you marked with a [marker](#) in the “[Skills summary](#)” above.

The form consists of 12 rectangular text boxes arranged in a circular pattern around a central dotted circle. Each box is light green and contains a grid of 10 rows and 10 columns of small white dots for writing. The boxes are arranged in two columns of six, with the central dotted circle positioned between the two columns.

MY FUTURE

Let's look at your future! This is the time to think about your interests, wishes, and goals, and to make a plan for your future.

MY INTERESTS



As you were completing your ProfilPASS, you found out what you have already done and what qualities you possess. You specified your knowledge, skills, abilities and competences.

On the following pages, you will have the opportunity to think and write about what interests you, what is particularly important to you and what you are proud of. That way you will get closer to setting your future goals.

We recommend that you do the following activity in a group. The first part of this exercise is to **introduce yourself to other group members using what you have discovered in ProfilPASS so far.**

What competences and qualities do you want to share with the group? Use this space to take notes about introductions.

A light green rectangular area with horizontal dotted lines, intended for taking notes.

Then, think about **something from your life that you are proud of** and share that with the group. Try to find commonalities among group members. You can e.g., begin with "I am proud of myself because I ..."

EDUCATION

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OTHER EXPERIENCES

SELF-CARE

These are things I am interested in:

- ▶ List the topics that interest you. They can be e.g., sports, environmental protection, new fashion trends, celebrities, social events, politics and the like. What is particularly interesting to you in these topics and why?



I am very interested in trends in apartment decoration. I like to find ideas on the internet and in magazines.

Organic food production is interesting to me because that way we protect our environment. I started to learn about sustainable energy sources.



You can revisit the priorities that you recognized in yourself at the beginning of the counselling session (p. 16). Compare that [list of priorities](#) with the questions below.



▶ **Things I do in my spare time.** What do you do in your spare time? Why is that important to you?

▶ **Activities with family and friends.** What are the activities and with which family members or friends do you do them? Why is that important to you?

▶ **Securing employment.** Why is it important or why not?

▶ **A fulfillment of a dream.** If so, which one? Why?

▶ **In addition, I am particularly interested in...**

▶ **These are interests/areas I want to explore more in the future:**

WHAT DO I WANT FOR MYSELF IN THE FUTURE?

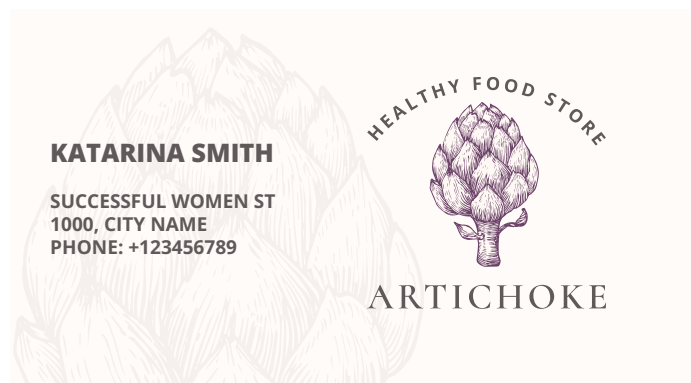
Think free! Think big! Imagine and draw your business card from the future. Where do you see yourself? What do you do for a living? Where do you live?



This activity is best when done in a group. If you have other women with you, you can show them your future business card and explain to them where you see yourself. You never know—maybe one of them will be helpful to you or interested in working together on achieving a similar goal!

You can first take some notes and then design your future business card.

My business card would say

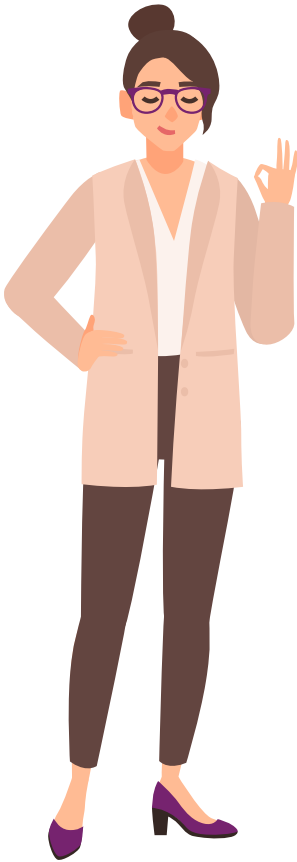


When looking for jobs or other opportunities, you will meet different people. It is important to present yourself professionally, because these people might become your colleagues in the future.



Imagine yourself in the shoes of your prospective employer. What do you think they would look for in a good candidate? Be mindful of your looks, how you conduct yourself and how you communicate.

MY GOALS



With a goal in mind, the slowest will advance faster than the fastest without a given goal.

- ▶ Now you know your skills, special qualities and interests. Which competences do you want to use in the future and which abilities do you want to develop further?

We recommend that you do the following activity in a group. Pair up with another group participant whom you have already met, and try to assume what will happen in her future life. Share your assumptions with that person, and hear what she has assumed for you. Take some time to discuss how you like these assumed futures and if you would like something different to happen.

On the following pages, you are given the opportunity to define a realistic goal and to plan future steps that would lead you to that goal.

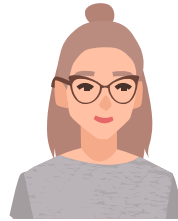
Think about your desires. Formulate one or more concrete and realistic goals, and then determine the time frame in which you could achieve your goal. The goal should be positively formulated. This is about what you want, not what you don't want.

- ▶ **Write down your goals and then sort them by priority.**



I want to restart my small space cleaning business. I loved that little business of mine so much.

- Describe your most important goal in two to three sentences.



When restarting my business, I would use those contacts with my associates from the time I had a business. I would like to include women who have had similar experiences as me in my business.



Here are some helpful follow up questions. Try to answer them, having in mind your most important goal.

1. Can I reach the goal with my own strengths and resources I have?

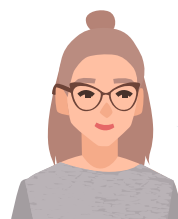
- What can I do? What must I do? Do I need help? From whom?



I will inform myself about the available programs for supporting women starting a company.

2. Do I have a clear idea of what everything would look like if that goal was achieved?

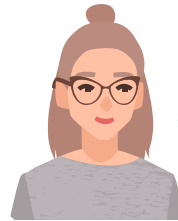
- What does my life look like in that case?



Yes, I can imagine my life where I run my own business and have time for other activities. I am ready to adapt to a new, different everyday life.

3. Am I aware of the impact on my immediate environment?

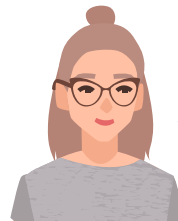
- ▶ What changes does the achievement of my goal bring to me and my environment?



Yes, my family would then have financial stability.

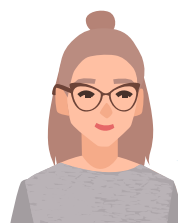
4. Can I determine the time in which I could achieve my goal?

- ▶ Please specify the time and discuss with your counsellor whether the time frame is realistic or not and how it could be adjusted.



It could be complete within the next 6 months.

5. If I come across some challenges in achieving my goal, what can I do?



If I come across challenges in achieving my goal, I will reach out for advice to my family in the US. They will be able to help me with information about other business models. Also, I would talk to my friends and colleagues who run their own businesses to seek help.

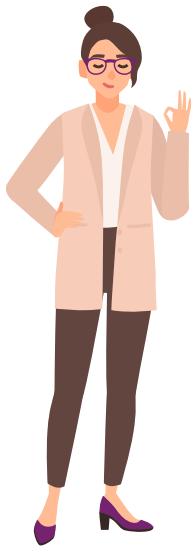
Here is another activity to be completed in a group setting. Having in mind your goal, think about the following and share your thoughts with other women and your counsellor:



- Challenges that can stand in the way of achieving my goal
- Objects, devices, financial resources that I need to achieve my goal
- People who can support me and help me achieve my goal
- Look at your social network you depicted in chapter [My social network](#) and mark people who can support you. Who can support you in which way (financially, emotionally, regarding childcare facilities etc.)?

- ▶ You can also discuss these ideas with your counsellor and use the space below to take notes.

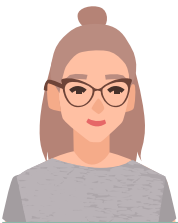
NEXT STEPS



After you have determined your specific goal for the upcoming period of time, it is important to determine a firm time frame in which you can expect results. **Let this be your agreement with yourself.** Precisely plan your activities to achieve your goal in the appropriate time frame.

Do not forget about other areas of your life, which will be affected by these changes, so formulate the time frame accordingly. Plan some buffer time for unexpected events.

This activity can be completed in a group where everyone presents their next steps, and other group members comment on them and suggest additional improvements if there are some.



This is how I see my path to the goal. And yours? Plan with the goal in mind, prepare and be persistent, and success will come.

WHAT EXACTLY?	BY WHEN? / HOW MUCH TIME WILL I NEED?
<p>Next week, I will... Visit the accountant and discuss the regulations for the work of small entrepreneurs.</p>	By next Friday.
<p>In the next four weeks, I will... Ask about available support programs for restarting a business that was interrupted during the pandemic. Contact old clients. Consult with my family and friends about how my goal affect their lives. I will make enquiries to ask who can take care of my son and of my father-in-law. I will make a plan with my family about distributing tasks in an age-appropriate way to reduce my workload at home.</p>	<p>Next two weeks. By the end of this month.</p>
<p>In the next six months, I will... Provide funds to restart the business. Register a business. Start working.</p>	<p>In the next two months. In three to four months. As soon as the business is registered.</p>
<p>In the next year, I will... Hire one or two more workers.</p>	By the end of the year.
<p>Later in the future, I will... Become recognizable with my business in my environment.</p>	In the next two years and beyond.



WHAT EXACTLY?	BY WHEN? / HOW MUCH TIME WILL I NEED?
Next week, I will...	
In the next four weeks, I will...	
In the next six months, I will...	
In the next year, I will...	
Later in the future, I will...	

KEY COMPETENCES FOR LIFELONG LEARNING



Reading about Key Competences for Lifelong Learning can help you understand what they are in terms of skills, knowledge and qualities which you might already have.

In May of 2018, the Council of the European Union adopted a Recommendation on Key Competences for Lifelong Learning, as proposed by the European Commission.

Each of eight Key Competences includes knowledge, skills, and attitudes needed by all for personal fulfillment and development, employability, social inclusion and active citizenship. These are:

- **Literacy:** the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials; the ability to communicate and connect effectively with others.
- **Multilingualism:** the ability to use different languages appropriately and effectively for communication.
- **Numerical, scientific and engineering skills:** the ability to develop and apply mathematical thinking to solve problems in everyday situations; the ability and willingness to explain the natural world using scientific methods.
- **Digital and technology-based competences:** the confident and responsible use of digital technologies for learning, at work, and for participation in society.
- **Interpersonal skills, and the ability to adopt new competences:** the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career.
- **Active citizenship:** the ability to act as responsible citizens and to fully participate in civic and social life.
- **Entrepreneurship:** the ability to react when opportunities and ideas come, and to transform them into values for others.
- **Cultural awareness and expression:** having an understanding of and respect for ideas in different cultures, through arts and other cultural forms.

You can read more on Key Competences for Lifelong Learning on the European Commission official website: https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en (last retrieved 27.09.2022)

See also the publication here: <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en> (last retrieved 27.09.2022)

THE PROFILPASS SYSTEM: KNOW YOUR STRENGTHS – USE YOUR STRENGTHS

The ProfilPASS is a biographical process that can be used to identify and document an individual's competences. This means that the focus is on the individual's life and experience stations. By analyzing these, users can identify what they are particularly good at and what their strengths are. There is a strong focus on informally acquired competences, i.e., competences that were developed independently of any formal education like school or university.

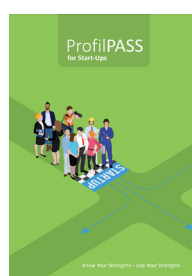
The aim of the ProfilPASS is to make users aware of their own competences, so that they can use these to their advantage in their life planning and career development. Users are supported through the process by a professional counsellor. This is an elementary part of the ProfilPASS system.

The German Federal Ministry for Education and Research provided funding for the ProfilPASS in the scope of the joint project "Further education pass with certification of informal learning" as part of the pilot programme "Lifelong Learning". The ProfilPASS was developed in 2006 by the "German Institute for Adult Education – Leibniz Centre for Lifelong Learning" and by the "Institute for Development Planning and Structural Research".

The tool is established nationwide in Germany through an active ProfilPASS network and is used by certified ProfilPASS counsellors. Within EU-funded projects, the ProfilPASS was adopted for specific target groups.



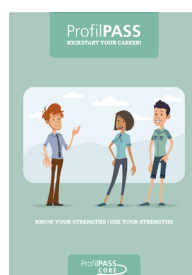
The ProfilPASS for adults is available in [English](#), [French](#), [German](#), [Greek](#), [Slovenian](#) and [Spanish](#). It had been translated within the project of KISS – "Know your interests – and show your skills!".



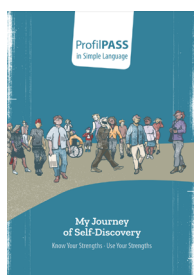
A ProfilPASS for Start-ups is available in [English](#), [German](#), [Spanish](#), [Polish](#) and [Rumanian](#) and was developed through the project DISCOVER – "Identify your entrepreneurial skills and start-up!".



The ProfilPASS for young people, which is available in [English](#), [German](#), [French](#) and [Spanish](#).



The ProfilPASS – kickstart your career! was adapted and made available in [English](#), [German](#), [Slovenian](#), [Serbian](#), [Bosnian](#) and [Macedonian](#).



The ProfilPASS in Simple Language was developed as part of the project SCOUT – "aSsessing Competences fOr fUTURE" and is available in [English](#), [German](#), [Greek](#), [Slovenian](#), [Spanish](#) and [Swedish](#) and since 2022 also in [Ukrainian](#).



A Barrier-free ProfilPASS in Easy Language was developed during the project COOCO – "Competence Oriented COUnselling for cognitively impaired people" and is available in [English](#), [German](#), [Greek](#), [Swedish](#), [Slovenian](#) and [Spanish](#).

Further information on the individual projects and different ProfilPASS versions as well as other project materials can be accessed and downloaded free of charge at: <https://profilpass-international.eu/>

THE EU-PROJECT HOPE

HOPE – “Helping wOMen gain PowEr in their lives”



The *ProfilPASS for women – We can do it!* was developed as part of the EU project HOPE „Helping wOMen gain PowEr in their lives” which was launched in January of 2022. The project is aimed at counsellors working with women with fewer opportunities, to empower and guide them toward securing employment, education, or training. The aim is to help successfully (re-) integrate women into social and economic systems, by offering high-quality counselling, competence assessment and career guidance to this target group.

The project takes on special significance in view of the worldwide Covid-19 pandemic, which promotes traditional gender roles and thus exacerbates the situation for women at risk of poverty. The aim is to promote long-term positive effects by (re)integrating women into the labour market as role models for others, e.g., their own children or friends.

Through HOPE, supporting materials for counselling work with women (women returning to work, young mothers, women with a migration background etc.) are being developed. Existing competence assessment tools from all partner countries that are suitable for the target group are compiled in a toolkit.

Furthermore, qualification materials (manual and curriculum) for counsellors are developed, which serve as a basis for the implementation of a training for counsellors. The manual, a guide for counsellors, explains how to work with the adapted ProfilPASS and offers further information on working with the target group of women at risk of poverty. The curriculum contains guidelines and recommendations for counsellor training on the toolkit and the adapted ProfilPASS.

The project is being implemented by the “German Institute for Adult Education – Leibniz Centre for Lifelong Learning” as the coordinating institution, in cooperation with partner organisations in Slovenia, North Macedonia and Serbia. The products developed as part of the project and further information are available for free on the HOPE homepage:

<https://hope.profilpass-international.eu>



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The *ProfilPASS for women – We can do it!* is available for free download at

<https://hope.profilpass-international.eu/download>

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ProfilPASS



The ProfilPASS was developed and scientifically tested within the scope of the joint project “Further education pass with certification of informal learning” as part of the pilot programme “Lifelong Learning”.

ProfilPASS
HOPE



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