

# ProfilPASS

KICKSTART YOUR CAREER!



KNOW YOUR STRENGTHS | USE YOUR STRENGTHS

ProfilPASS  
CORE

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# INTRODUCTION

## YOU CAN DO MUCH MORE THAN YOU THINK!

### Welcome to the book of your life!

Congratulations on deciding to fill out your ProfilPASS and for being ready to look back at your life, discover your own competences and set a course for your future.

The ProfilPASS identifies skills, knowledge and qualities you have obtained during your whole life — by going to school, working, volunteering, pursuing your hobbies or doing some other tasks within your family or elsewhere.

The ProfilPASS has chapters that will guide you on a journey through your life and help you see what you have achieved. At its beginning, you will be asked to describe your life in general ([My Life](#)) and then you will move into analyzing your activities ([My Activities](#)). After that, there is a chapter on qualities ([My Qualities](#)) and one in which you summarize competences you have recognized ([All My Competences](#)).

An important question is how you are going to treat your findings and use them for your future. That is why the ProfilPASS has a chapter dedicated to planning your next steps ([My Future](#)), followed by another one on career exploration and job searching ([My Applications and Documents](#)).

You will use this workbook with the help of a trained counsellor who will issue you a ProfilPASS Certification of Competence after you have identified your strengths.

We wish you success and feelings of joy and pleasure once you become aware of great many things you did not know about yourself!

## HOW TO USE THIS PROFILPASS

Hi! My name is Sasha and I will be your moderator in this ProfilPASS. My comments will help you navigate through parts of this workbook.



The ProfilPASS is a workbook that is issued with the support of a trained ProfilPASS counsellor. Here are a few tips to keep in mind as you embark on a journey through your own life.

- » Before you start to fill out your ProfilPASS, learn about its goals and purpose.
- » Talk to your counsellor about your own expectations and goals. Make sure you understand what you will do and what your counsellor will do.

### What are your expectations of the ProfilPASS?

- » Look at the table of contents and chapters you will work on.
- » Once you reach the "[My activities](#)" chapter, make sure you understand the four steps you need to take in each activity field .
- » 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 examples provided by John and Anna for some ideas and inspiration.

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



Hello! I'm John, and I'm 19. I've finished elementary school, but due to my parents' illness, I haven't gone back to school since. I want to master a craft that will earn me a decent salary to raise my own family, so I've completed my ProfilPASS.

Hey! I am Anna, and I'm a 26-year-old mom. My life changed when I became pregnant and had to leave university. I was a full-time design student and now I am a full-time mom. I do want to build a career of my own and that's why I'm here.



# THIS PROFILPASS BELONGS TO



First and last name

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Address

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Date of birth

Phone number

---

E-mail

---

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

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First and last name of the counsellor

Counsellor's contact

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# GLOSSARY

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

**SKILLS** 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.

**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.

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

**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, neighborhood and other communities.

**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.

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

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



I have learned a lot about the needs and health of a baby.  
(KNOWLEDGE)

I am hardworking, patient and curious.  
(QUALITY)



I can manage my time efficiently.  
(SKILLS)



## MY LIFE



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

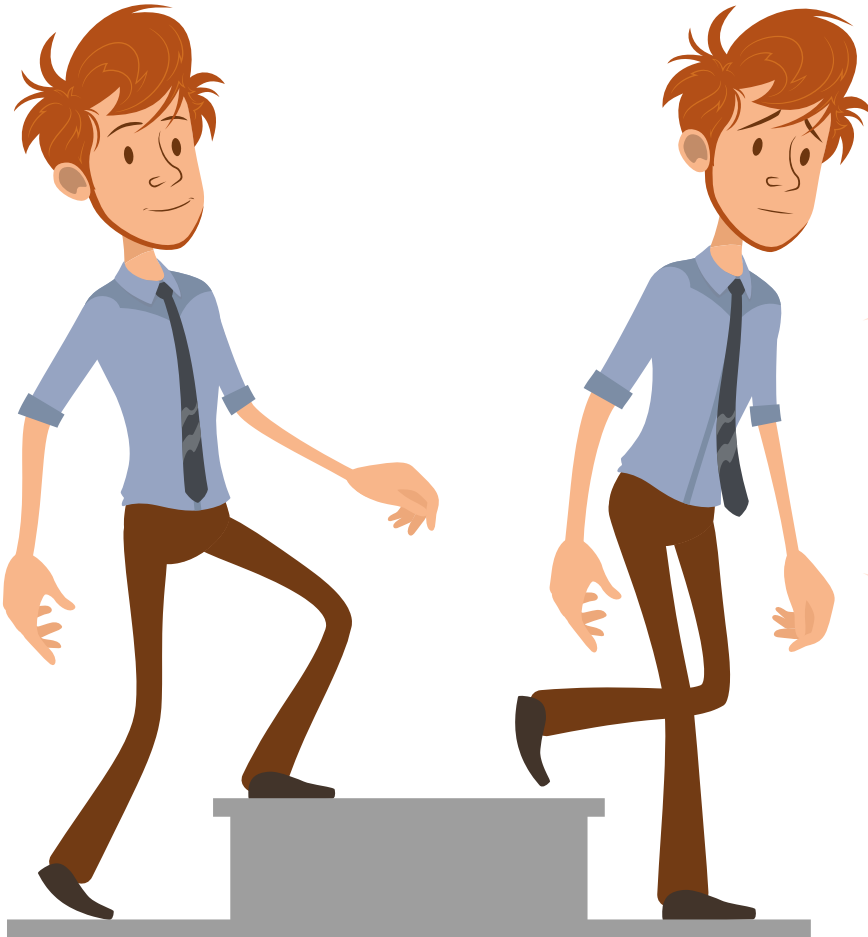
What has happened  
in your life so far?

What does your life  
look like today?

Which people are  
important to you and  
which activities?

What does a typical  
day in your life look  
like?

## MY LIFE SO FAR



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

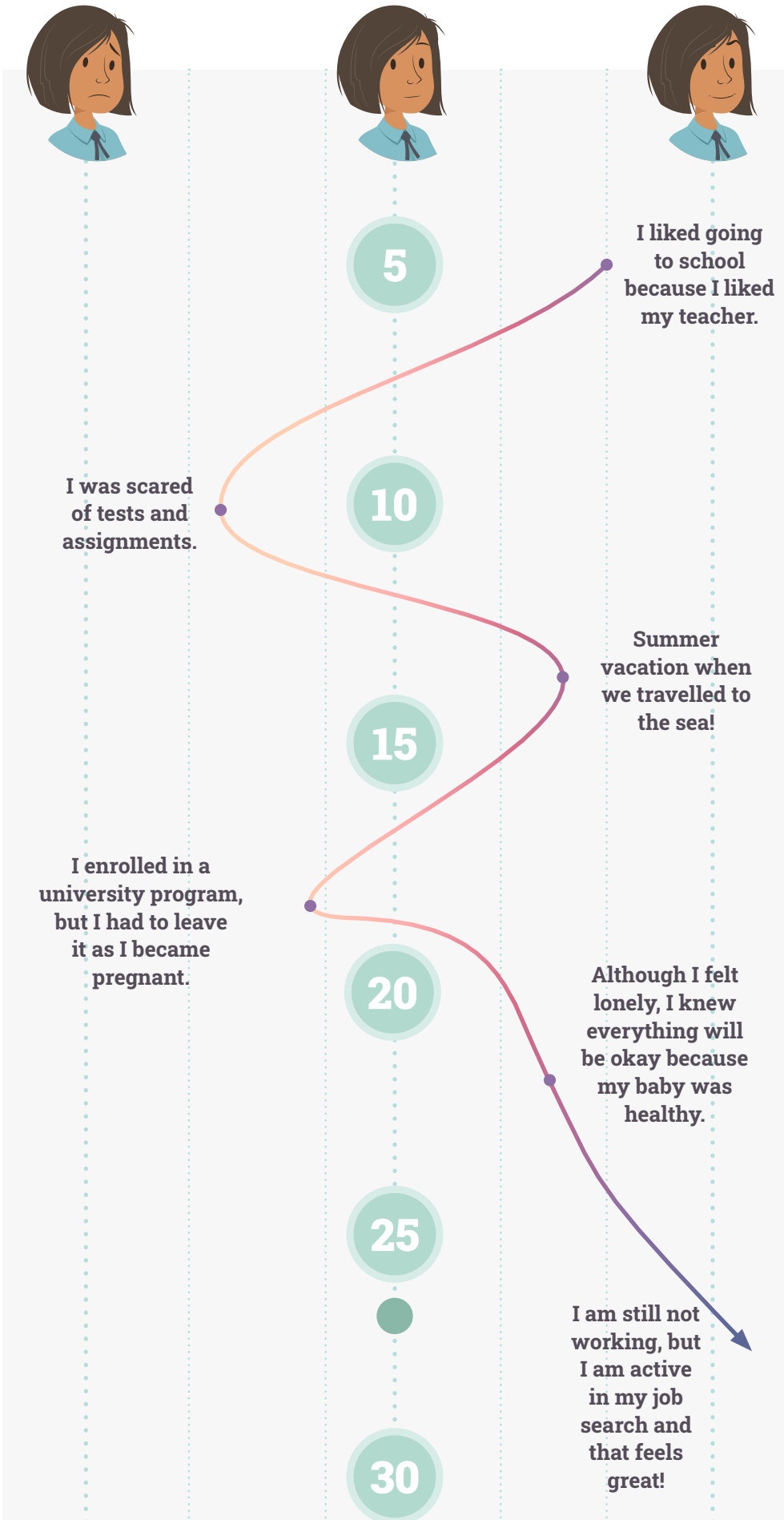
Using the Lifeline on the following pages, illustrate what has already happened in your life and how you feel about those events.

**TRY TO REMEMBER  
THE MOST  
IMPORTANT EVENTS  
IN YOUR LIFE.**

What events were nice?  
What do you like to  
remember?

Which events would  
you rather not  
remember?





Here's what my Lifeline looks like. At first, it was hard to remember what I did when I was 5, but then I loved thinking about all my memories! Ups and downs, but they all made me who I am!



5

10

15

20

25

30



Circle the number indicating your age. 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, since your childhood until today. They can even be average.

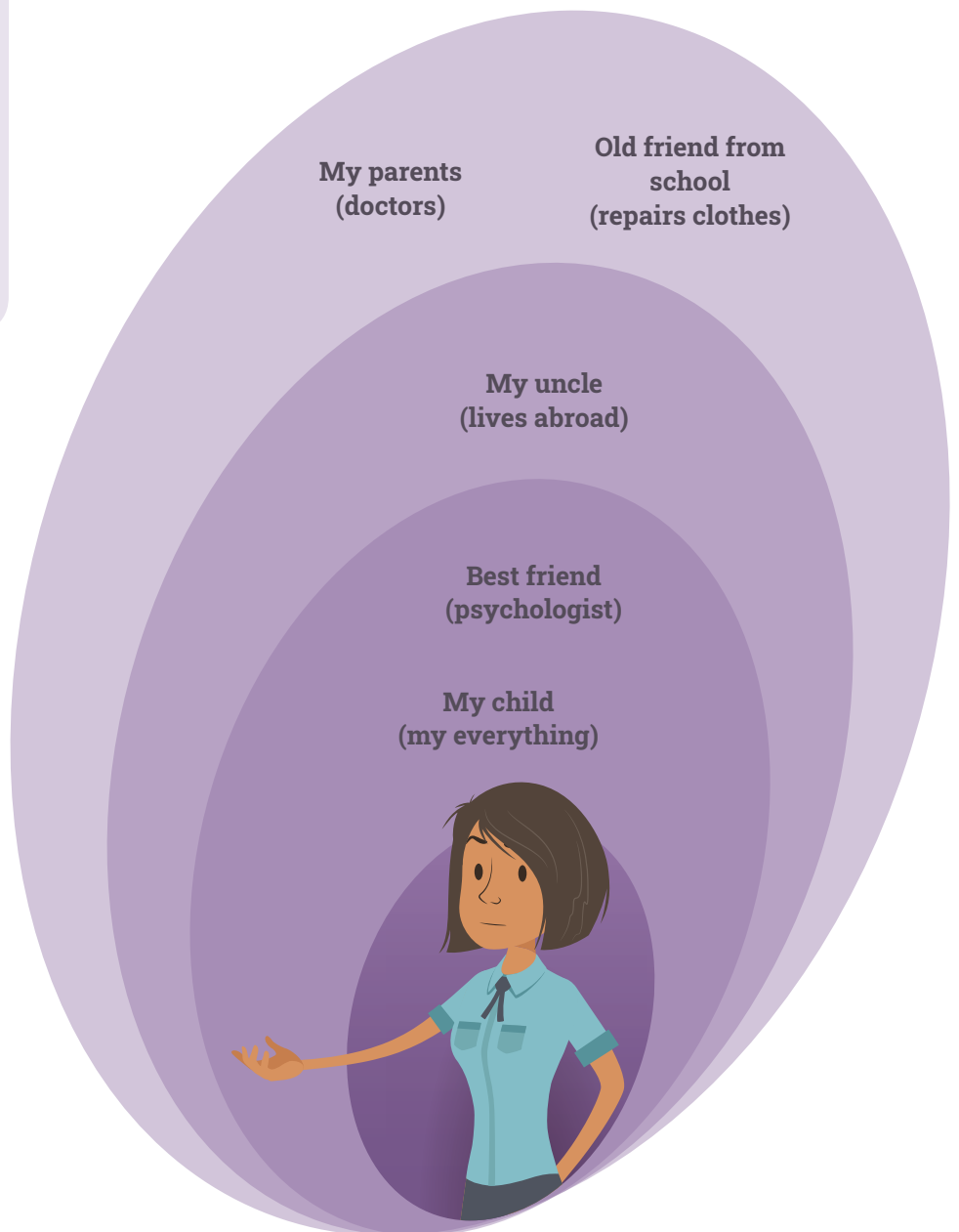
**Then, write or draw the most important events and situations on this chart.**

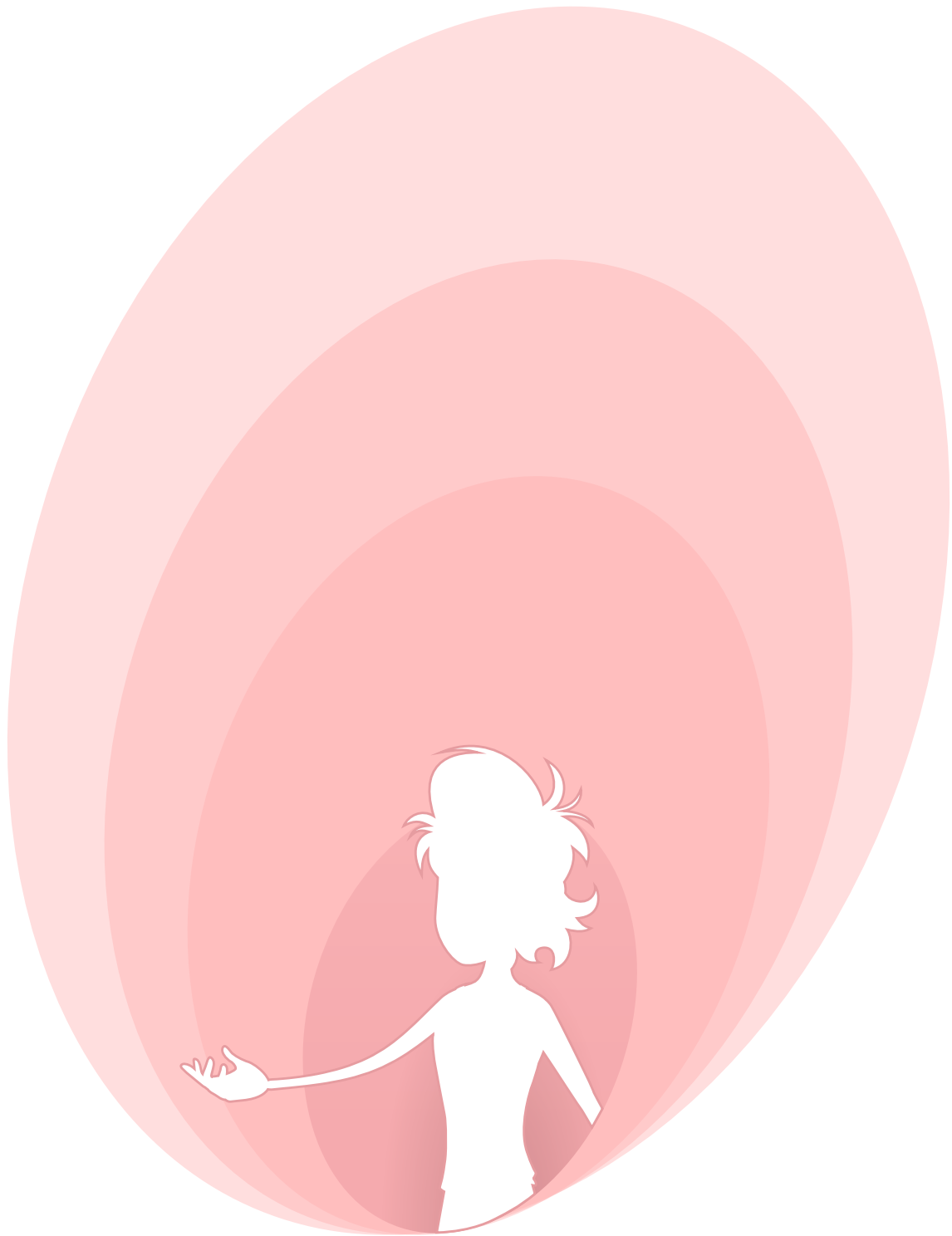
# MY SOCIAL NETWORK

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.

Here is how I filled my circles. My child is the most important person for me so I placed it very close to me, in the center of my circle. My relationship with my parents is not as close so I placed them in the most distant circle.





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

Put a 😊 next to their name/symbol!

What would you like to be different? Would you add, move, or remove any symbol/name from the chart?

Put a ★ next to it!

## A DAY OF MY LIFE

You are now asked to describe a day of your life using a table below. Take a look at this example first.

Place or situation	What did you do? What have you experienced?	Who participated in that?
At home	I had breakfast with my family. After that, I decided to go to the Employment Services Office and check if there are any new job ads.	My family members
On my way to the Employment Services Office	I met my friend, who told me that our high school is organizing a free training for warehouse workers.	My friend Mark
At the Employment Services Office	A counsellor at the Employment Services Office showed me several job ads. I took the application materials and I'll look at them at home.	Counsellor at the Employment Services Office
On my way back from the Employment Services Office	I went to my high school and decided to apply for the training for warehouse workers.	
At the high school	I applied for the training because the conditions they offered were great.	School secretary
On my way home	I met a friend from elementary school and we decided to grab a coffee and chat for a while.	Elementary school friend Stephan
At home	I looked at several job ads I brought with me, and I decided to apply for two of those.	
At home	I called my friend Mark and thanked him for the information about the training.	My friend Mark

Here is what my day looked like!



Think back to a day in your life which you consider to be typical and you can remember well. It is not important if you went to school, if you had work or if it was a weekend.



Place or situation	What did you do? What have you experienced?	Who participated in that?

Think about what happened that day. Begin with waking up, and write down all places or situations, what you saw and experienced, and who else took part in that.

What was particularly good or fun on that day?

What was not good, and what would you change?

You handled all these situations because you have qualities and skills to deal with them. With the ProfilPASS, you will discover what those skills and qualities of yours are!

## MY ACTIVITIES



THE FOLLOWING  
ACTIVITY FIELDS ARE  
COVERED IN THIS  
CHAPTER:

1. Life at home, family and caring for others
2. Hobbies, interests and free time activities
3. Education
4. Previous job-searching experience

5. Work experience, volunteering, and internships
6. Participation in projects, workshops, courses and training activities
7. Extraordinary circumstances
8. I also want to address...

## MY ACTIVITIES

Do you know what you can achieve?  
You can achieve much more than you think!



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 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 1

#### 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.





## STEP 2

### 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...  
...completed...  
...made...  
...helped...



**I participated** in a project for single mothers.  
**I made** a shirt for my child.

**I completed** eight grades in school.  
**I helped** my parents with daily activities.



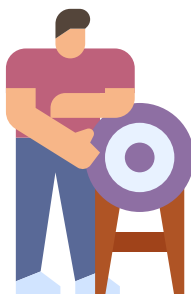
Keep in mind that a seemingly simple activity can contain a larger number of individual actions.

If you are unsure of what skills and knowledge are, look at the [Glossary](#) of this ProfilPASS.

## STEP 3

### Extract skills and knowledge

Look at actions you named and rephrase them using the following statements:  
„I am able to...“  
„I can...“  
„I know how to...“  
„I have learned how to...“



**I am able to** express my ideas aloud in public.  
**I can** manage my time efficiently.  
**I have learned how to** exercise my rights.



**I know how to** offer first aid to elderly.



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

## STEP 4

### Evaluate your skills

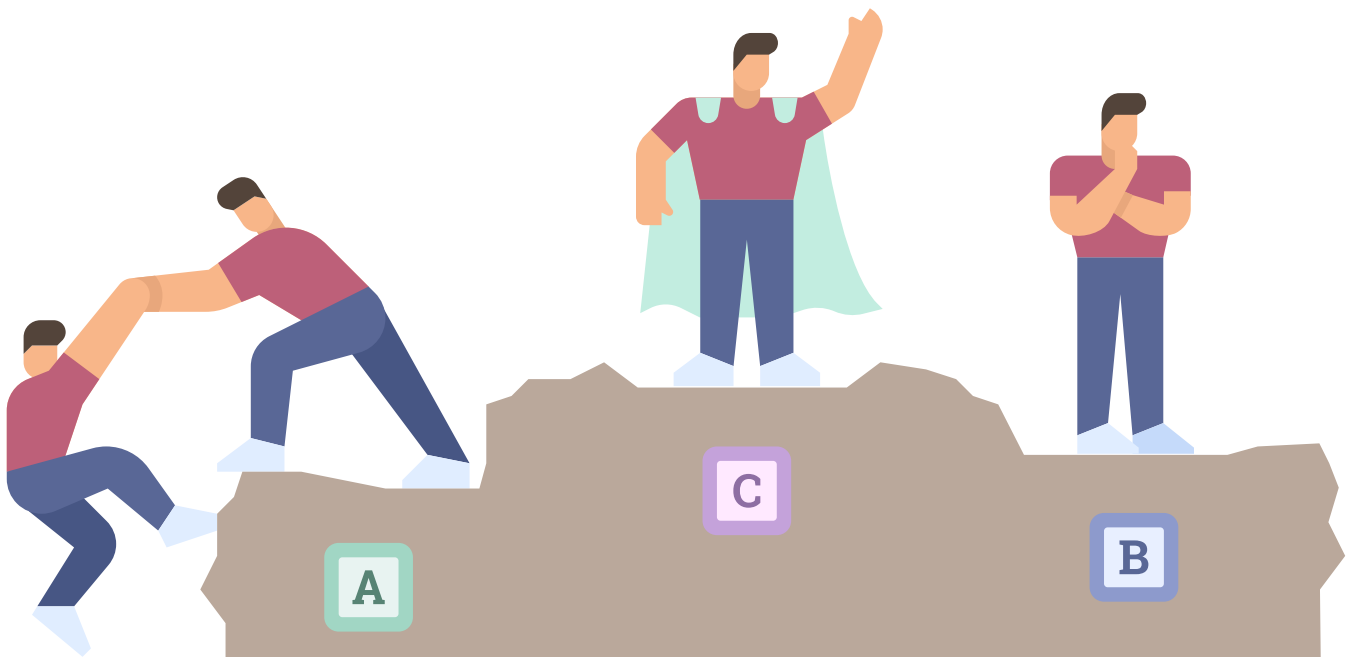
Skills, or the „know-how“, are usually the ones starting with: „I am able to...“ or „I can...“.



Evaluate your skills 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.

Life at home, family and caring for others

Hobbies, interests and free time activities



Education

Previous job-searching experience

Work experience, volunteering, and internships

Participation in projects, workshops, courses and training activities

Extraordinary circumstances

I also want to address...

# LIFE AT HOME, FAMILY AND CARING FOR OTHERS

Did you ever take care of a sick family member, or of a friend who needed support?

Do you maybe care for or assist someone else around you? In which way?

Are there children in your family that you take care of? How do you feel about that?

Do you have a pet? How do you take care of your pet?

How much time per week do you spend with your family and friends?  
Do you participate in chores at home?

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## 1. IDENTIFY THE ACTIVITY

Activities at home and taking care of one's family are often taken for granted, but they do require planning, organizing and applying different skills.

Remind yourself of tasks you complete at home, with your family.

My parents became ill and I started taking care of them and of our home. That's my routine now.



At home, I complete the following tasks:

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In my family, I take on these activities:

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Which tasks at home and in your family do you find interesting? Which ones do you not like?



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My family is often a big challenge for me. Raising my son is my main full-time job!

## 1. IDENTIFY: TAKING CARE OF MY CHILD (ANNA)

### 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 make sure my son gets his meals at regular times.	I can manage my time efficiently.		X		
	I have learned a lot about the needs and health of a baby.				
I plan our meals, buy groceries and prepare our food at home.	I am able to make and adjust plans.			X	In school
	I can manage a budget.		X		
	I know how to find information.			X	For sewing
	I can improvise.			X	When playing with my child
I regularly sew clothes for my child to make sure it is the right size and it fits well.	I know a lot about materials and which ones are appropriate for different clothing.				
When sewing, I adjust given patterns to make them appropriate for my kid.	I can follow instructions.			X	When cooking
	I am able to make decisions based on several sources of information.		X		
I use a sewing machine at home.	I am able to operate a sewing machine.			X	Industrial machines
	I can use the Internet to find the information I need.			X	With my child



# HOBBIES, INTERESTS AND FREE TIME ACTIVITIES

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 and which are negative sides to having that hobby?

Do you have a hobby or more hobbies? How important is it to you? What are your interests? What do you do in your free time? Do you use technology for that?

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Each of those activities is an opportunity to learn, to obtain new skills, or develop our professional interests.

## 1. IDENTIFY THE ACTIVITY

Think into the past as much as you can remember. It does not matter when or how long ago it was that you had a hobby.

In my free time, I design and make wooden items, like canes for elderly. My parents love using them, and I really enjoy do-it-yourself projects! I even use social media and some web sites to show my work to others!

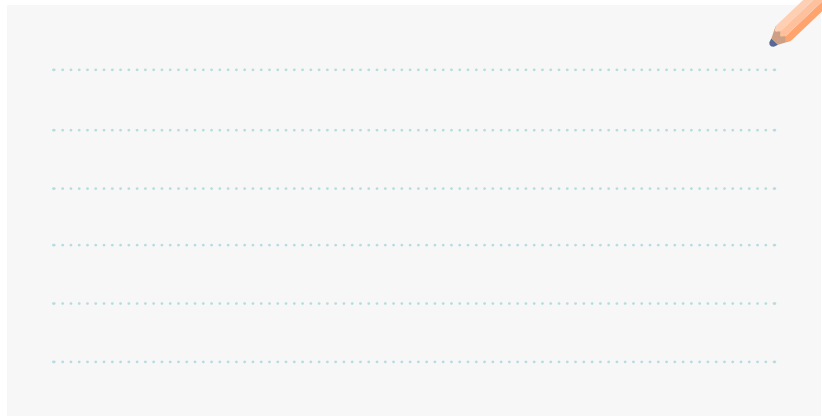


Write down all your free-time activities which are important to you.

Certificates of participation, Rewards, Diplomas and Letters are valuable parts of your documentation and you should collect them.

Hobby / Interest	Activity, Success, Reward, Impressions

Describe when and how you started with your hobbies. What particularly interests you and motivates you? Why?



### 1. IDENTIFY: MAKING WOODEN PRODUCTS (JOHN)

#### 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 imagine what I want to make, then I draw it, find materials, and I make it.	I can make my ideas come true.			X	When I cook, when I plan the day for my parents.
	I am able to find alternative solutions.		X		
I post pictures of my work on my social media pages.	I can create content and promote services through social media.		X		







# EDUCATION



I learned a lot at the elementary school, but I also met friends who helped me a lot when I needed help. I was a good student, and I loved math!

Remember the time you spent at school. What did you like and what did you not like?



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## 1. IDENTIFY THE ACTIVITY



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

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

Write the information about your education in this table.

School	From – to (years)	Type of diploma

As you went to school, you might have been a member of different clubs, projects, or initiatives. Have you taken part in something similar? Which subjects did you find interesting, and which not? Why?

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

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 education?

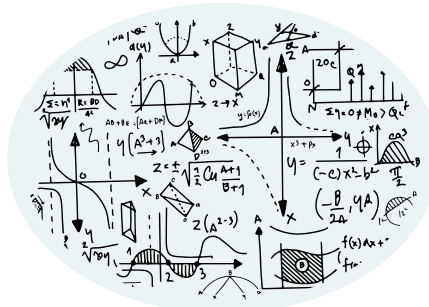
### 1. IDENTIFY: DOING MATH (JOHN)

#### 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 always solved math problems first and competed in math.	I can perform basic calculations.			X	At home, when I calculate our home budget
	I can solve logical problems easily.			X	When I solve puzzles online





# PREVIOUS EXPERIENCE IN JOB-SEARCHING

Which resources did you use to find information about potential jobs?

How independent were you, and how much did you rely on the support of others?

Do you have any experience in looking for a job in any field?  
Did you job search on your own, or did you have someone helping you?

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Looking for a job is a job itself! We can job search in person, online, with an employment center or with a counsellor.

## 1. IDENTIFY THE ACTIVITY

Remember when and how you looked for a job. Keep in mind—those can be any jobs, seasonal, temporary, or other, which brought you some income. They do not have to be in your career field.

Activities in job searching	From – to (date or year)



I've tried to connect with some sewing stores and create clothes for them. I wrote my own CV and sent my sketches to three stores, but I only heard back from one of them. I am still looking for a job.

It is very important that you analyze your previous experiences in job searching so you could find ways to improve and become better at it.

Describe how you tried to find a job for yourself and how you felt in that process.

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Other people can support you by proof-reading your CV and Cover Letter or introducing you to potential employers.

Look back at My social network and think if any of these people around you can be a helpful resource for you in the future.

Did you research which skills and knowledge you need to have for the jobs you applied to?

How did you present yourself to the employer?

### 1. IDENTIFY: LOOKING FOR A JOB (ANNA)

#### 2. DESCRIBE THE ACTIVITY

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

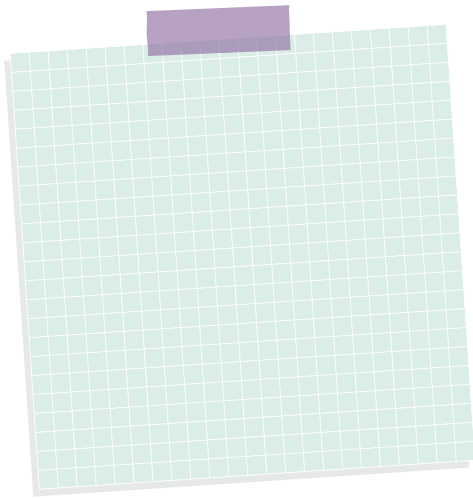
#### 4. EVALUATE YOUR SKILLS

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'm still looking for a job.	I am able to use different sources of information.		X		
	I can ask for help when I need it.			X	When I had doubts about raising my child





# WORK EXPERIENCE, VOLUNTEERING, AND INTERNSHIPS



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.

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While you went to school, you might have participated in an internship or in some fieldwork, and gained some practical experience. In other words, by putting your knowledge into practice, you've gained and improved your skills!

How do you see work in general? What was important to you while you worked? What did you not like? Why?

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I worked on farms during the summer. I picked fruit and I learned that even jobs like this can be interesting.

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

## 1. IDENTIFY THE ACTIVITY

Write about your previous work experience, internship, or volunteering experience in the chart below.

Work / Internship / Volunteering experience	From – to (month, year)	Your role



## 1. IDENTIFY: PICKING FRUIT (JOHN)

### 2. DESCRIBE THE ACTIVITY

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

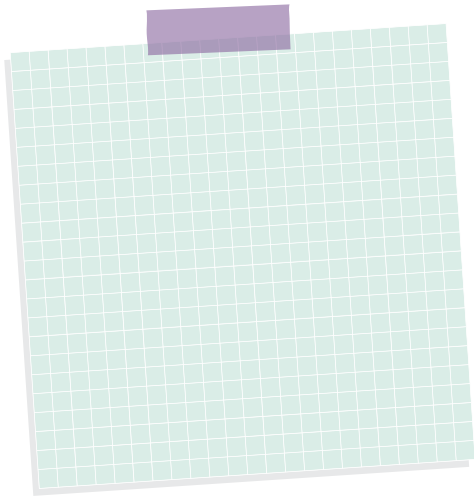
### 4. EVALUATE YOUR SKILLS

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 picked fruit with four other people, who became my friends.	I can effectively work in a team.			X	Teamwork in school when we made posters
	I know how to take care of my body.		X		





# PARTICIPATION IN PROJECTS, WORKSHOPS, COURSES AND TRAINING ACTIVITIES



Projects, workshops, courses and training activities can be organized by individuals, schools, other institutions, organizations and agencies. Did you participate in any of those as you went to school or after that? Did your parents enroll you in some?

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These are great chances to gain valuable, innovative knowledge and skills. Since they facilitate group activities, they are also an opportunity to meet new people and develop new relationships with them.



A friend invited me to join a project for single moms. I've learned how to pursue my rights and I met other girls in the same situation as me.

## 1. IDENTIFY THE ACTIVITY

Did you ever participate in projects, workshops, courses or training activities? What did you do in those? Write about them in the chart below.

Name or topic of the activity	From – to (month, year)	What did you do?

You do not get a degree for these activities, but you might get a certificate or a diploma as a testament to your attendance.

What did you, and what did you not like in those activities? Why?

Did you stay in touch with people you have met through them?

### 1. IDENTIFY: PARTICIPATING IN A PROJECT ABOUT SINGLE MOTHERS' RIGHTS (ANNA)

#### 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 brought my son to a half-day workshop in which we talked about our rights.	I know what rights single moms have in my country.				
	I am able to express my ideas aloud in public.		X		
	I can communicate in English, verbally, and in writing.	X			





# EXTRAORDINARY CIRCUMSTANCES

Have you experienced something extraordinary in your life, something that made a big change for you? It can be both positive or negative. What did you think of first?

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## 1. IDENTIFY THE ACTIVITY

Think about situations that had an impact on you and brought about changes in your life. They might have tackled your behavior, qualities, how you see yourself and your environment. These situations can be turning-points in life, challenges in which we can recognize our strengths.



Unplanned pregnancy and giving birth to my child were very stressful, but also the most beautiful thing that happened in my life!

Extraordinary circumstances:

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My parents' illness led us to some financial difficulties. We live in the countryside, and I wasn't able to move to the town and continue my education. I always wonder how I could at least master a craft and work.



These situations are chances for us to learn and obtain new skills.



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How did you feel in these situations?  
Did you seek support from other people and in which ways?  
What was the biggest change for you then?  
What was positive and what was negative about it?

**1. IDENTIFY: ORGANIZING DAILY ACTIVITIES IN MY FAMILY AT HOME (JOHN)**

**2. DESCRIBE THE ACTIVITY**

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

**4. EVALUATE YOUR SKILLS**

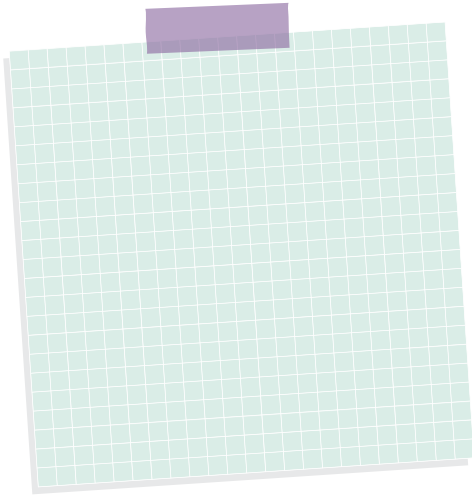
What was I doing? Which steps did I take?	What can I do? What did I learn?	Level			In which situations?
		A	B	C	
I managed to organize our family life well.	I can manage a budget.		X		
I was cooking for all of us at home.	I know a lot about diabetes and dementia.				
	I can set priorities.			X	When I worked on farms
	I can prepare healthy meals.	X			







## I ALSO WANT TO ADDRESS...



While you were analyzing previous activities, there might have been a topic we have not looked at. Which situation or event comes to your mind? Why is it important to you?

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Is there something important to you from the past, or from nowadays, that you also want to analyze?



I'd like to revisit the part about extraordinary circumstances and think about my family members more. After this process, I'm starting to understand how much I've learned from this all!

I'd like to talk about my plans to start my own family. I think I've already written about everything from my past that's important to me.



## 1. IDENTIFY THE ACTIVITY

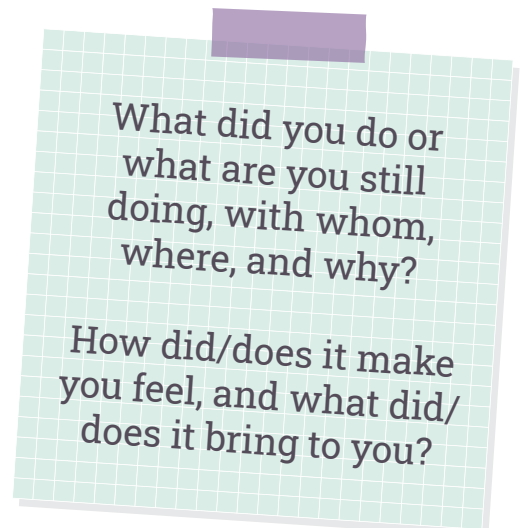
Describe these activities.

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**1. IDENTIFY: UNDERSTANDING MY PARENTS NOW (ANNA)**

**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 see my parents much differently now. I understand them better.	I can learn through self-reflection and observation.			X	Thinking about my education
	I am able to consider opposed viewpoints.		X		





## MY QUALITIES

In this part, you will assess your own qualities to find out what you are like and what you do like to do. Take a look at [My opinion: Self-assessment page](#) and think about yourself. Put checkmarks in that table to indicate what seems right about you.



If you remember any additional words that describe you, make sure you write them down!

## HOW DO OTHERS SEE ME?

It is interesting to know how other people see you as well. Choose a person you can trust, who knows you well and whose opinion matters to you. Ask them to fill out the [Another person's opinion: Assessment](#), marking what they think portrays you the best.

After they are done, compare your assessments. Take the time to talk about any differences.

It is always good to talk to friends and ask for their opinions. Sometimes we are too modest, and sometimes we think we can do more than we really can.

# MY OPINION / SELF-ASSESSMENT

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

## 'S OPINION / ASSESSMENT

(write the name of who is giving the opinion on the line)

YOU ARE...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
self-confident.				
responsible.				
hardworking.				
patient.				
tolerant.				
disciplined.				
persistent, You don't quit easily.				
accurate, You 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.				

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always in a good mood.				
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ready to take risks.				
empathetic.				
ambitious.				
indecisive.				
convincing.				
talkative.				
receptive to feedback.				
a quick learner.				
eager to help others.				
polite.				

# 'S OPINION / ASSESSMENT

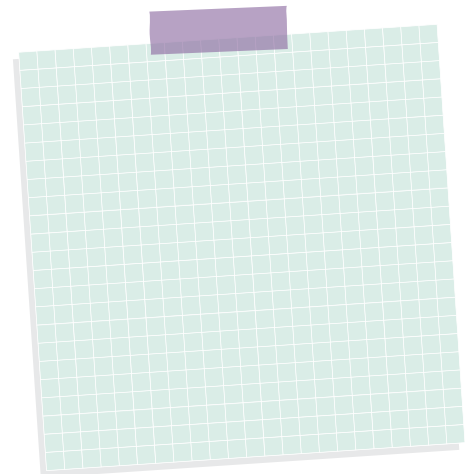
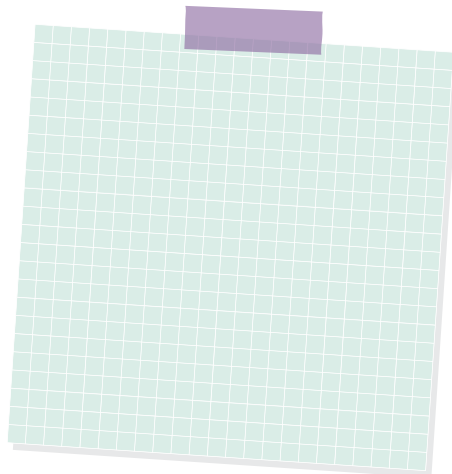
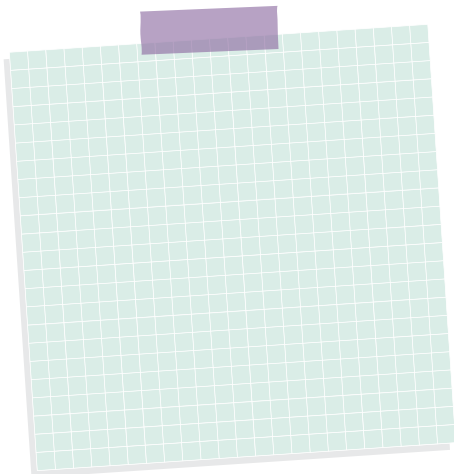
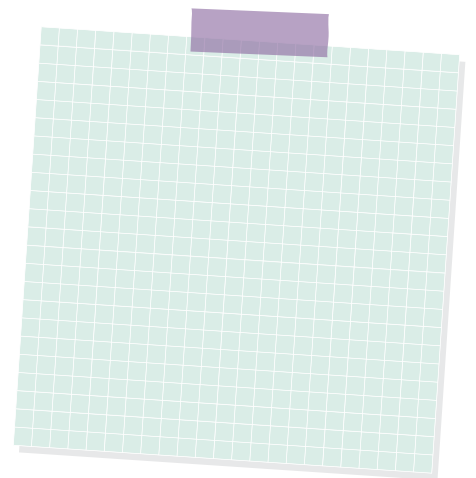
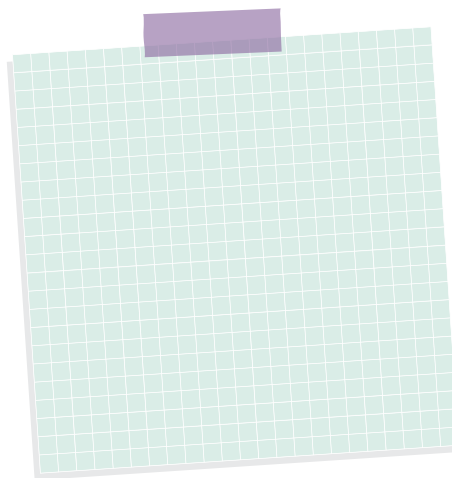
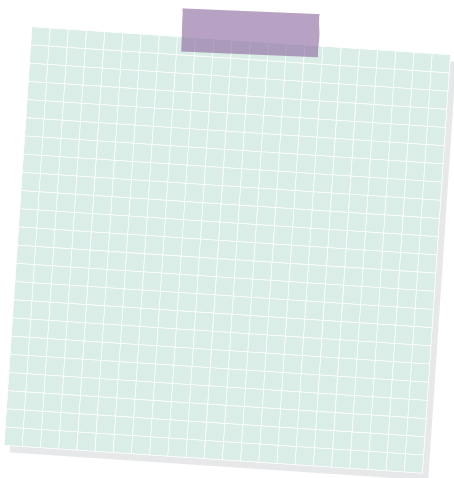
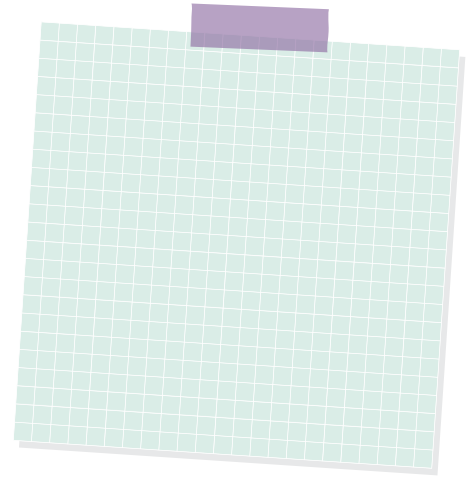
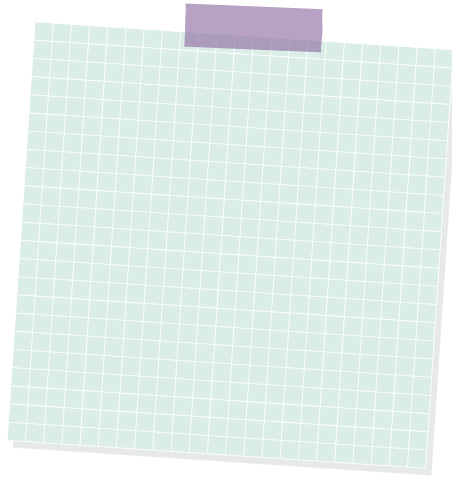
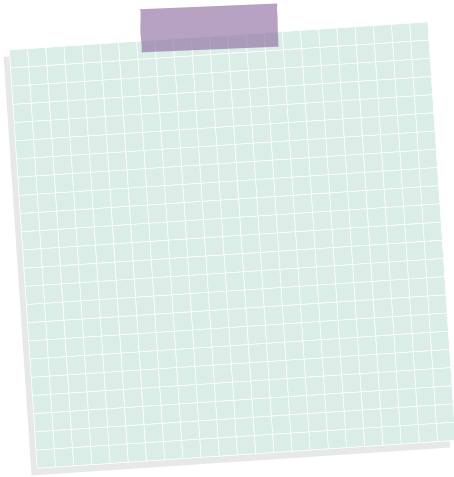
(write the name of who is giving the opinion on the line)

YOU ARE...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
self-confident.				
responsible.				
hardworking.				
patient.				
tolerant.				
disciplined.				
persistent, You don't quit easily.				
accurate, You do things precisely.				
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empathetic.				
ambitious.				
indecisive.				
convincing.				
talkative.				
receptive to feedback.				
a quick learner.				
eager to help others.				
polite.				



# MY SPECIAL QUALITIES

Look back at the [tables](#) you and others have filled in. Find those qualities that both you and others see in you. Write those down and note that these are your **special qualities**.



# LANGUAGES

As we meet people from other countries and cultures, we make our personalities richer. Travel when you can and be open to new learning and new experiences.

Cultural awareness and expression and multilingual competences are very valuable today. Think about your previous experiences. Even if they are normal and usual to you, they might have helped you gain some skills and knowledge!

Do you have friends or family members living in other countries?

Have you ever lived outside your country?

Have you ever been on a student exchange abroad?

What about languages? Note which ones you are familiar with on this page.

I have a friend from school who lives in France now and often tells me about his life there!



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!

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 the statements that apply to you below:

I read books in a foreign language.

I watch movies in a foreign language.

I translate for others.

# ALL 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.

Use the **blue color** for those skills which you want to improve.

Use the **red color** for those skills that you like to use and those that repeat themselves.

# MY SKILLS SUMMARY - AN EXAMPLE -



A



B



C

ACTIVITY FIELD	A	B	C
LIFE AT HOME, FAMILY AND CARING FOR OTHERS		I can manage my time efficiently.	I am able to make and adjust plans.
		I can manage a budget.	<b>I know how to find information.</b>
		I am able to make decisions based on several sources of information.	I can improvise.
			<b>I can follow instructions.</b>
			I am able to operate a sewing machine.
			I can use the Internet to find the information I need.
PREVIOUS JOB-SEARCHING EXPERIENCE		<b>I am able to use different sources of information.</b>	<b>I can ask for help when I need it.</b>
PARTICIPATION IN PROJECTS, WORKSHOPS, COURSES AND TRAINING ACTIVITIES	<b>I can communicate in English, verbally, and in writing.</b>	I am able to express my ideas aloud in public.	
I ALSO WANT TO ADDRESS...		I am able to consider opposed viewpoints.	I can learn through self-reflection and observation.





# MY QUALITIES AND MY STRENGTHS

Go back to the “My qualities” chapter, 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 **red color** in the “Skills summary” above.

A person does well what they do often!

The form consists of ten red rectangular boxes arranged in a circle around a central light blue circle. Each box contains a grid of 10 rows and 20 columns of small white dots, intended for handwritten text.





## 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 CAREER OR EDUCATION.**



## MY INTERESTS

As you were filling out your ProfilPASS, you wrote about what you did and what qualities you have. You have extracted and named your skills, knowledge and qualities.

Now is the time to think about what you are interested in, what is important for you and what you are proud of. By doing so, you will get closer to setting your goals for the future.

# I AM PROUD OF...

Think about which achievements of yours you are most proud of. That speaks about you as well.  
Write those down in each sticky note.

What is important to you today can be your guide into the future.

Life at home, family and  
caring for others

Hobbies, interests and  
free time activities



Education

Previous job-searching  
experience

Work experience,  
volunteering, and  
internships

Participation in projects,  
workshops, courses and  
training activities

Extraordinary  
circumstances

I also want to address...

Once you fill this page out, compare it to the [My activities – An overview](#).

I see how much I've gained from this counselling so far—I have a different view of my life now.

## I AM INTERESTED IN:



Mark topics that you are interested in. Then choose three of those, and rank them by their importance for you.

I like Do-it-Yourself projects, puzzles, and health.  
Now that I see this, I understand my interests are wide.



- Computers and technology
- Economy
- Society and life today
- Sports
- Body and health
- Do-it-yourself projects
- Art
- History
- Cultures, languages, and news in other countries
- Politics
- Puzzles or math
- Relationships or sexuality
- Environment and nature

What about these topics is interesting to you, and why?

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1. 

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2. 

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3. 

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The image shows three vertical dotted lines on a light grey background, intended for a future timeline activity. At the top of each line is a red silhouette of a person's head with spiky hair. The middle line features seven green circles spaced vertically, serving as markers for future events. The other two lines are blank dotted lines for writing.

## MY FUTURE LIFELINE

Dream! Think about your future. Where do you see yourself in 10, 15, or 20 years? Which events do you think are coming? Mark them on your Future lifeline.



Make your own Future lifeline! If you have doubts or questions, ask your counsellor for help.

## MY CAREER

Choosing the right career for you can be a challenging task. By now, you have learned what your competences and your interests are, and that is certainly helpful. However, you might still need to explore, research and make decisions to find a career that fits you.



I've always wanted to learn a craft and I'm good when making things manually, but I could also work in a company. Maybe there are more options which I don't know about yet.

Research gets half of the work done! This chapter offers questions to guide you through your career exploration.



## EXPLORING CAREERS

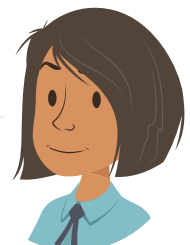
Sometimes, our ideas of different jobs and careers do not match with their realities. You certainly thought about working in some careers before, and there must be some that interest you more than others. It is good to gather information about them from different sources before making a decision to dive into one yourself. You can:

- » Search the Internet,
- » Talk to people working in those fields,
- » Attend „open doors“ events at schools or at companies,
- » Visit an employment fair,
- » Talk to career counsellors, or
- » Chat with your friends and family members.



If you are interested in a specific job or a career, look for people who are involved in it. Talk to them, and gather their first-hand input. You can use the questions on the next page as guidelines.

Maybe I could visit one of those sewing stores and ask workers there for advice. Perhaps they could tell me about their days at work and connect me with their colleagues who might be hiring.



When gathering information about a career or a job, think about the following:

### **Activities**

What is done in that job/career?

### **Competences**

Which competences are important for that job/career?

### **Work environments**

In which environments do people work with that job/career?

### **Specializations**

What can people specialize in within that job/career?

### **Similar jobs/careers**

What are similar jobs/careers?



If you have an idea of your dream job/career, picture it! Then try answering these questions and see if you like the answers.

## **IS THIS CAREER A GOOD FIT FOR ME?**

Are there activities within this career or job which I am already doing gladly and often?

Which competences of mine are important for this career?

What do I need to improve upon, learn, or obtain, in order to find a job in this field?

Can I picture myself in each of the work environments of this career?

Could I consider any similar careers?

After you've thought about these questions, it might be good to discuss them with your ProfilPASS counsellor too. Talking usually helps us understand our ideas better and make more sense out of them.



# MY GOALS AND NEXT STEPS

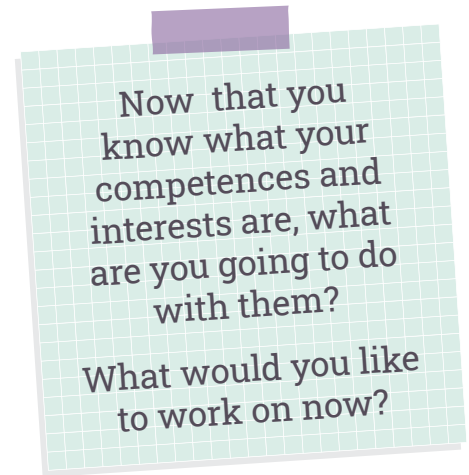


With a goal in mind, the slowest will advance faster than the fastest without a given goal.

Mark an area in the list below which you'd like to focus on in the near future. Talk to your ProfilPASS counsellor about why that is important to you.



Look back at [My skills summary](#) chapter of ProfilPASS and find your skills evaluated with A. Those might be something you'd like to work on in the future.



- Your education
- Finding a job
- Getting into some training
- An activity you do in your free time
- Something you do with family and friends

On the following pages, you are asked to formulate a realistic goal and plan your future steps towards it.

## WHAT ARE YOUR GOALS?

Think about your wishes, interests, and what you identified as important to you. Write down your goals. What do you want to achieve in the future?

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I want to have my own store, sell wooden products that I make, and make other people's lives easier.





Formulate your goal in positive language; it's about what you DO want, and not about what you don't want.

Decide which goal is the most important to you now and describe it here.

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---

A store like this would allow me to earn some money by doing what I really like! I could make items such as canes that help the elderly in their daily lives.



## HOW TO ACHIEVE THESE GOALS?

Now that you know what your goals are, it is time to plan how you can achieve them. Here are some questions that can help you do so.

Can I achieve this goal by myself and with the resources I have available?

Whose help do I need to achieve this goal?

What tools and resources (e.g. computer, printer, money...) do I also need to achieve this goal?

What could stand in my way of achieving this goal?

Do I have a clear idea about what everything would look like if this goal was achieved? Explain.

Do I know how achieving this goal would impact my environment? Explain.

## NEXT STEPS

It's always useful to break your goals down into the next steps you will need to take. You can use this list to make a review of those steps and assign a due date for each step.



Don't forget about other aspects of your life which may be affected by the changes you make. Keep them in mind as you decide on the timeframe.

Next week, I will...	By when? / How much time will I need?
Ask my counsellor at the Employment Services Office for guidance and help to start my own store.	By next Friday.

Next week, I will...	By when? / How much time will I need?
In the next four weeks, I will...	
In the next three months, I will...	
In the next six months, I will...	
In the next year, I will...	

## MY APPLICATIONS AND DOCUMENTS

If you want to apply for a job, a training, an internship, a scholarship or for school, you usually need to submit:

1. **Your CV,**
2. **A cover letter,** and
3. **Proof of your qualifications,** if you have any.



If you don't have any other proof of your qualifications (certificates, diplomas, references, etc.), that's okay! You then focus on writing your CV and your cover letter well.

Upon completion of the counselling with the ProfilPASS, your counsellor will issue you a ProfilPASS Certification of Competence, which is a great document to add to your applications as proof of your qualification. It is also good to ask a teacher, a coworker or a manager for a **recommendation letter** if you have a chance to do so.

This chapter will also address how to behave in an interview and remain professional.

## MY CV: A SUMMARY OF MY QUALIFICATIONS AND COMPETENCES



Make sure you save your certificates of participation, diplomas, letters of recommendation, etc. for future use, both in hard-copy and in a digital format.

CVs, Cover Letters, and other relevant documents are usually sent electronically in PDF formats, as email attachments, unless otherwise instructed.

A CV (*Curriculum Vitae*) is a document that lists all important **skills, knowledge, qualities** and **qualifications** of yours. It includes a review of important **events** in your life, such as school, vocational training, studies, different work experience and further education.

CVs come in a number of formats with a different structure. Most applicants write their name, address and contact information first. Then they list events from their lives in **chronological** order, starting with the most recent one. Some people list their education first, and some prioritize their work experience.



Looking back at the All My Competences chapter in the ProfilPASS was very useful when I was writing my CV and Cover Letter!

A good CV needs to show information in a clear, transparent way, and make it easy for the reader to **quickly understand** what the applicant's interests, competences and qualifications are.

Use these guidelines and examples below to write your CV. In Europe, the Europass is a CV format that is widely spread and accepted. You can find it and make your own Europass CV here: <https://europass.cedefop.europa.eu/>

Every CV is different because every person is unique in their life experience. Look at the next pages for examples of CVs!



## John Doe

South Road 14

12345 City

Tel.: 01234/5678-9321

Email: john.doe.02@email.com

I am a hardworking, reliable person, looking for a job in which I can continue to help others.

## WORK EXPERIENCE

2016 – 2020

### Fruit picker and packer

Fruit Farm, City

- Overachieved daily and weekly goals in picking fruit
- Ensured all tools are available for the team
- Made plans and set priorities for me to be as efficient as possible
- Demonstrated openness and friendly manners in communication

## EDUCATION

2007 – 2016

### Diploma

Elementary School, City

## LANGUAGES

German (native)

English (B2)

## RELEVANT COMPETENCES

**Communication** (ability to effectively communicate in person, accepting of diversity, knowledge on professionalism in the communication)

**Digital competence** (producing simple digital content, solving technological problems by exploring the settings and options of applications, readiness to upgrade digital skills and knowledge)

**Mathematical competence** (knowledge of mathematical operations, ability to perform calculations, respect for truth and willingness to assess the validity of reasons)

**Social competence** (ability to empathize and show care for others, positive attitude towards well-being and learning)



**Anna  
Smith**

**DATE OF BIRTH**

10.01.1995

**CONTACT**

Main Street 24,  
12345 City, Country

anna.smith.95@email.com

01234/5678-9123

**WORK EXPERIENCE**

2014 - CURRENT

**Design and creation of clothes**

Voluntary

- Designing and drawing different pieces of clothing
- Securing necessary materials for their creation
- Adjusting products as needed and creating sets of clothing

**EDUCATION AND TRAINING**

2013 - 2014

**Design studies (interrupted)**

University for Textile and Design, City

2009 - 2013

**Textile and design technician**

Textile and Design High School, City

**LANGUAGE SKILLS**

**MOTHER TONGUE(S): German**

**OTHER LANGUAGE(S):**

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
<b>ENGLISH</b>	B2	A2	A2	B1	A2

Level: A1 and A2: Basic user; B1 and B2: Independent user; C1 and C2: Proficient user

**DIGITAL SKILLS**

Ability to use the Internet and technology to gather and process information

**COMMUNICATION AND INTERPERSONAL SKILLS**

**Strong communication skills**

gained through my experience as club leader in high school

**ORGANISATIONAL SKILLS**

**Time management skills and ability to prioritise, plan and organise**

gained through managing my home and family

**Reliable, persistent, patient**

**CREATIVE WORK**

**Ability to use different techniques in drawing and sketching**

gained through practice in design

## MY COVER LETTER: A PERSONAL STATEMENT OF INTEREST

Your Cover Letter is your opportunity to show what you are good at, what your competences and interests are, and to explain why you believe your application should be accepted. It needs to include the following information:

Who are you and what are you applying for?

Why do you want to work for that company/be accepted into that program?

What competences and qualifications do you have to work there/study there/train there?

Here are some questions that can help you write your Cover Letter:

Why do I want to do this, what I am applying for?

What event inspired me to want to do that?

What does this opportunity mean to me?

What do I want to contribute to by doing this?

Am I curious and excited to try this?

There are two examples of cover letters on the next pages. Remember, just like CVs—they are all unique, and yours will be too!



Make sure you change every cover letter you write so that it suits each opportunity you apply for well. This will give you credibility and show that you did your research!

## Big Store

Side street 10  
12345 City

## John Doe

South Road 14  
12345 City  
01234/5678-9123  
john.doe.02@email.com

To whom it may concern,

My name is John Doe and I would like to apply for **warehouse workers training** at your company. I have shown my reliability and positive attitude towards work in a number of seasonal jobs I have held each year, and I believe my skills will be an asset to your company.

I have worked on many farms before, with diverse people, alone and in teams. It was always a pleasure to achieve our daily and weekly goals, knowing I had learned something new, met new colleagues, and helped a family somewhere get their groceries.

I am now looking to secure a full-time job and continue working on my hobbies. I like to make things which are helpful to others out of wood and logically solve problems when they occur. My strength is also punctuality, as I am good with numbers and calculations. I can guarantee that your notes and sheets will be maintained professionally if they are assigned to me.

I hope you will consider my application. Please find my CV and my ProfilPASS Certificate of Competence attached to this letter. Thank you in advance for your time.

Best regards,  
John Doe

City, January 10, 2021





**Ms. Susanne Schneider**

Sewing Store  
Side street 20  
12345 City

**Anna Smith**

Main Street 24  
12345 City  
01234/5678-9321  
anna.smith.95@email.com

Dear Ms. Schneider,

Ever since my childhood, I loved making things. This is why I graduated in Textile and Design High School and continued creating clothes at home afterward. My name is Anna Smith and I am applying for an **internship** at your sewing store.

I have been actively designing and making clothing items at home for the past 6 years. I intended on continuing my higher education when I became a mom and focused on using my skills and competences at home.

During high school, I participated in a number of clubs, often as a team leader, and that allowed me to practice my communication and social skills. I am known as a friendly, kind person among my friends.

Attached to this letter I am sending you my CV, my ProfilPASS Certificate of competence, and copies of my sketches from my portfolio. I hope you will consider my application and I thank you in advance.

Best regards,  
Anna Smith

City, January 10, 2021



## PROFESSIONAL ETIQUETTE IN NETWORKING AND IN AN INTERVIEW

As you do your research and look into available opportunities, you will meet different people, anywhere from educators and administrative staff, to assistants and managers. It is important that you represent yourself professionally, as these people might be your colleagues in the future, or they could help you in achieving your goals.

**Be mindful of your appearance, manners, and language. Would you hire yourself?**

When you connect with workers in any field, you might need to use **email** to communicate with some of them. It is important to represent yourself well and leave a good impression, both while networking (meeting new people) and in an interview.

**Having a professional email address is very important! Make sure yours includes your first and last name. You can always create a new email address for free.**

**Avoid sending emails with no text in their body and without a subject.**

SUBJECT: Application for the warehouse worker training

„To whom it may concern,

I am hereby applying for the warehouse worker training at Your Company and sending you my CV, Cover letter, and proof of my competence attached to this email. I hope you will consider my application.

Best regards,  
John Doe“



**Check, double-check and triple-check, and then send. It's always good to review what you wrote, because once you send it—it's done! You can also ask someone who is close to you to read through your writing, to make sure it's correct. Look back at ["My social network"](#) for ideas on who could that be.**

**An interview** is all about your competences. It gives you the time to present your strengths in more detail. You should definitely make the most of it! Make sure you bring copies of your CV and Cover Letter to the interview, together with proofs of competence you might have.

The only way to prepare for an interview is to **practice!** Here are examples of questions often asked in interviews. You can discuss these questions and possible answers with your ProfilPASS counsellor, or you can ask a friend or a family member to pose questions, as you practice responding to them.

Tell me about yourself.

Why do you want to work/study here?

What are you passionate about?

What are your three top skills, and what is your weakness?

Where do you see yourself in five years?

Do you have any questions?

What is your greatest accomplishment?

What is the name of our CEO?



I almost forgot to check how often those busses leave, but I made it in time. Make sure you plan your time and commute well, and you arrive at the interview about 15 minutes early.

I brought my proofs of competence to the interview in one folder, and they were very interested in looking at them! I think that made me stand out from other candidates and they reached out to me after the interview.



Are there any other interview questions you can think of, which seem confusing to you?

## 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.

Once you know what each competence entails, you will find it easier to read and understand job ads and other calls for applications.

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 web site: [https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning\\_en](https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en)

**PROFILPASS:  
KNOW YOUR STRENGTHS –  
USE YOUR STRENGTHS**

# ProfilPASS

The ProfilPASS is a biographical process that can be used to identify and document an individual's competencies. This means: The focus is on the individual's life and experience stations. By analysing these, users can identify what they are particularly good at and what their strengths are. There is a strong focus on informally acquired competencies, i.e. competencies 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 competencies, 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 and tested more than ten years ago 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 now established nationwide in Germany and is used by certified ProfilPASS counsellors. The ProfilPASS is integrated in a nationwide, active ProfilPASS network. This ensures its ongoing quality assurance and further development.

In addition, the ProfilPASS is now available in Bosnia and Herzegovina, France, Greece, Ireland, Slovenia, Spain, Serbia and Kosovo, and it had been translated into the native languages of these countries. There is also a version of the ProfilPASS for young people, which is available in German, English, French, Bosnian and Spanish, and the ProfilPASS in Simple Language translated into German, English, Greek, Slovenian Spanish and Swedish. This version, the ProfilPASS – kickstart your career!, is available in English, German, Slovenian, Serbian, Bosnian and Macedonian languages.

The ProfilPASS, the various translations and other additional materials can be downloaded free of charge at: <http://www.profilpass.eu/download>

## THE EU-PROJECT CORE

# ProfilPASS CORE

### **CORE-assessing COmpetences for REintegration**

The *ProfilPASS - kickstart your career!* was developed as part of the EU project CORE “assessing COmpetences for REintegration”, which was launched in October of 2019. The project is aimed at counsellors working with young adults who are Neither in Employment nor in Education or Training (NEETs) and bring forward their potentials and interests for competence development to help them (back) into education and/or employment.

The objective of CORE is to support the counsellors in their work and to improve the identification of competencies in NEETs. For this reason, a toolkit was created to support the competence assessment of NEETs. These tools can be used by counsellors during the counselling process. However, they can also be used independently by NEETs. The *ProfilPASS - kickstart your career!* is the central part of this [CORE toolkit](#). In addition to the toolkit, a [curriculum](#) and a [manual](#) for counsellors were developed as part of the project.

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 Bosnia and Herzegovina, Slovenia, North Macedonia and Serbia. The products developed as part of the project and further information are available for free on the CORE home page: <http://core.profilpass-international.eu>



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*The ProfilPASS – kickstart your career!* is available for free download at  
<https://core.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**  
**CORE**

## ProfilPASS-partners





German Institute for  
Adult Education

Leibniz Centre for  
Lifelong Learning