

FREEPASS

*For rediscovering,
empowering & enhance
the path to soft skills*



SOLIDARITY TRACKS



www.tamonopatia.org



Erasmus+



My Diary

Name

FREE PASS

**"for Rediscovering, Empowering &
Enhance the path to Soft Skills"**

**18-30 November 2014
Lefkada, Greece**

Learning objectives

objectives

Example

I want to learn how to plan specific activities in non formal context in order to develop self confidence of young people.

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Think of the upcoming days of the exchange / training and identify your personal learning objectives (maximum 5) – Write them down in the first column and revisit this page each day. Think if you have gotten closer to learning the objective and put one dot in the appropriate square for each day, from 1 to 10, where 1 is “not at all” and 10 is “absolutely.”

Partnership Buliding



Fill in the circles below. Your name is in the central circle and in the other circles are the names of the people around you. Write the names of the people in the circles in a way that the people who are closer to you are in the circles closer to the centre and opposite.

YOUTHPASS

My activities

Description of the activities

Short description of the activity during the training course.

My task

My task and responsibilities during the activities

Key Competences

Which competences have you achieved from each activity?

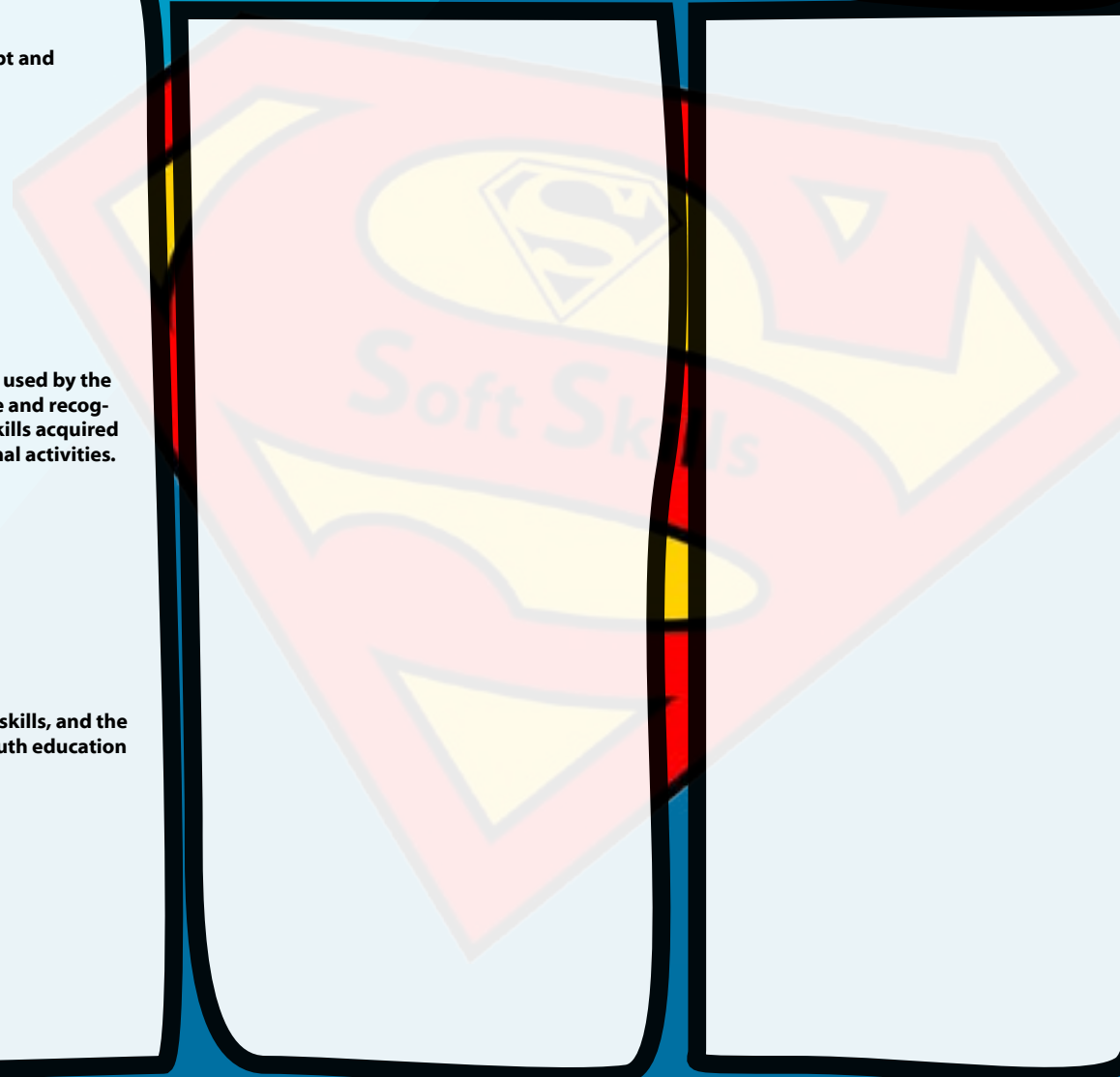
Comments/Impressions

Any additional comments or feelings you have?

1. - Presentation and discussion: The concept and aspects of soft skills

2. Presentations and debate: The methods used by the partner organizations to monitor, evaluate and recognize the competences related to the soft skills acquired by young people beneficiaries of non-formal activities.

3. Speech and debate: Categories of softs skills, and the importance of developing soft skills in youth education



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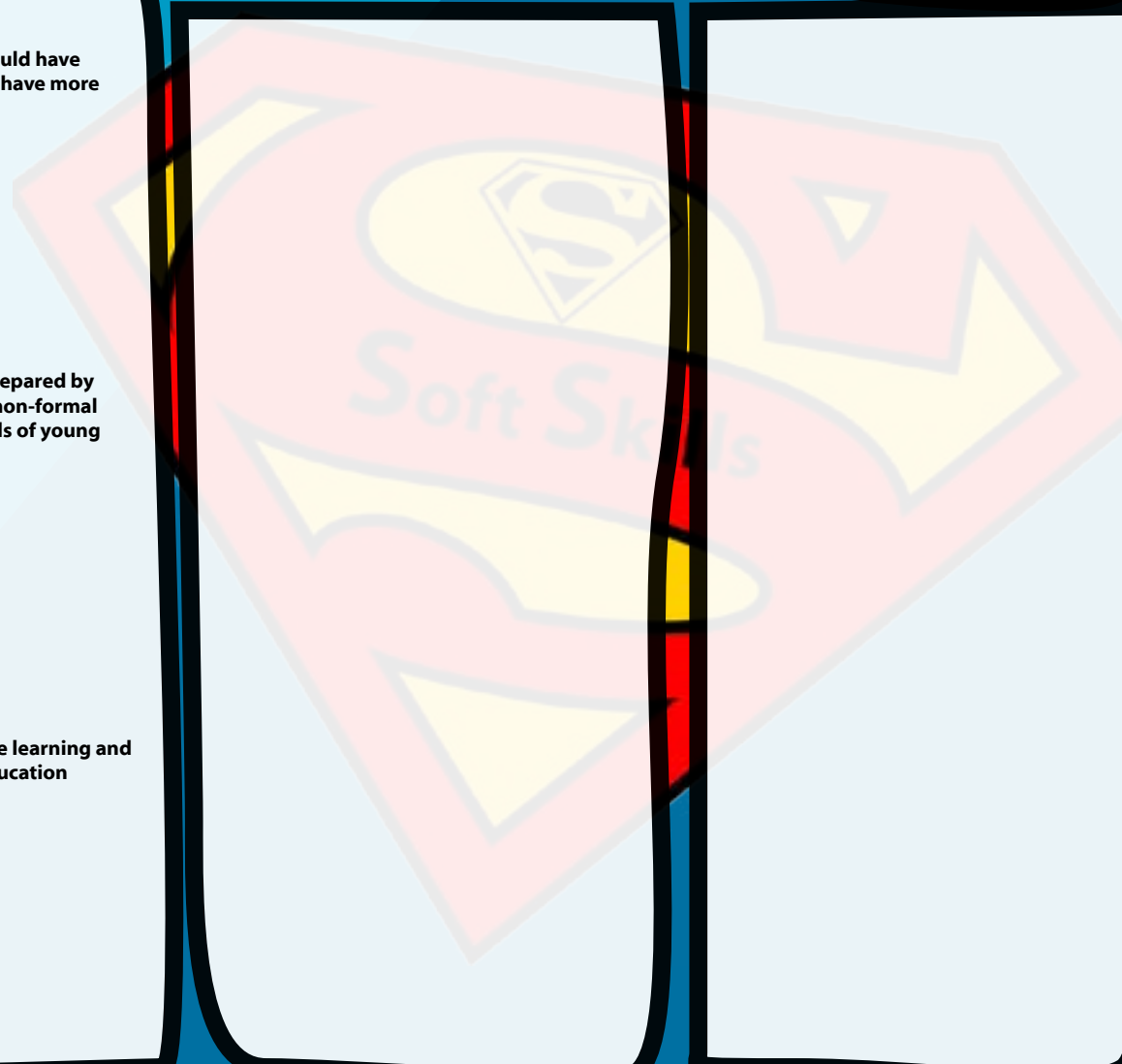
4. - Reflexion groups

* The basic soft skills that youngster's should have in order to find their place in society and to have more chance to earn in life

5. Presentations and discussion surveys prepared by the participants about the importance of non-formal education for the development of soft skills of young people

6. Reflexion groups:

The way of fostering deep and elaborative learning and generic (soft) skill through non-formal education



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7. - Reflection groups and role play on the following thematic

- * The value of the European Voluntary Service for developing soft skills of young people.
- * The value of mobility programs (youth exchanges, training ...) to develop soft skills of young people.
- * The value of participation in voluntary associations to develop soft skills of young people

8. Reflection groups: Identification and classification of soft skills that can be developed through non-formal activities

9. Presentation and discussion: "When and how to prepare the learning plan for a non formal activity?"



Soft Skills

YOUTHPASS

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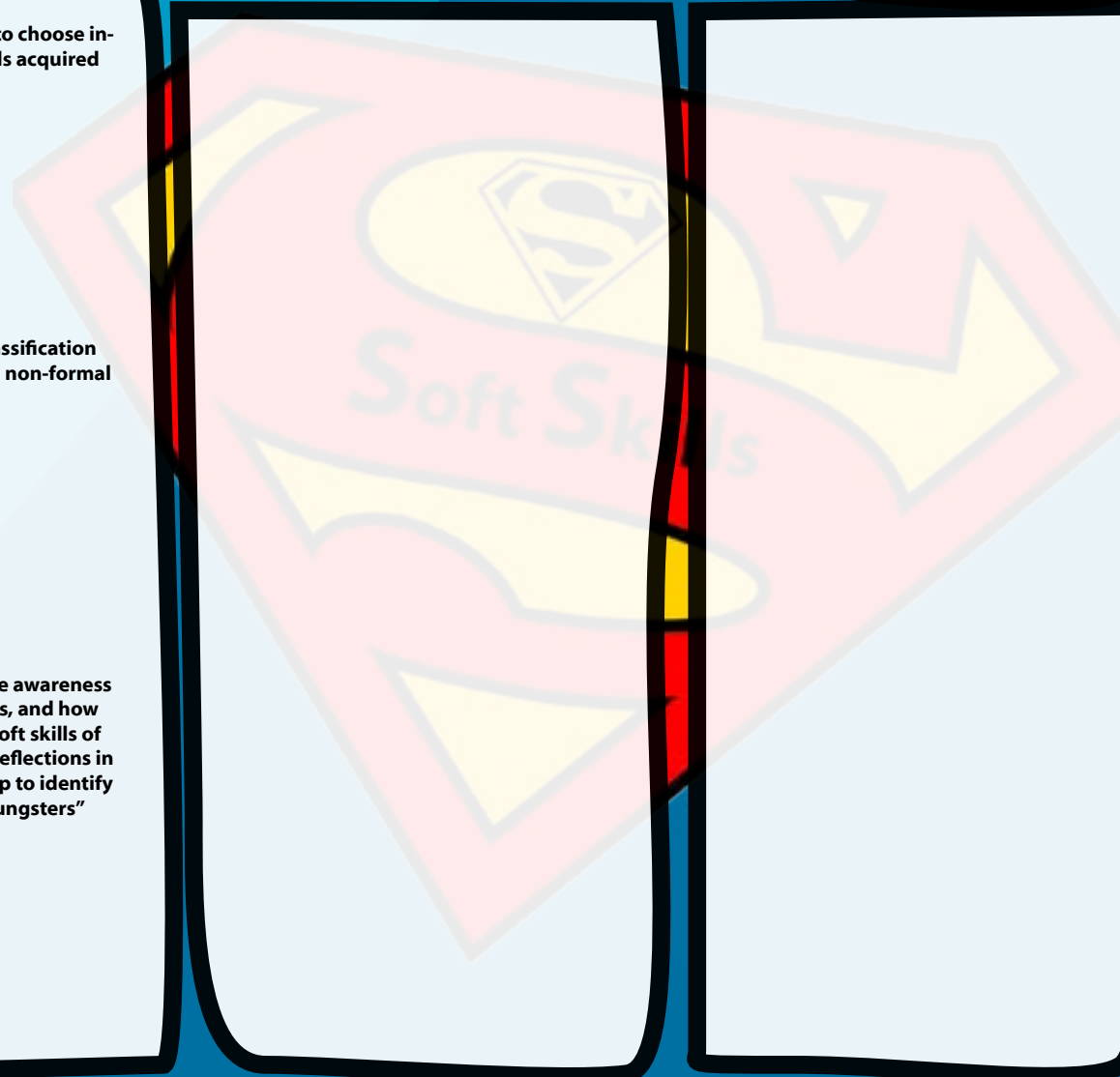
Comments/Impressions

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10. Reflection group and discussion: "How to choose indicators to assess and measure the soft skills acquired during non formal activity."

11. Reflection groups: Identification and classification of soft skills that can be developed through non-formal activities

12. Presentation and discussion:
The effectiveness of personality tests for the awareness of young people, to improve their Soft skills, and how to use these tools to follow and assess the soft skills of the beneficiaries of non-formal activities Reflections in intercultural groups: "The role of peer group to identify and realize the evolution of soft skills in youngsters"



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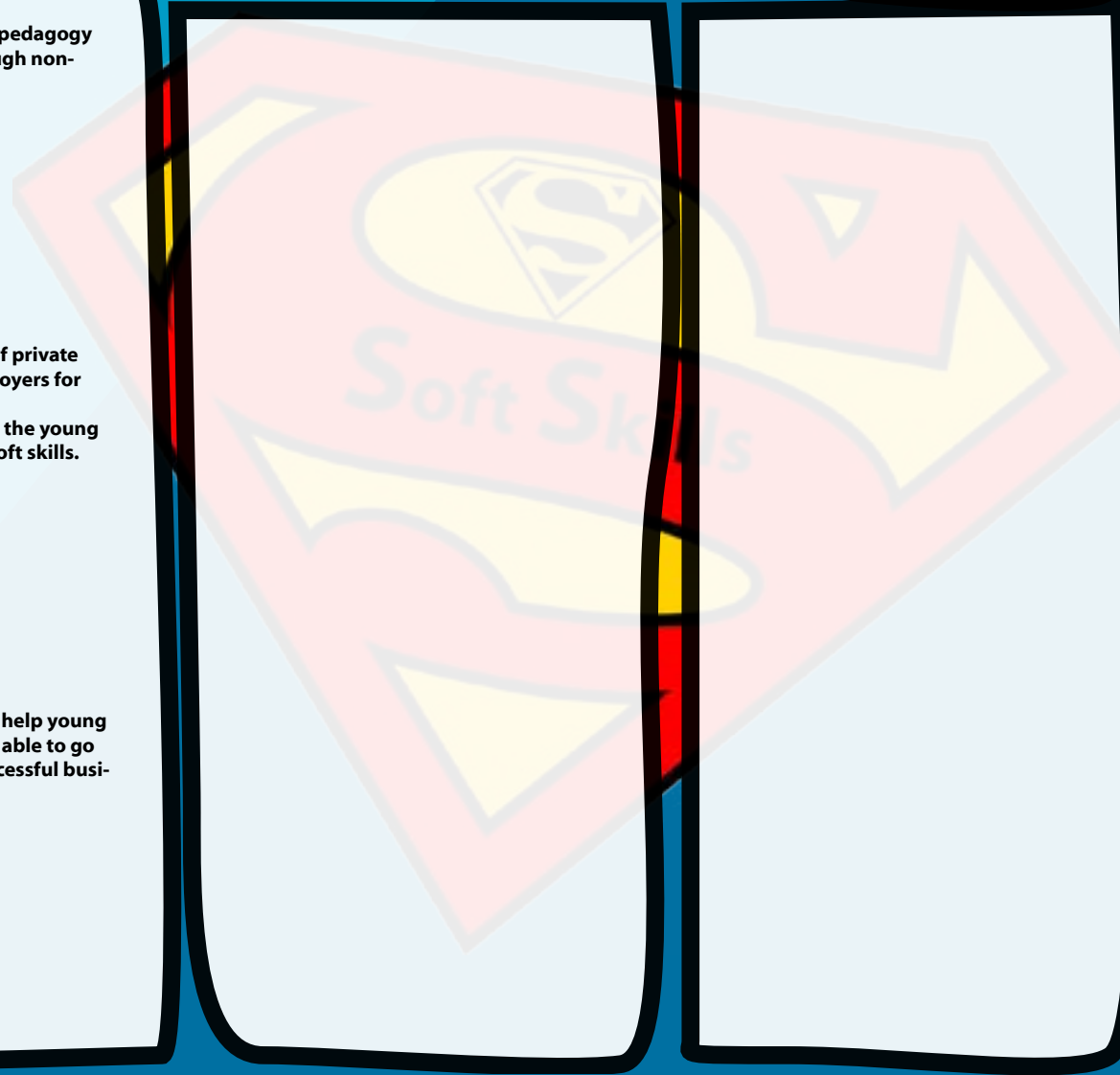
Comments/Impressions

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13. Workshop: Conceptualizing a common pedagogy to develop soft skills of young people through non-formal activities

14. Discussions with heads of recruitment of private companies: The soft skills required by employers for recruiting new staff
- Reflection groups: The profile required for the young who wants to be entrepreneur in terms of soft skills.

15. Reflection groups: How civil society can help young people to develop the basic soft skills to be able to go from concept to creation, and to have a successful business in the future.



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16. Reflection groups: "Innovative approaches to create our soft skills portrait"

- Presentation and discussion: The ways of proving these soft skills in an interview in professional recruiting.

- Presentation: Different types of CV including Euro Pass CV.

Reflection in intercultural groups:

* How to help young people to bring up their soft skills in their CV

* Innovative Methods to write a CV using ICT

17. Reflection groups: Critical look at the local, national and European instruments for the recognition of soft skills of youngsters beneficiaries of non-formal activities.



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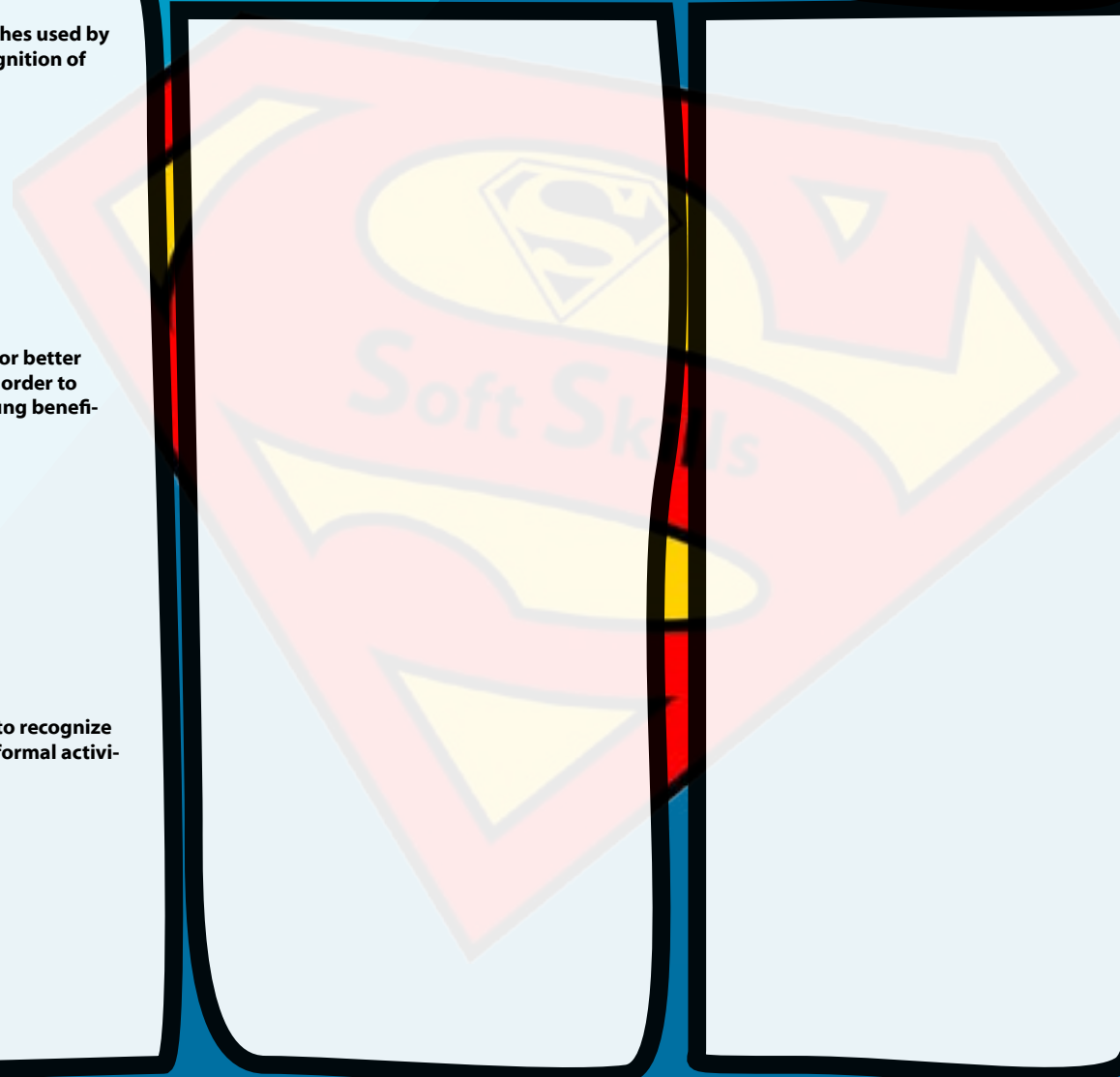
Comments/Impressions

Any additional comments or feelings you have?

18. Presentations and discussions: Approaches used by partners to assign instruments for the recognition of soft skills, including youth pass

19. Reflection groups: Methods conducive for better preparation of the Youth Pass certificate, in order to show better soft skills acquired by each young beneficiary.

20. Reflection groups: Innovative methods to recognize soft skills acquired by beneficiaries of non-formal activities.



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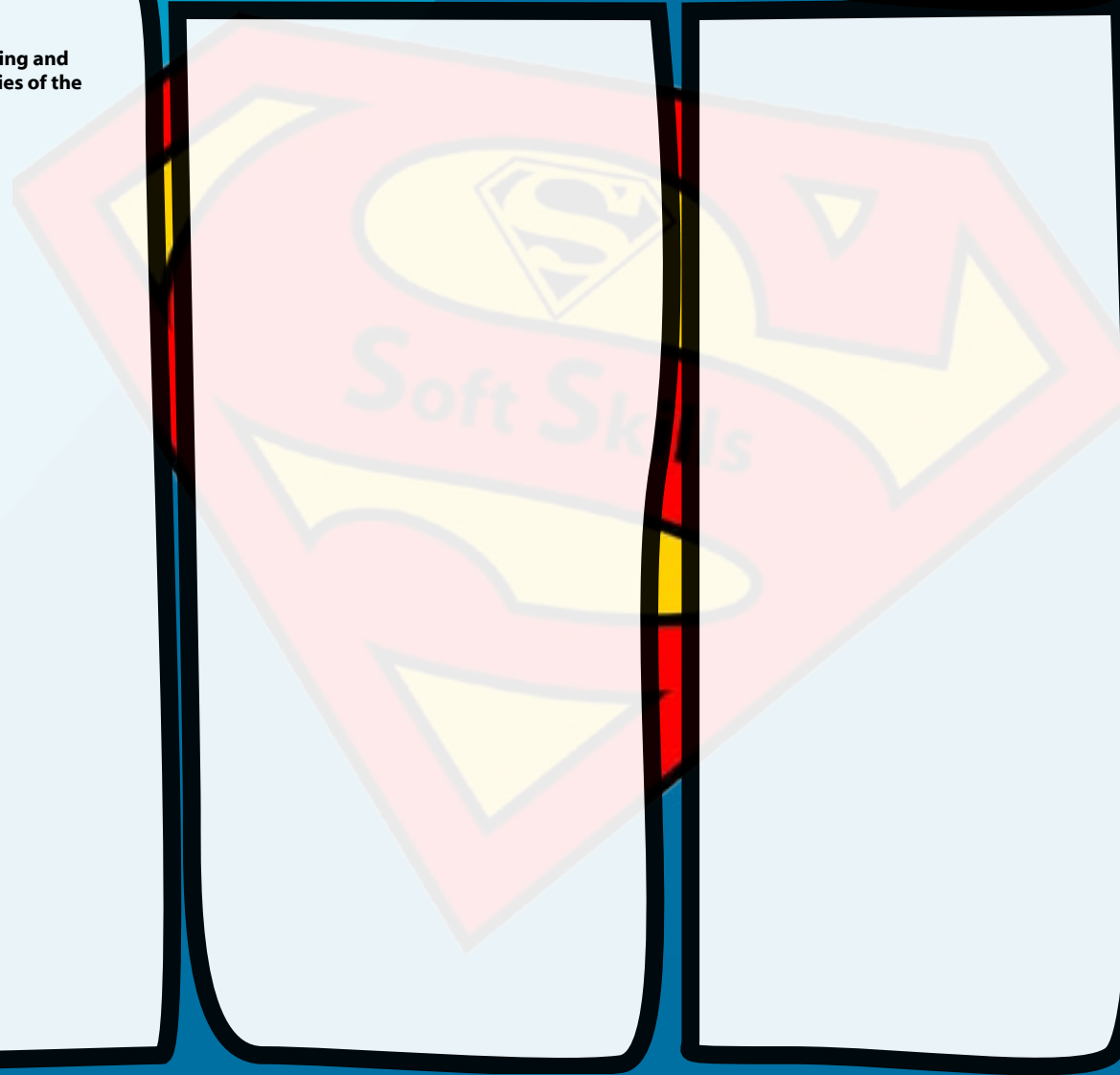
Which competences have you achieved from each activity?

Comments/Impressions

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21. Creation of an innovative tool:
Tool that will facilitate developing, monitoring and evaluating of soft skills of young beneficiaries of the non-formal activities.

22. Other



Acquired skills and competences 1

Communication in Mother Tongue

- the ability to express thoughts, feelings and facts in words (oral/written)
- to be able to interact linguistically in an appropriate way

Communication in Foreign Language

- the ability to express and understand in a foreign language according to your needs
- a positive attitude towards cultural differences and diversity
- curiosity in languages and intercultural communication



Mathematical Competences and basic competences in Science and Technology

- the ability and willingness to use mathematical modes to deal with problems and challenges in every day life
- the ability and willingness to use knowledge to explain the natural world, to identify questions and to draw evidence based conclusions

Learning to Learn

- how to organize your own learning
- to be able to deal with obstacles
- being able for your own learning
- to evaluate /assess the outcomes of your learning

Taking into consideration your learning objectives and your experience during the exchange / training, look at these 4 learning competences and if you think you have acquired skills and competences in relation to them, write a few sentences about these. Try beginning each of your answers using these examples: I feel more comfortable now... / I found out... / I learned... / I feel confident... / I made progress... / I'm able to... / I know now how... / I developed... / I have a clear view now.

Acquired skills and competences 2

Digital competences

- is about the confident and critical use of Information Society Technology
- basic skills to use computer and Internet

Interpersonal, Intercultural, Social and Civic competences

- the ability to communicate in a proper way with friends, family and colleagues
- to be able to deal with people from all kind of different backgrounds
- to be able to deal in a constructive way with conflicts
- knowledge about what is going on in your village, city, country, Europe and the world
- knowledge of concepts/ideas of democracy/citizenship/civil rights
- your participation in civil life



Cultural expression

- to appreciate the importance of creative expression of ideas, experiences and emotions
- everything which has to do with media, music, performing arts, literature and visual arts

Entrepreneurship

- the ability to turn ideas into actions
- to be creative and innovative
- to dare to take risks
- project management

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