

ERASMUS+ KA 2 STRATEGIC PARTNERSHIPS PROJECT

## HOW STUDENTS CAN GAIN SOCIAL COMPETENCES IN SCHOOL

A GUIDE FOR TEACHERS



Erasmus+



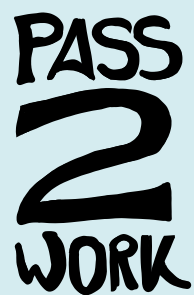
This illustration, as well as the following illustrations, are drawings of students of the participating schools: Aldegrevier-Gymnasium Soest, Lippe-Berufskolleg Lippstadt, Ostendorf-Gymnasium Lippstadt.



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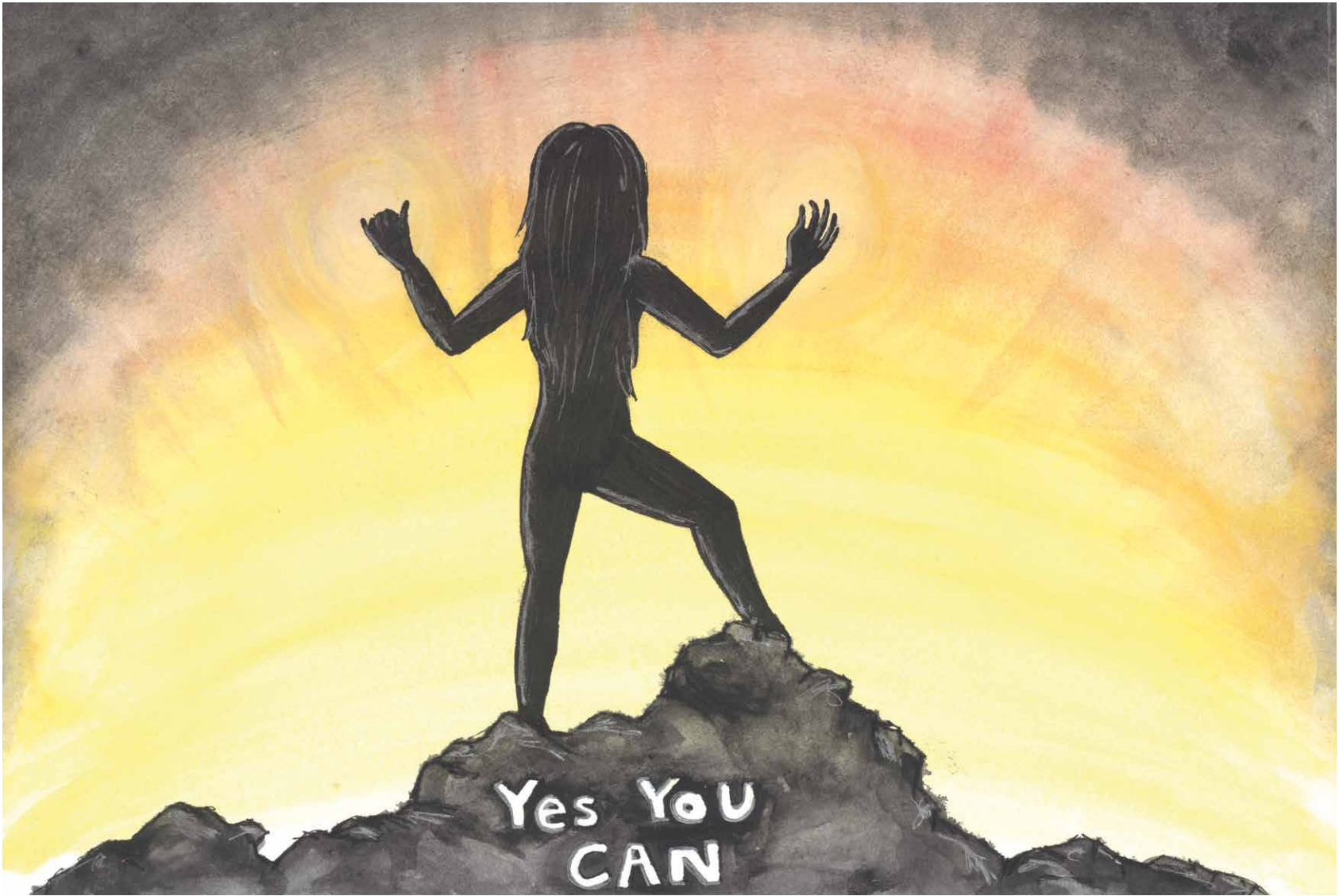


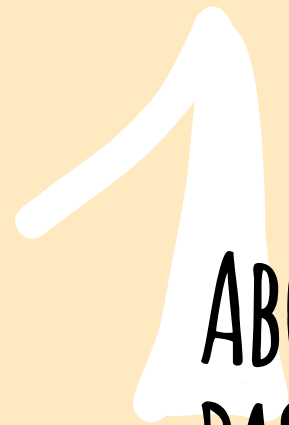
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# HOW STUDENTS CAN GAIN SOCIAL COMPETENCES IN SCHOOL

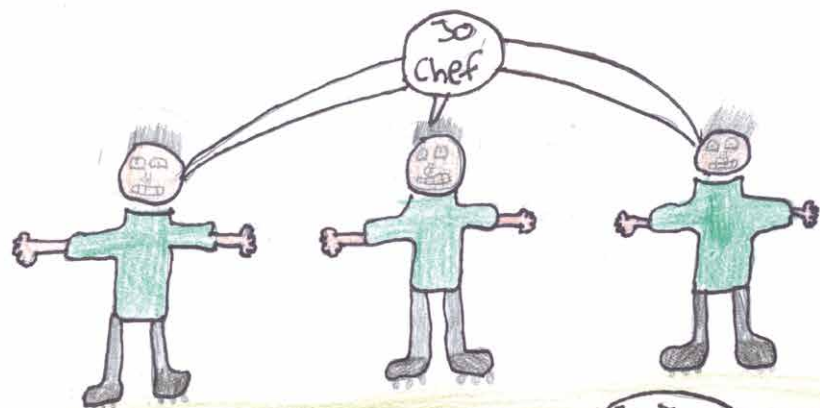
A GUIDE FOR TEACHERS



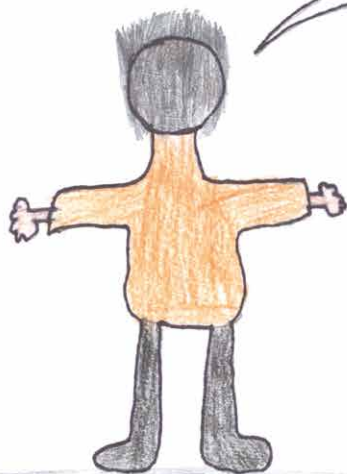


# ABOUT THE PROJECT PASS2WORK

Andrea Bergmann,  
Christoph Niggemeier  
Kreis Soest



50 Jungs,  
Heute 100%,  
volle Leistungs-  
bereitschaft





## ABOUT THE PROJECT PASS2WORK



Besides basic vocational qualifications (official community language, spelling, oral and written communication skills, basic command of English, and basic mathematical proficiency), businesses and tertiary education institutions are becoming increasingly critical of the lack of social skills, such as resilience, perseverance, independence, reliability and motivation.

Equally, a person's manner of presentation (courtesy, dress, language, respectfulness towards others) should already have been cultivated at school and at home.

If there are numerous shortcomings in a young person's social conduct, or behavioural problems become evident, the developmental opportunities of the person concerned, particularly in terms of professional development opportunities, will be significantly reduced. Even basic educational and vocational skills such as mathematics, German and English are becoming increasingly scarce due to an increasing inability among young people to concentrate and a decline in receptiveness and retentiveness.

By improving social skills, basic vocational skills can also be learned more effectively. The current immigration trend is challenging schools more than ever to teach essential social skills to enable the integration of refugee children.



**The aim of the project is to reinforce social skills such as motivation, willingness and the ability of pupils to communicate and learn, so that basic and interdisciplinary skills can be acquired purposefully.**

Imparting intercultural skills, such as encountering cultural diversity with openness, regarding differences as enrichment, examining one's own set of values, recognising prejudice, discrimination and racism and working on them, and developing empathy and sensitivity, enables widespread participation in education and opens up opportunities for pupils to achieve the greatest possible educational success, regardless of their origin. At the same time these competencies help to successfully shape the integration process and show the way towards responsible action in a globalised world. Helpfulness and tolerance, also towards other cultures, are among the key qualifications for anyone embarking on a career today.

**The aim of the project, then, is to improve pupils' acquisition of social skills at secondary school and in vocational training colleges in order to facilitate the later transition to work, study or training.**

Cooperation in the teaching of social skills between the schools handing the pupils over and the establishments taking them on (companies hiring trainees, tertiary education institutions) needs to be strengthened. To this end, an educational plan for the acquisition of social skills is being developed jointly with the project partners involved (each from different perspectives) and implemented in the participating schools as a pilot project.

### **Goal setting:**

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- Pupils master the fundamental social competencies (e.g. communication skills, the ability to resolve conflict, proficiency in problem solving, independent learning, the ability to concentrate) that are expected during training and work.
- As a result of the social skills gained, the number of those seeking training at the end of school who cannot be placed will be reduced.
- With the skills described above (perseverance, ability to concentrate, motivation) the number of those abandoning their training or studies will be reduced.
- Through the promotion of intercultural competencies, the ability to communicate and work with an increasing diversity of people will be improved.



# 2

## ABOUT SKILLS NEEDED FOR THE TRANSITION FROM SCHOOL TO THE WORLD OF WORK

Michaela Marterer, Peter Härtel  
Styrian Association for Education  
and Economics

## 2.1 – EUROPEAN LEVEL

Two documents stand on the root of the recent European discussion about Lifelong Learning. First, the “White Paper on Education and Training—Teaching and Learning—Towards the Learning Society”<sup>1</sup>. Second, the so-called “Delors report” to the UNESCO: “UNESCO: The Four Pillars of Education—The Treasure Within. UNESCO 1996”<sup>2</sup>.

The first document was also a base for the “European Year of Lifelong Learning” in 1996. In this document the European Commission postulated new approaches to teaching and learning with regards to changes in society and the world of work. The challenges identified are above all the information society, internationalization and scientific and technical progress.

Beside several suggestions for new ways of accreditation, improving basic and language skills as well as mathematic, technical and scientific knowledge the Commission demanded in this document “...to guide the young people in its care in **their personal and social development**”.

A key message of the second document, the 1996 Delors Report, was the concept of the “**four pillars of learning**” that are essential to sustaining human development.

- 1. Learning to know**—a broad general knowledge with the opportunity to work in depth on a small number of subjects.
- 2. Learning to do**—to acquire not only occupational skills but also the competence to deal with many situations and to work in teams.
- 3. Learning to be**—to develop one’s personality and to be able to act with growing autonomy, judgment and personal responsibility.
- 4. Learning to live together**—by developing an understanding of other people and an appreciation of interdependence.

Two of the four pillars—“Learning to be” and “Learning to live together” deal explicitly with personal and social skills and competences, as well as the educational demand in the “White paper on education and training” of the European Commission in 1995.

A result of further discussion and development concerning the eight key competences was a set of 8 “key competences” European Union published in 2006<sup>3</sup>.

<sup>1</sup> EC European Commission: White Paper on Education and Training—Teaching and Learning—Towards the Learning Society. Brussels 1995.

<sup>2</sup> UNESCO: “UNESCO: The Four Pillars of Education – The Treasure Within. UNESCO 1996.

<sup>3</sup> European Union: Recommendation of the European Parliament and the Council 2006/962/EC on key competences for lifelong learning. Brussels 2006.

## THE EIGHT KEY COMPETENCES ARE:

- 1 **Communicating in a mother tongue:**  
ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing.
- 2 **Communicating in a foreign language:**  
as above, but includes mediation skills (i.e. summarising, paraphrasing, interpreting or translating) and intercultural understanding.
- 3 **Mathematical, scientific and technological competence:**  
sound mastery of numeracy, an understanding of the natural world and an ability to apply knowledge and technology to perceived human needs (such as medicine, transport or communication).
- 4 **Digital competence:**  
confident and critical usage of information and communications technology for work, leisure and communication.
- 5 **Learning to learn:**  
ability to effectively manage one's own learning, either individually or in groups.

- 6 **Social and civic competences:**  
ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.
- 7 **Sense of initiative and entrepreneurship:**  
ability to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage projects.
- 8 **Cultural awareness and expression:**  
ability to appreciate the creative importance of ideas, experiences and emotions in a range of media such as music, literature and visual and performing arts.

Since 1995 changes in the area of world of work and challenges in the field of education increased dramatically<sup>4</sup>. Digitalisation, Internationalization, financial crisis and substitution of workforce by machines and robots at the one hand but also new chances in sectors like informatics, automation, telecommunication, technical sciences, health and social care and many more at the other hand are evident and need new concepts and answers.

4 See e.g.: <http://documents.worldbank.org/curated/en/816281518818814423/pdf/2019-WDR-Report.pdf#page=27> (27.12.2018)

# Intercultural Competences

so die Begrüßung in China ist  
die größte Würde sein, heißt  
man sich vor und gibt einen kleinen  
Nicken.



Bei uns in Indien  
sind wir sehr persönlich  
in Geschäftsgesprächen.  
Es ist normal ein  
Familienfoto mit in die  
Verhandlung zu nehmen.



In unserem Land geben  
wir den Frauen zur  
Begrüßung nicht die  
Hand!





European Union is active in this area with many important actions within the program “New Skill Agenda”<sup>5</sup>.

In May 2018 the set of key competences were revised with some slight changes in terms and expressions<sup>6</sup>. These clear competence-orientated formulations are now

KEY COMPETENCE **5** **Personal, social and learning to learn competence**

KEY COMPETENCE **6** **Citizenship competence**

KEY COMPETENCE **7** **Entrepreneurship competence**

KEY COMPETENCE **8** **Cultural awareness and expression competence**

It is obvious that these four key competences are directly related to the core topic of the Erasmus+ Project PASS2WORK, social and personal skills and competences for young people to support a good transition from school to further pathways in training, profession and life.

In all partner countries of PASS2WORK are based on common European developments specific definitions and activities in place. The following descriptions and examples should give a short flashlight on approaches to social and personal skills and competences at school and at the transition points from school to world of work.

<sup>5</sup> <https://ec.europa.eu/social/main.jsp?catId=1223&langId=en&moreDocuments=yes> (27.12.2018)

<sup>6</sup> Proposal for a Council Recommendation on Key Competences for Lifelong Learning, Permanent Representatives Committee, Brussels, 2 May 2018, <http://data.consilium.europa.eu/doc/document/ST-8299-2018-INIT/en/pdf>

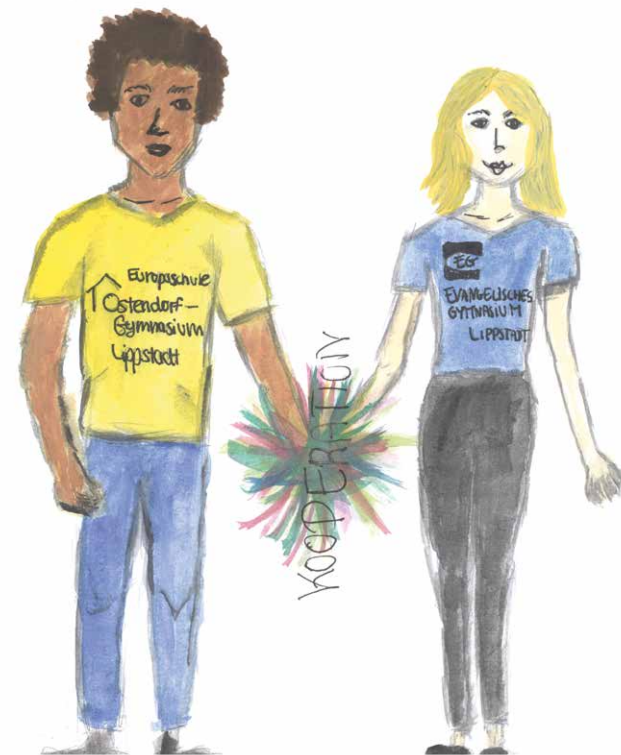
## 2.2 – NATIONAL LEVEL

Principles and criteria to describe skills and competences in school curricula are quite different in European member states.

In some countries—like Austria—comprehensive binding curricula at national level exist, as a framework for individual pedagogical work at school and in the classroom, combined with materials and descriptions to give support and background for headmasters and teachers.

In other countries—like The Netherlands—schools, headmasters and teachers are highly autonomous for their individual approach to teach, with less tight regulations and concepts from national level.

Due to this diversity in the way of quite differentiated curricular regulations in Austria is described in a short way, and additional some flashlights for the partner countries Germany/NRW, The Netherlands, Great Britain/England are given.



## Austria

In Austrian school system exist several basic legal based approaches concerning social and personal and personal competencies school is responsible to consider and develop.

Main source for that is the so called “Schulorganisationsgesetz/SchOG“ School Organisation Act, esp. § 2, the “education objective paragraph“.

“SchOG“ could be seen as a kind of “constitution“ of the Austrian school system, all other legal regulations for school education are based on this basic school law.

Concerning the topics “social and personal competencies“ the paragraph §2 contains explicit at least the following dimensions

- “Ethical and social values“
- “Values of the true, good, beautiful“
- “Self directed learning“
- “Knowledge and skills required for life and future profession
- “Work capable“
- “Faithful“
- “Responsible“
- “Democratic“
- “Judicious“
- “Open-minded against policies and convictions“
- “Ability to take part in economic and cultural life in Austria, Europe and the world “
- “To participate in the common tasks of humanity in love of freedom and peace“

Based on this constitutional background, formulated in the year 1962, additional sources are used for descriptions and definitions of the main domains and dimensions ,especially in general academic secondary school education. The legal based general approach of social and personal competencies, including “cross-curricular competencies“ are differentiated and defined in specific differentiated tables, in so called “competence maps for school”<sup>1</sup>.

The most recent source for an officially legitimated and published interpretation of Cross Curricular Competencies, including social and personal competencies, is the article in the “National Education Report 2012“ of the Austrian Federal Ministry of Education<sup>2</sup>, with additional comments in the “National Education Report 2015“<sup>3</sup>.

<sup>1</sup> Weiglhofer, H.; Die Kompetenzlandkarte für Unterrichtsprinzipien und Unterrichtsangelegen, BMUKK 2013.

<sup>2</sup> Bruneforth M., et.al. (Hrsg): Nationaler Bildungsbericht 2012 BMUKK, Wien 2013.

<sup>3</sup> Bruneforth M., et.al. (Hrsg): Nationaler Bildungsbericht 2015 BMBF, Wien 2016.

### **Germany – NRW**

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In Nordrhein-Westfalen/Germany a definition exists for Key competencies as following:

The term key competences, sometimes referred to as interdisciplinary competences, encompasses all those skills and abilities that are not tied to a particular occupation or activity. These are acquirable competences that can be specifically developed (further) to increase the ability to act of persons, for example through targeted personnel development. Usually, a distinction is made between methodological, social-communicative and personal competences.

Methodological skills include moderation and presentation techniques, as well as project management skills. Socio-communicative skills are aimed at shaping interpersonal interactions, including the ability to resolve conflicts, to engage in intercultural teams, or to negotiate. Personal competencies are sometimes referred to as self-competences. These include, for example, self-responsibility, perseverance, stress resistance and reliability<sup>4</sup>.

### **The Netherlands**

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In the Netherlands schools are quite autonomous to develop their curricula and define the content and topics, no common valid definition for key competences in school exist. Several definitions and concepts exist for the area of Vocational Education and Training, also for Universities, but, mostly, these are more focussed on the concept of competence-orientated VET<sup>5</sup>.

## United Kingdom – England

An example of a definition of Social and Emotional Learning (SEL) in UK could be the following<sup>6</sup>.

“There is considerable interest in skills other than literacy and numeracy, or the cognitive and academic skills that are directly tested in Key Stage assessments and most school qualifications. It is known that we are not born with a fixed social and emotional skill set, but that we can learn and improve our social and emotional skills throughout childhood and beyond. These skills are sometimes captured by terms such as non-cognitive skills, character and grit.

There is lots of debate about how to define, measure and prioritise them. We use the term ‘learning’ to emphasise that our core concern is with the development of these skills rather than with static capability. We have not attempted to create a universal framework for these skills, but rather to recognise the diversity of features that are important. We drew on the existing literature to identify five key aspects of social and emotional capability.

### Social and Emotional Learning: Skills for Life and Work

- Self-perceptions, self-awareness and self-direction (including self-esteem and the belief that one’s own actions can make a difference);
- Motivation;
- Self-control/self-regulation (generally characterised as greater impulse control and fewer behavioural problems);
- Social skills, including relationship skills and communication skills;
- Resilience and coping.

We use ‘social and emotional skills’ as an umbrella term to capture these five dimensions. This review has collected evidence to better understand these skills and characteristics, why they matter, and what government and those who work with young people can do to enhance them.”

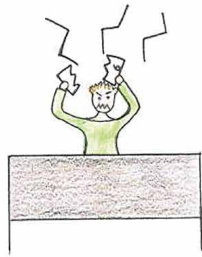
**Based on that European background and integrating the national approaches the common “Big five” competence areas were developed as described in the following chapters.**

4 <https://www.weiterbildungsberatung.nrw/themen/glossar/schluessselkompetenzen> (27.12.2018)

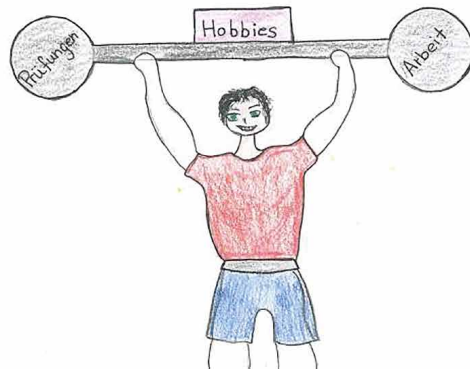
5 See e.g. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.467.3837&rep=rep1&type=pdf> (27.12.2018)

6 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/411489/Overview\\_of\\_research\\_findings.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411489/Overview_of_research_findings.pdf) (27.12.2018)

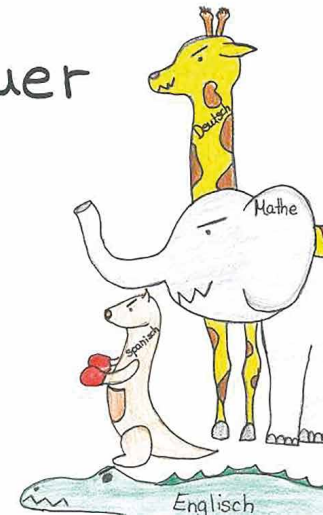
# Belastbarkeit



# Durchhaltevermögen



# Ausdauer



# 3

## ABOUT TRANSITION PROCESSES AND CHANGING WORLD OF WORK

Michaela Marterer, Peter Härtel  
Styrian Association for Education  
and Economics

## 3.1 – EUROPEAN LEVEL

### Transition Processes

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The transition for young people from school to the world of work is not always easy. We have two options of transition processes, when it comes to PASS2WORK: either if young complete their vocational training in the working world or as a second option to use their knowledge they learned in the school in the world of work. In both cases, the young people must prove themselves in their own way of behaviour and whether the chosen profession suits them, and they can stand in the working life.

When we talk about transitions, we always talk about the career guidance and counselling and life orientation of young people. We must remember that the young people are their first decision for a profession in which they want to be educated and to prove themselves.

The age of the decision is very early. It's not easy to decide on a profession—apprenticeship—in the period of adolescence. Especially when we know that from a developmental perspective—a real idea of work and life can only come about at the age of 20 years. The educational systems demand a decision—a first decision—for the next years of young people's life.

Much influences the decision in the transitions of young people. Career guidance and counselling at school support teens find out: what am I good at? Which professions could fit this? Where can I learn this? What do I want in my life? What are my motives and future ideas? Where can I try my talents and professions? How can I make decisions?

In addition to the school, it are friends and family that are important to young people in their decision-making phase. We know from studies how relevant the opinion of parents, family and friends is in choosing a career. Each transition phase is easier with positive support and reinforcement. In addition to school career guidance and counselling, there are many activities and actions that are being taken at local and regional level to help young people, families and businesses make a transition successful. Businesses are looking for young people who are interested in their business, the professions and jobs they offer. Even if they do not know exactly in which way and how quickly the working world is changing.



### The Changing World of Work

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Our working world has not been changing since digitization. The change exists—technically speaking—constantly since the printing press, the 1st industrialization and the technological development in the last decades. For nowadays the report of the “World Bank Group Flagship Report” sum it up like this:

“It is easier to assess how technology shapes the demand for skills and changes production processes than it is to estimate its effect on job losses. Technology is changing the skills being rewarded in the labor market. The premium is rising for skills that cannot be replaced by robots—general cognitive skills such as critical thinking and sociobehavioral skills such as managing and recognizing emotions that enhance teamwork. Workers with these skills are more adaptable in labor markets. Technology is also disrupting production processes by challenging the traditional boundaries of firms, expanding global value chains, and changing the geography of jobs. Finally, technology is changing how people work, giving rise to the gig economy in which organizations contract with independent workers for short-term engagements.”





Wir sind **alle** zusammen  
**VERANTWÖRTLICH**, was mit  
 uns und der Welt  
 passiert!

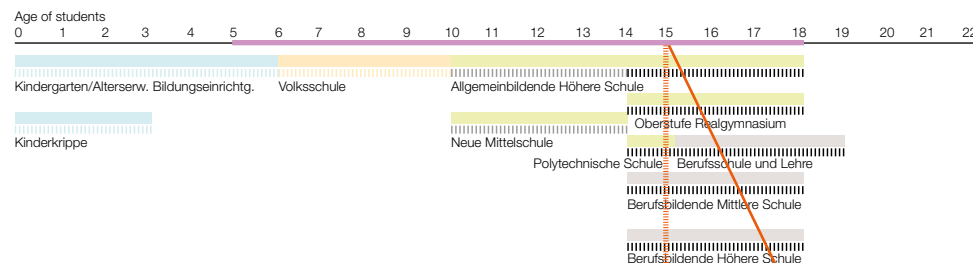
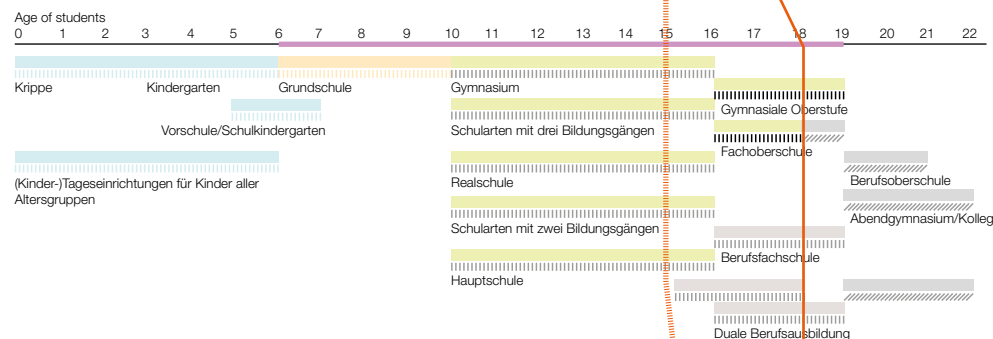
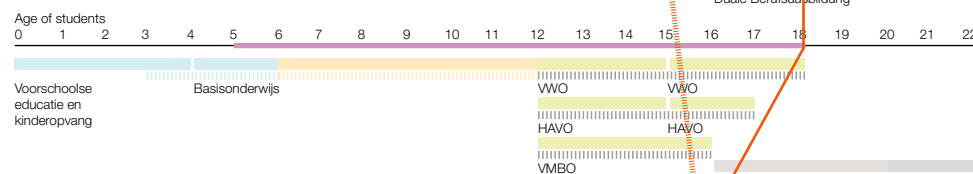
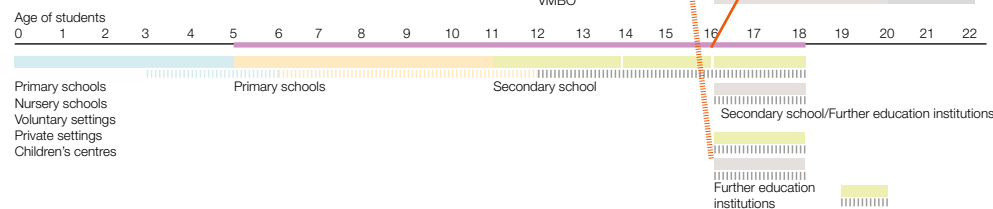
## 3.2 – NATIONAL LEVEL

In the partner countries, the education systems are structured very differently and the transition to work or training differs in the countries. In Austria and Germany, young people undergo training in dual vocational training combined with a schooling period.

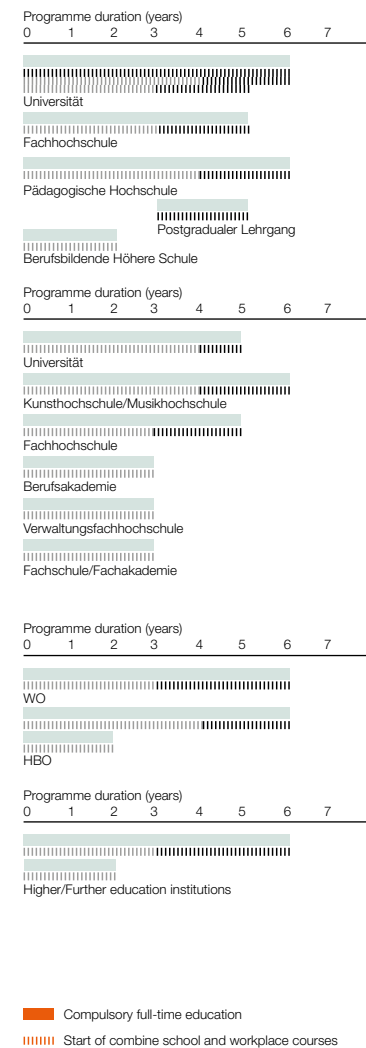
These combined school and workplace courses do not exist in this way in the Netherlands or UK/England for the age group of 15 years old students.

In England, young people can start apprenticeship training at the age of 16, and in the Netherlands school education is combined with practice places also in this age. Entering the world of work—without vocational training—is possible at the age of 18 or 19 in all countries.

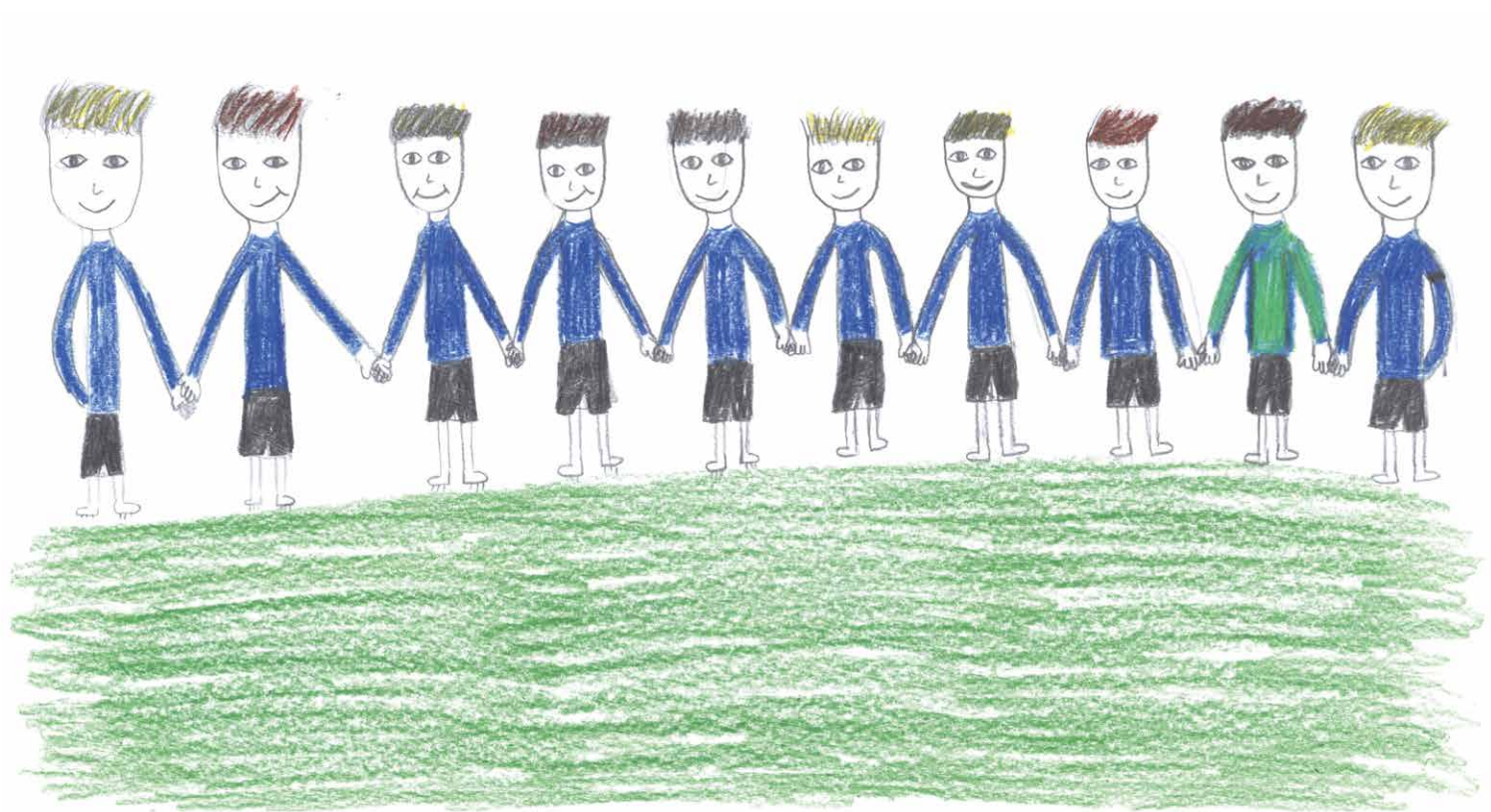
A graph with an overview about the education systems and the partner countries underlines these differences.

**Austria****Germany****The Netherlands****UK/England**

■ Primary education   
 ■ Single structure   
 ■ Secondary general education  
■ Allocation of the ISCED levels   
■ ISCED 0   
■ ISCED 1   
■ ISCED 2



Sources: <https://eacea.ec.europa.eu/national-policies/eurydice>



# 4

## THE BIG 5 FOR PASS2WORK

All Partners

## 4 – THE BIG 5 FOR PASS2WORK



In order to ascertain and specify what social skills employers and tertiary education institutions expect from students as they begin their training/ studies, a questionnaire will be developed at the beginning of the project for the institutions that will be taking the young people on. The methodological process thus consists first of all of a compilation and description of possible social skills and a standard definition of each.

These explanations and definitions are important in enabling the interview partner to link the terminology broadly to the corresponding content.

Transnationally, a questionnaire will be created to ascertain what social skills the establishments taking young people on expect from the pupils that come to them and what skills, if any, the pupils lack. The line of questioning could be: What skills do school leavers need in order to succeed in training and / or a course of study? What skills do the institutions taking young people on consider to be the most important?

To enable the human resource managers in the participating businesses, and the student counsellors in the tertiary education institutions to conduct the questioning, the questionnaire will be translated into the various languages of the participating countries and sent with the necessary instructions for completion. On the return of the questionnaires, the results will be evaluated.

## 4.1 – OUR PATH TO THE BIG 5

Following the evaluation of the results of the questionnaires, the 'TOP 5 nominations' from the participants questioned will be determined (ranked in order). In addition, a transnational comparison is also planned. (Is there a difference between the expected skills in the companies/tertiary education institutions in the participating countries? Where do they agree?)

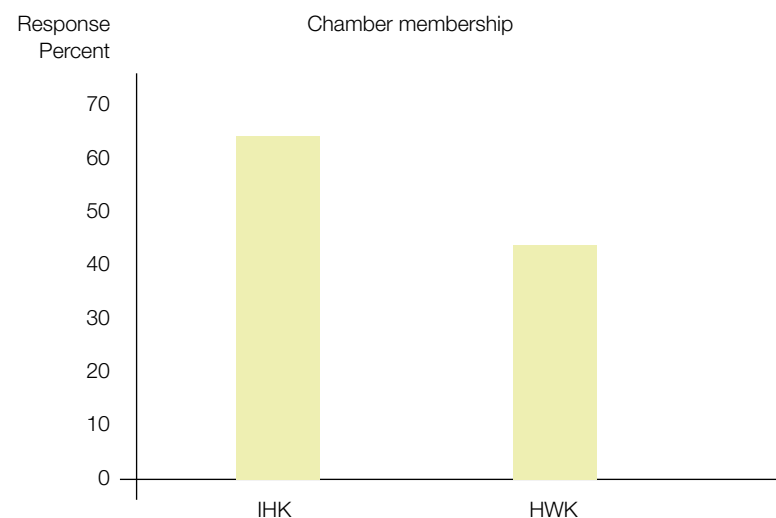
The results will also reveal whether the same social skills are in demand in all of the countries and whether they should therefore be fostered and developed further, or if there are priorities specific to each country.

**The following competences are particularly important for companies:**

- ① Reliability
- ② Willingness to perform
- ③ Motivation
- ④ Accuracy/carefulness
- ⑤ Responsibility

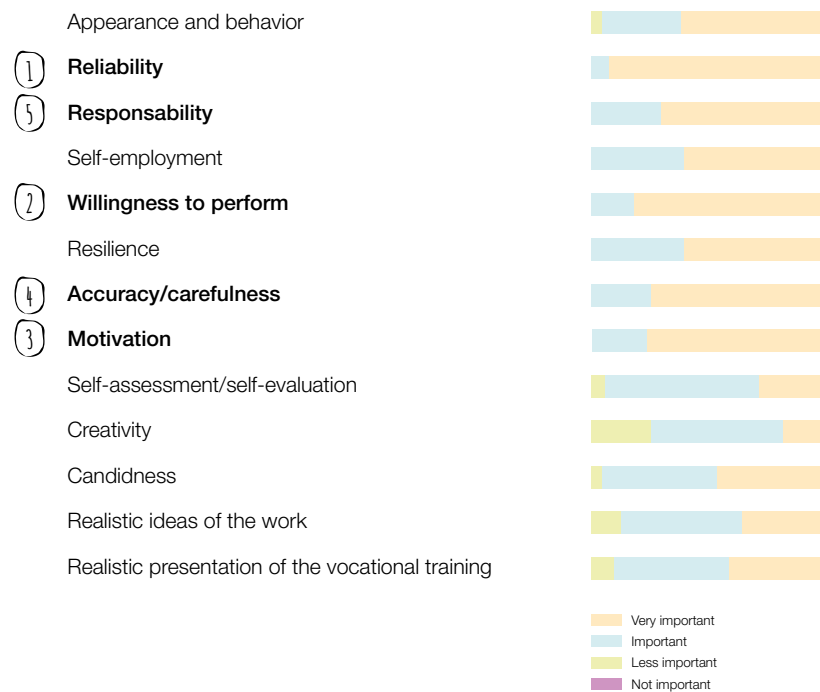
### Survey of the companies

Social skills in vocational education—PASS2WORK

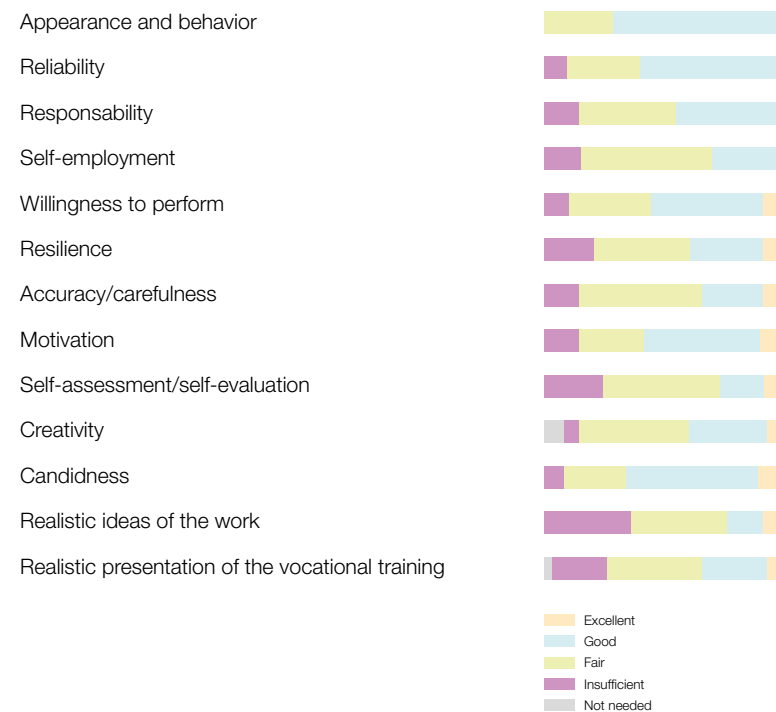


## Social skills in vocational education—PASS2WORK

How important are the following skills for future apprentices?



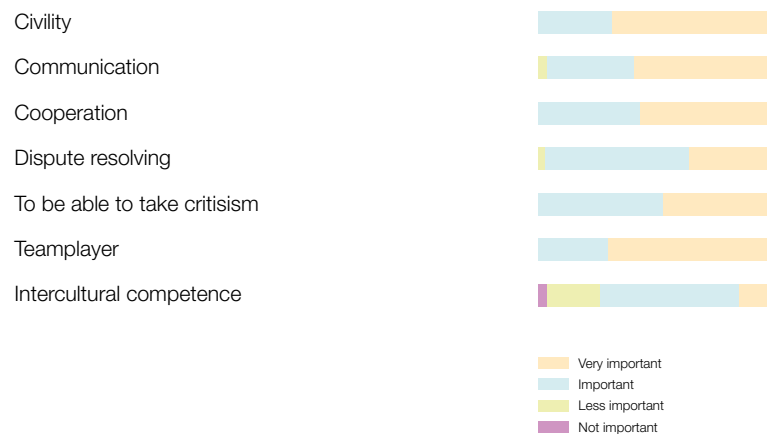
In your experience, what qualifications do apprentices bring to training centers in these areas?



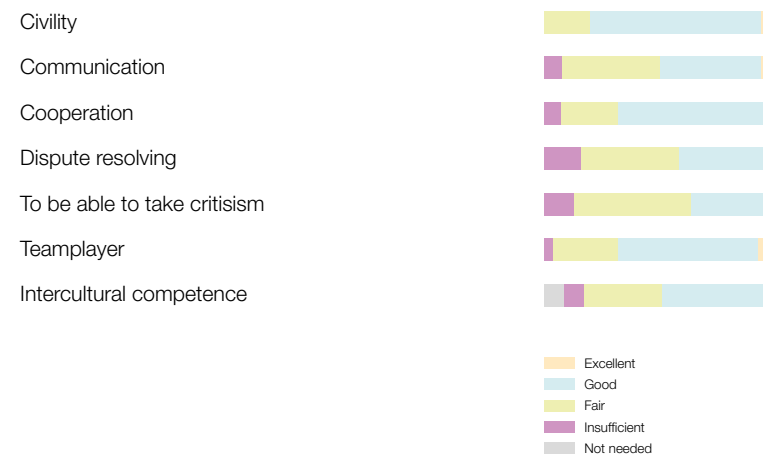


### Social skills in vocational education—PASS2WORK

How important are the following skills for trainees?



In your experience, what qualifications do apprentices bring to training centers in these areas?



## **Survey on Qualification Needs for Initial VET**

### **The View of Employers, Styria/Austria**

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- **246 Styrian Enterprises who offer dual VET**
- **Representativ sample**
  - Branches, size, occupations
  - 27 dual apprentice VET profiles, incl. „Top 10“
  - Enterprises train 25 % of all apprentices in Styria
- **Criteria for access—what counts?**
- **Areas of Competences—what is essential?**
  - Mathematics, First Language, Second Language, ICT
  - Personal and Social Competences
- **Conclusions**

There are different ways to obtain a vocational profession: the more or less theoretical way of a school education or an apprenticeship in a company.

Almost half of all teenagers in one study year decides in favour of an apprenticeship. In Styria for example, they can choose from 150 different occupations. What requirements the companies have for their future professionals. Our partner, the Styrian Association for Education and Economics, has asked the companies in Styria in cooperation with the Economic Chamber of Austria.

This is a summary of the important personal and social skills. The whole survey can be found here: [www.dieindustrie.at/bildungsanforderungen](http://www.dieindustrie.at/bildungsanforderungen)

### Criteria for access—what counts?

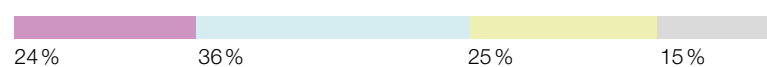
Personal impression during the internship days



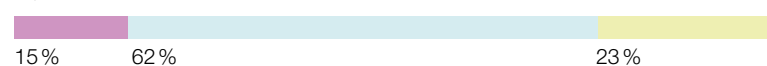
Personal impression during the job interview



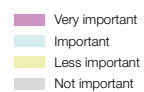
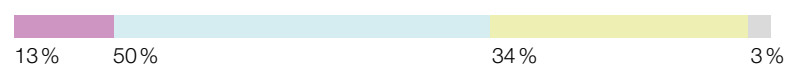
Assessments



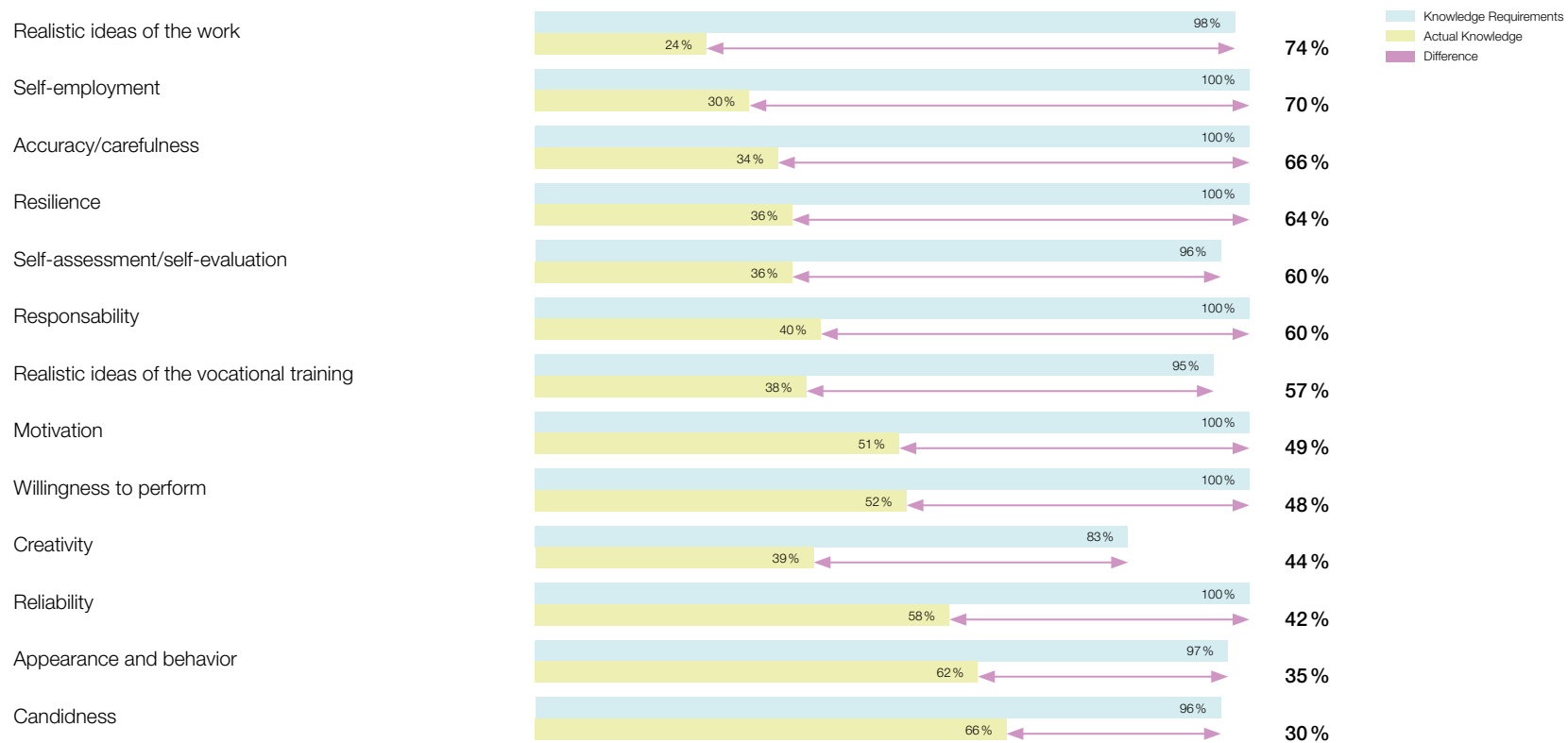
Diploma



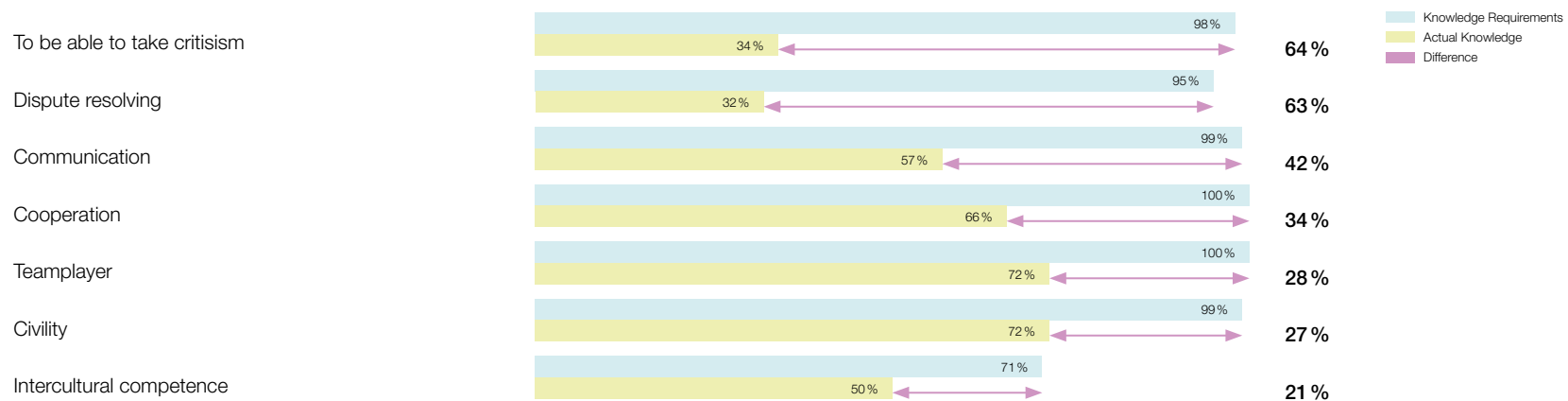
Application documents



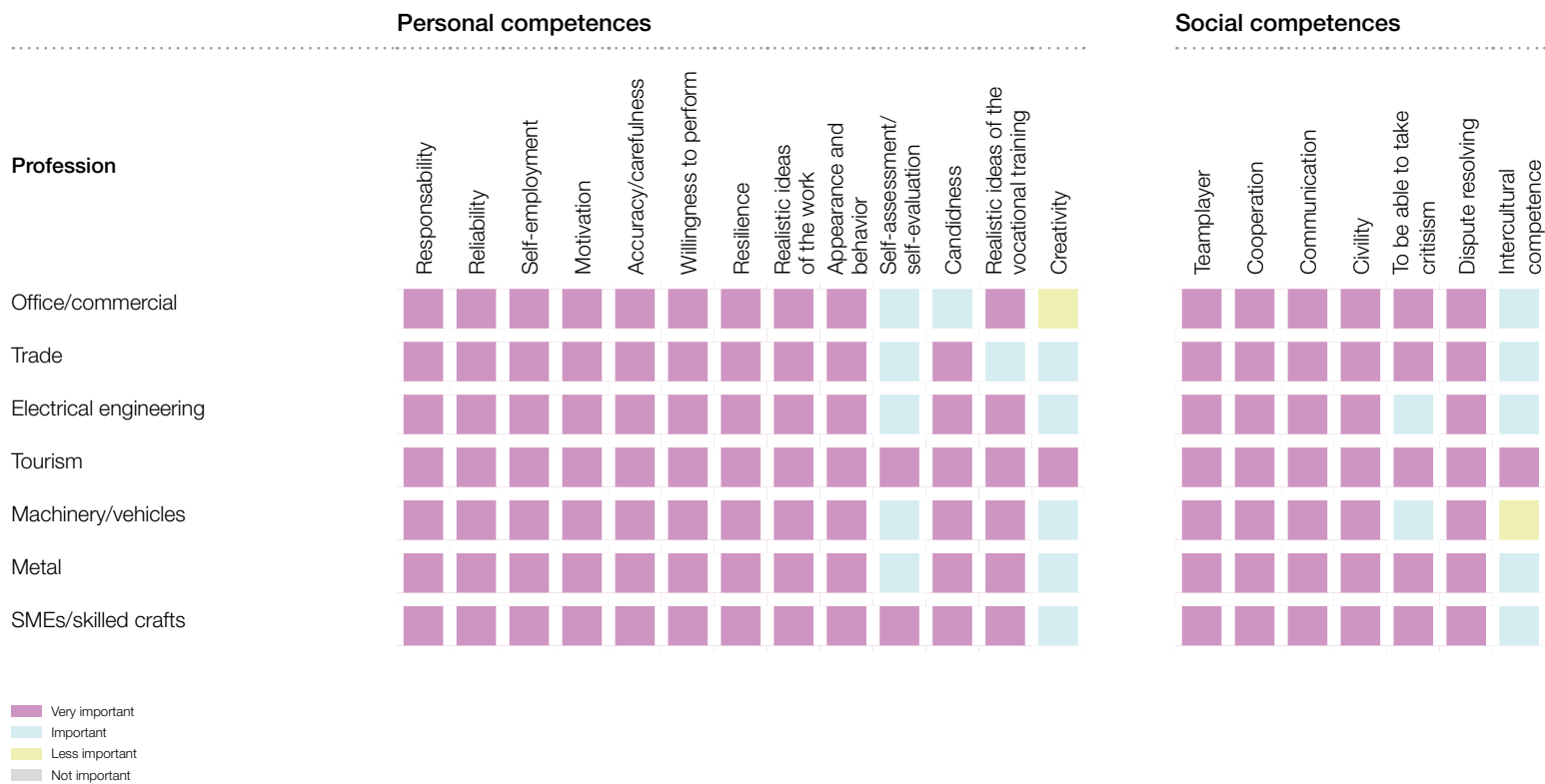
## Personal Competences



## Social Competences

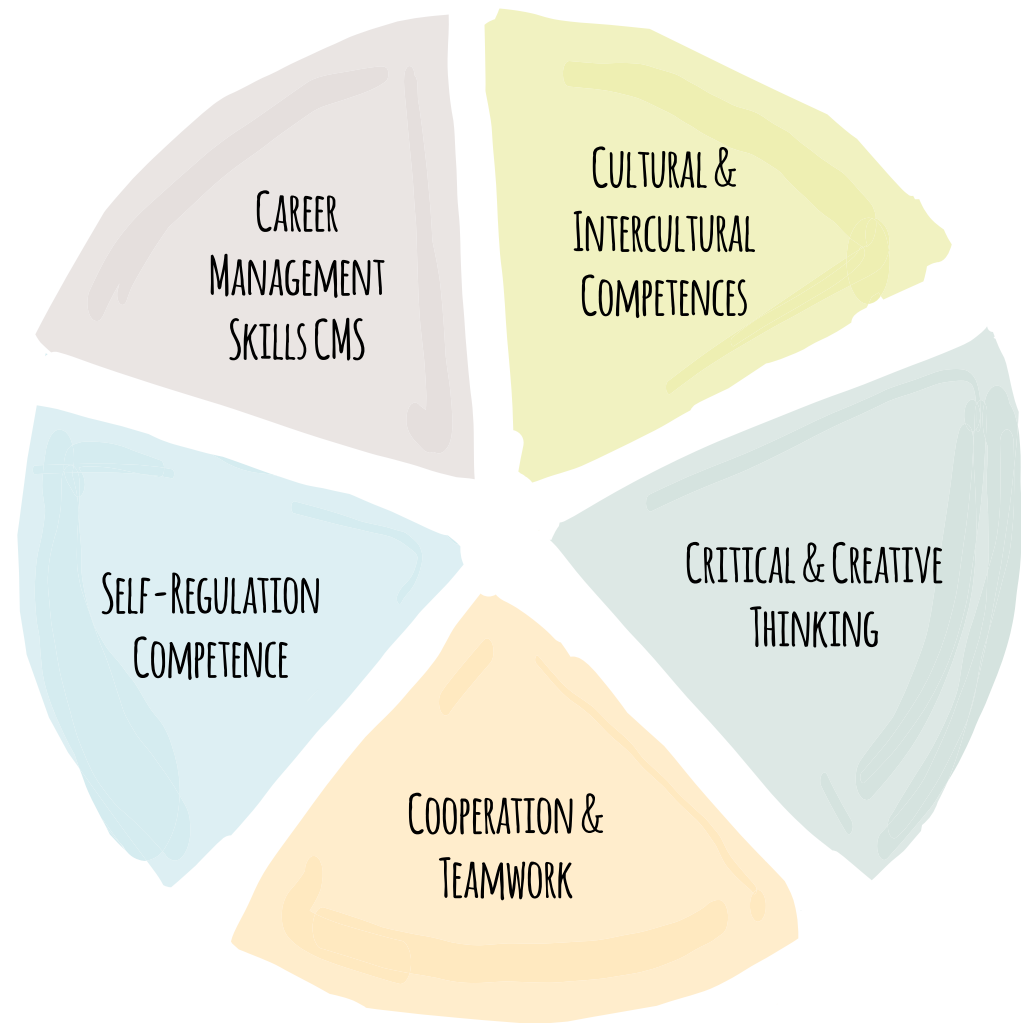


## Requirements for the different fields of work





## 4.2 – THE BIG 5 COMPETENCES OF PASS2WORK





### Cultural & Intercultural Competences

This competence includes the ability to deal with one's own and other cultures based on knowledge of similarities and differences, as well as attitudes that support constructive coexistence, learning and living together

#### Contains elements as there are

##### – Appearance and behaviour in different contexts

Being able to communicate and to perform adapted to different contexts, acceptable manners and behaviors that enable to live together, for common learning and working

##### – Knowledge and ability to deal with cultural offers and contribute to it

Knowledge about and use of cultural offerings to draw personal, social and social benefits, and to contribute to cultural life

##### – Knowledge and understanding of different cultural ways for life and society – and to deal with

Knowledge and understanding of different cultural, social, religious forms of life and society, ability and willingness to be beneficial to it

##### – Social understanding of different perspectives

Understanding of individually and socially different ways of life, personal perspectives and social values

##### – Empathy and ability to intercultural interact

Being able to empathize with other individual and social ways of thinking and acting, ability and willingness to actively engage and deal with it

## Critical & Creative Thinking

Definitions of critical and creative thinking are complex and diverse.

A common definition of critical thinking is: the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you. (Cambridge)

Creative thinking means looking at something in a new way, "thinking outside the box."  
Creativity in this sense involves kinds of lateral thinking, or the ability to perceive patterns that are not obvious.

### Contains elements as there are

#### – Self regulating competences, combined with creative and communicative aspects

Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. Critical Thinking has a consistently attempt to live rationally, reasonably, empathically. Critical approach avoids thinking simplistically about complicated issues and strive to appropriately consider the rights and needs of relevant others.

Critical thinking recognizes the complexities in developing as thinkers and commits themselves to life-long practice toward self-improvement.

Critical thinking is that mode of thinking – about any subject, content, or problem – in which the thinker improves the quality of his or her thinking by skilfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

#### – Creativity – Thinking „out of the box“

Creativity means being able to come up with something new reactive thinking is the ability to consider something in a new way. Creative thinking means looking at something in a new way. It is the very definition of "thinking outside the box." Often, creativity in this sense involves a kind of „lateral thinking“, or the ability to perceive patterns that are not obvious.

#### – Critical and creative thinking need

Competence of self-recognition, self-esteem, and self-reflection.

Ability and willingness to communicate and cooperate concerning the aspects of critical and creative thinking.

Acceptance and recognition concerning outcomes and effects of creative and critical thinking in real acting, in an economic, human and ethical view.

### Cooperation & Teamwork

Collaborative effort to achieve a mutual goal; identifying and maximising individual strengths and skills; overcoming any personal and professional conflicts to effectively achieve common goals and complete tasks.

#### Contains elements of:

##### – Communication

Effective communication allows team members to feel confident and that their opinions matter. This is a great source of motivation and satisfaction. When communication skills are strong, there are higher chances that good ideas and best practices will be openly shared among team members. Teams that establish a supportive environment through strong communication – verbal, nonverbal, digital etc – are in a better position to learn from the best practices of the group.

##### – Conflict Management

Teamwork doesn't necessarily mean that everyone has to agree with each other on every single thing. Conflict arises from differences, and when individuals come together in teams, their differences in terms of power, values, and attitudes contribute to the creation of conflict. To avoid the negative consequences that can result from disagreements, most methods of resolving conflict stress the importance of dealing with disputes quickly and openly. Conflict is not necessarily destructive, however. When managed properly, conflict can result in benefits for a team.

##### – Problem-Solving:

Carrying out challenging team-work exercises replicating real-world working environments. For example, bringing together differing skill-sets and cultures and providing valuable experiences that prepare students and learners for employment. Participants have the opportunity to identify and contribute their own strengths and skills and to learn and develop new abilities.

## Self-Regulation Competence

Self-regulation is a collective term for all those abilities with which people control their attention, emotions, impulses and actions. These can be both conscious and unconscious mental processes.

### Contains elements of

#### – Learning competence

Ability and readiness to understand and evaluate information about facts and contexts autonomously and together with others, and to classify them into intellectual structures.

#### – Self regulated learning

Form of learning in which the person independently determines one or more control measures depending on the type of learning motivation -- cognitive, behavior, etc. – takes and monitors the progress of the learning process itself

#### – Lifelong learning competence

Includes: literacy and languages; maths, science and engineering; digital competence; personal, social and learning competence; civic competence; entrepreneurship; cultural awareness and expression; Problem solving strategies; Self evaluation

#### – Communication (cooperation) Teamwork

The ability and willingness to interpersonal communication and teamwork is a prerequisite for successful cooperation, including knowledge of forms of communication – verbal, nonverbal, digital... – behaviour and attitude to being together are key factors for the working world and society

#### – Critical & creative thinking

Critical and creative thinking means to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Ability to reflect, thinking „out of the box“, ability for open interactive discourse are part of that competence

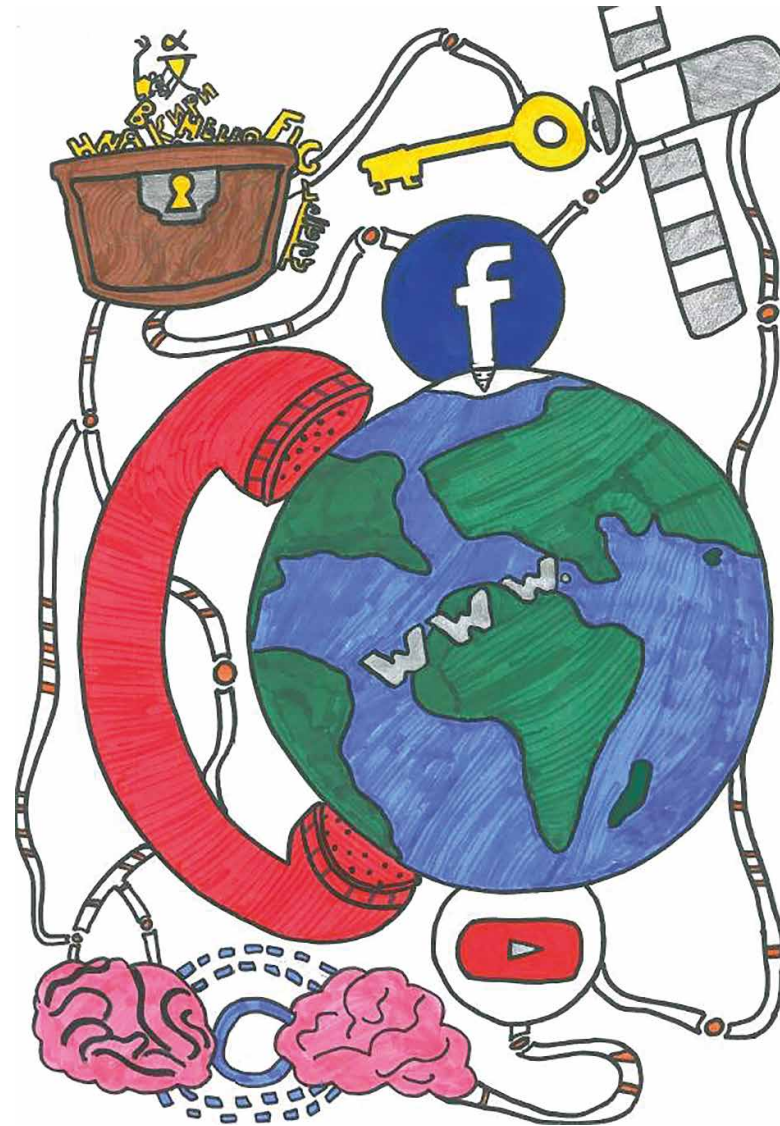
### Career Management Skills CMS

A range of competences which provide structured ways for individuals (and groups) to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions. Career management skills are the life, learning, training and employment skills which people need to develop and manage their careers effectively.

Sources: Critical thinking  
<https://dictionary.cambridge.org/de/worterbuch/englisch/critical-thinking>  
 definitions vary in the term used to indicate that critical thinking satisfies certain norms: "intellectually disciplined, "reasonable""skilled""careful" etc. ...Some definitions specify these norms, referring variously to "conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication" the requirement that "it is sensitive to context, relies on criteria, and is self-correcting"; "evidential, conceptual, methodological, criteriological, or contextual considerations".  
 (see <https://plato.stanford.edu/entries/critical-thinking/>)

#### **CMS consist of a bundle of competences, composed of:**

- **Ability for self reflection**  
 thinking about your own feelings and behaviour, and reflect about the reasons that could be behind them, and to make personal conclusions for further personal activities and decisions
- **recognition of own skills and competences and interests;**  
 awareness and ability for looking into your own personal potentials, to discover, develop and to use personal strengths and to consider limits and needs in relation to individual plans for education, profession and life
- **ability for decision making; dealing and valuing of data and information;**  
 Consider prerequisites for making good decisions, collecting and assessing relevant data and information, valuing, thinking in alternatives, excluding, conscious decision
- **ability to define personal objectives and follow them**  
 Set ambitious and realistic personal goals, find ways to pursue them, knowledge of support systems and the ability to use them, ability to stand up to obstacles, and be happy about progress and motivation



# 5

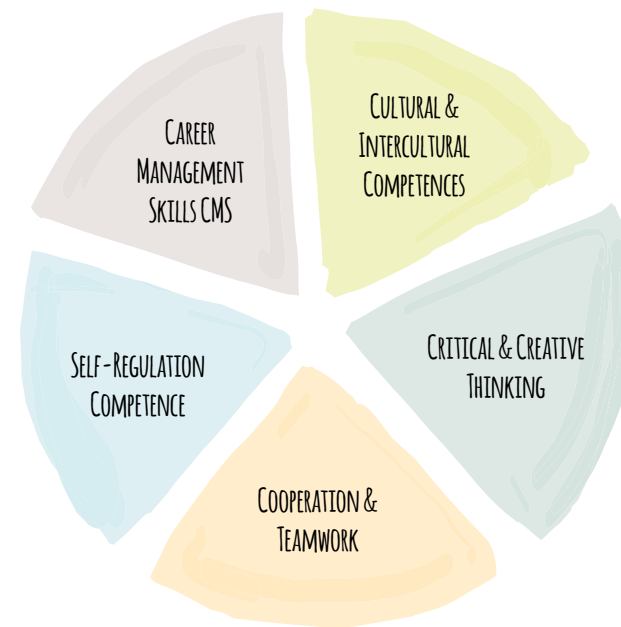
## A GUIDE FOR TEACHERS

All Partners

## 5.1 – TRAINING EXAMPLES OF EXISTING TEACHING UNITS

The training examples contain good-practice examples for the (further) development of selected social skills.

In a nutshell, there is an overview of which social competence trainings could be incorporated into the classroom. There is a definition of the skills and an enumeration of the subskills, which should be strengthened by the training at the same time. The target group, the duration of the training modules and other materials are named.





## Hubertus-Schwartz-Berufskolleg (Europaschule)

### Skill

#### Cultural and Intercultural Competence

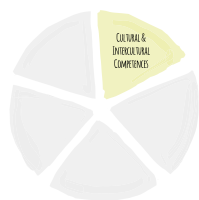
### Subskill

- Appearance and behaviour in different contexts
- Knowledge and ability to deal with cultural offers and contribute to it
- Knowledge and understanding of different cultural ways for life and society—and to deal with
- Social understanding of different perspectives
- Empathy and ability to intercultural interact

### Definition

#### Cultural and Intercultural Competence

This competence includes the ability to deal with one's own and other cultures based on knowledge of similarities and differences, as well as attitudes that support constructive coexistence, learning and living together



### Training

The course “International Competence” includes various topics. First the students should acquire basic knowledge about culture, prejudices and stereotypes. In the following lessons intercultural differences between various countries are dealt with. The focus is placed on the target country in which the student does his/her internship. In the final step the students should work on particularities (geography, climate, history) of the place where the students do their internships.

The complete course “Intercultural Competence” comprises 17 teaching units. Each teaching unit can also be used independently by the others.

### Target group

- Advanced Technical School with European focus: year 11/year 12
- Commercial Assistant “Foreign Languages”: year 12/year 14

The course material can also be used for any other students to prepare them for a student exchange or an internship abroad.

### Time

17 lessons, 90 minutes each

### Learning goal

The material and the structure of the course “International Competence” enable the students a competency-oriented learning. The competences are listed in a multi-level compile grid that also allows students to self-evaluate their learning progress.

### Materials

Material and methodological notes for 17 teaching units

## Ostendorf Gymnasium (Europaschule)

### Skill

#### Realistic ideas of a job

### Subskill

Self-reliance, self-reflection, motivation, (self-responsibility)

### Definition

#### Critical & Creative Thinking

Students often have vague ideas of what they are really facing in the job. The aim of this program is to deliver a solid base of the future job (e.g. working hours, job description—reality, role acting, duties...)

#### Training

- **Step 1, Knowledge (Perception):** Knowing, discovering and realizing the own needs, wishes and abilities
- **Step 2, Ability (Judgment):** Discovering common occupational areas based on the results of the Potential Analysis; Setting the next suitable steps for certain occupational areas and develop-

ment of a questionnaire with important information concerning the individual occupational areas; Presenting yourself critically

- **Step 3, Communication (Feeling):** Reflecting expectations towards a typical working day of a chosen job and comparison of that with practical examples; Adjusting your own expectations and focussing on realistic goals
- **Step 4, Reflection (Action):** Going to a company; Checking and comparing the own ideas, thoughts, expectations and information of a job which students developed before with the reality during an internship

#### Target group

8th–12th graders (14–19 years old)

#### Time

To do the whole program you need a lesson per week for the 8th graders, moreover workshops and presentations every few months and two or more internships for two or more weeks.

#### Learning goal

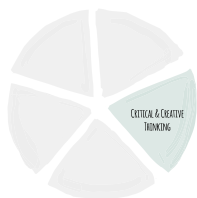
The aim is to gain realistic ideas of the future job and to reduce the number of changes when you either start an apprenticeship or you start to study what you actually later realize was the wrong job or subject.

#### Materials

internet, jobpass—folder (provided by the government)

#### Methods used and results

Students need to listen to presentations. They also need to do individual research, gain experiences and talk to company representatives and job agency representatives.



## Polytechnische Schule Leibnitz

### Skill

### Cooperation & Teamwork (Communication)

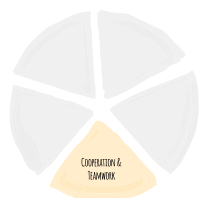
### Subskill

Communication and presentation training

### Definition

#### Communication Training

This competence includes the ability to deal with one's own and Communication skills are the key to developing (and keeping) friendships and to building a strong social support network. They also help you take care of your own needs, while being respectful of the needs of others.



### Training

3 areas of communication that you may want to practice are:

- Non-verbal communication
- Conversation skills
- Nonviolent communication

### Target group

The training can be used in any age group. (10–18)

### Time

Once a week; one lesson

### Learning goal

Communication skills are the key to developing (and keeping) friendships and to building a strong social support network.

### Materials

- [https://www.bildung-mv.de/export/sites/bildungsserver/.../5\\_Kommunikation.pdf](https://www.bildung-mv.de/export/sites/bildungsserver/.../5_Kommunikation.pdf)
- [https://lehrerfortbildung-bw.de/faecher/religion/gym/fb1/3\\_r\\_7\\_8/2.../2\\_kom/](https://lehrerfortbildung-bw.de/faecher/religion/gym/fb1/3_r_7_8/2.../2_kom/)
- <https://www.schule.at/portale/psychologie-und.../kommunikation-zeichenuebung.html>
- [https://www.sofatutor.at/ ... > Kommunikation und Sprache > Kommunikationsmodelle](https://www.sofatutor.at/...>Kommunikation%20und%20Sprache>Kommunikationsmodelle)
- [https://wiki.edu-ict.zh.ch/\\_media/k9/rychi\\_kursprogramm\\_kosole.pdf](https://wiki.edu-ict.zh.ch/_media/k9/rychi_kursprogramm_kosole.pdf)
- [www.baer-sch.de/download/uebungen.pdf](http://www.baer-sch.de/download/uebungen.pdf)
- <http://arbeitsblaetter.stangl-taller.at/>
- [https://wiki.edu-ict.zh.ch/\\_media/k9/rychi\\_kursprogramm\\_kosole.pdf](https://wiki.edu-ict.zh.ch/_media/k9/rychi_kursprogramm_kosole.pdf)
- [www.inovato.at/fileadmin/Media/Inovator/Download/inovator5.pdf](http://www.inovato.at/fileadmin/Media/Inovator/Download/inovator5.pdf)

## City College Plymouth

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### Skill

#### Cooperation & Teamwork (Communication)

### Subskill

Communication and teamwork

### Definition

#### Title:

**City College Plymouth Prince's Trust Team Programme**

#### Training

12-week personal development programme, for the chance to gain new skills, take a qualification and meet new people. As part of the course, we also spend some time developing your interview and CV skills to ensure your confidence is sky-high for when you're taking the next step.

The programme runs from Monday to Friday for twelve weeks and you will:

- spend a week away on a residential, doing outdoor adventurous activities and team building
- decide and complete a community project
- take part in a work experience placement
- finish a community challenge before ending with a celebration of your achievements.

Throughout the programme, you will gain new skills, confidence, and if required, develop your English and Maths skills. You'll then be supported to find a route into employment, education or training.

#### Target group

Young people 16–25 years of age

#### Time

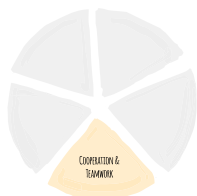
12 week full time programme

#### Learning goal

Communication skills are the key to developing (and keeping) friendships and to building a strong social support network. Upon successful completion you may progress into employment, a further education course at the College, a Traineeship or Apprenticeship.

#### Materials

- <https://www.cityplym.ac.uk/courses/princes-trust-team-programme/>
- <https://www.facebook.com/cityplymprincestrust/>



## Polytechnische Schule Leibnitz

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### Skill

#### Cooperation & Teamwork (Communication)

### Subskill

Appearance and behaviour, Promoting cooperation—teamwork

### Definition

#### Social Learning

Process in which individuals observe the behaviour of others and its consequences, and modify their own behaviour accordingly.

### Training

Modular lessons, course system

### Target group

The training can be used in any age group. (10–18)

### Time

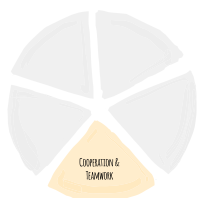
First two weeks at the beginning of the school year (4 lessons a day)

### Learning goal

A good climate and good personal relationship can make learning much easier, because education needs commitment.

### Materials

- <http://www.super-sozi.de/>
- <http://www.isb-mittelschule.de/>
- <https://www.lehrerfreund.de/schule/kat/unterrichtsmaterial>
- <http://www.medienscouts-nrw.de/die-qualifizierung/soziales-lernen/>
- Geschlechtssensible Pädagogik, Mädchen- und Bubenarbeit, Gender Mainstreaming in der Klasse; Andrea Stachl-Astleithner & Martin Henschl 2006
- Interaktionsspiele, Projektreader; Studienseminar für berufliche Schulen in Wiesbaden, Mai/Juni 2001



## Aldegrevier-Gymnasium (Europaschule)

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### Skill

#### Cooperation & Teamwork (Communication)

### Subskill

Communication

### Definition

#### Communication

The ability and willingness to interpersonal communication and teamwork is a prerequisite for successful cooperation, including knowledge of forms of communication.

### Training

Five-minute teacher

### Target group

This method can be used in several different classroom situations. By peer teaching, the students are supposed to learn a lot.

### Time

5–10 minutes

### Learning goal

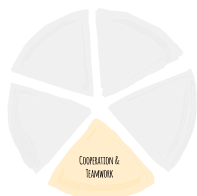
The method aims at supporting and challenging students individually. Students need to work out the content of their lessons on their own, hence they have to prepare and organize their own learning process. Moreover, they are supposed to work cooperatively.

### Materials

[http://www.individualisierung.org/\\_neu/download/lernstrategien\\_englisch.pdf](http://www.individualisierung.org/_neu/download/lernstrategien_englisch.pdf)  
Christin Grieser-Kindel, Roswitha Henseler, Stefan Möller: Method Guide 1 – Methoden für den Englischunterricht Klasse 5-13, Braunschweig, Paderborn, Darmstadt 2016.

### Methods used and results

The method is used during the whole year. Students become more self-confident.



## Aldegrevier-Gymnasium (Europaschule)

### Skill

#### Working & Learning Independently

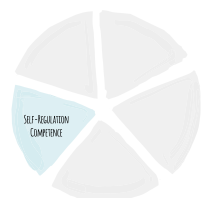
### Subskill

Working & learning independently

### Definition

#### Working independently

Independent learning must be regarded as self-directed learning. Hence, the learning is organized by the learner. This means that not only the aim of learning is defined individually, but also the path to knowledge is determined by the learner. The teacher serves as a guidance who offers help if needed.



### Training

Circle learning

### Target group

This method can be used in several different classroom situations. The teacher has the opportunity to observe his students from a distance. It allows him to have one-to-one interaction with individual learners. Specific learning requirements of learners are taken into account. Different types of learners can be identified, and singular problems can be solved.

### Time

A high level of preparation is required. It depends on the topic.

### Learning goal

Circle Learning is a form of independent, self-acting and differentiated teaching. It is assigned to open teaching. The method promotes methodological competences, social skills and decision making. The students select different stations and spend as much time on it as they need to answer their questions.

### Materials

[https://en.wikipedia.org/wiki/Learning\\_circle](https://en.wikipedia.org/wiki/Learning_circle)

## Skill

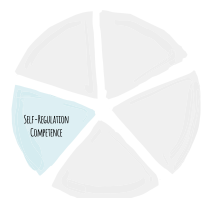
### Self-Regulation

## Subskill

Self-Evaluation, Self-reflection

## Definition

In this context, the objective of self-reflection is a new way of thinking and acting if past situations were not conducive. This means, the main focus is on the results-oriented reflection of problems and self-reflection. Therefore, it is encouraged to develop “[...] a conscious process in which a person digests and explicates his or her perceptions or actions which refer to their real self-concept” (Greif 2008: 40).



## Training

Questionnaire in hard copy or via an online tool

Target group

Students in Bachelor Programmes. Can be also used in any age group. (0-88)

## Time

At two points in a year, perhaps at the beginning and the end of the semester.

Using the examination period to reflect the actually provided performances.

## Materials

Self-Evaluation Questionnaire

## Methods used and results

The method is used during 2 years. Results were a new motivation, incentive in case of dissatisfaction with the result or strengthen the self-assurance in case of satisfaction with the result.





## Fachhochschule Südwestfalen

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### Skill

#### Self-Regulation

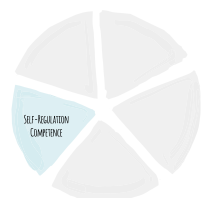
### Subskill

Accuracy, Timemanagement, Selforganisation

### Definition

The competence “accuracy” is synonymous with conscientiousness and rigor, and comprises a thorough and reliable working morale. This working morale enables the person to process tasks, functions, and obligations in line with values and standards, to avoid or correct mistakes as well as to maintain the overview at any time (cf. Krispel 2016: 38, cf. Egger 2014: 30).

In order to guarantee this, the training module presented here, relies on methods of self-organization, which are regarded as a prerequisite for a diligent working morale.



### Training

Time-management methods

### Target group

Can be used in any age group

### Time

Small time frames in the morning (5 minutes) to define daily plans. Small time frames at the beginning of the week (15 minutes) to define weekly plans. During a few weeks

### Materials

Pre-printed weekly plans and To Do lists, SMART Formula for define objectives.

### Methods used and results

Young adults set with the help of the SMART Formula method specific objectives. In order to achieve those, they can develop daily and weekly plans (depending on a short or long-term nature of their objectives).

The methods help them to organise their everyday life.

## City College Plymouth

### Skill

#### Career Management Skills

### Subskill

Appearance and behaviour, self-reflection

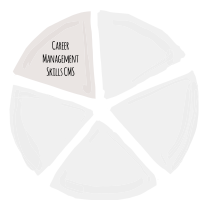
### Definition

#### Title:

**City College Plymouth Employability and Personal Development to prepare for Apprenticeship and/or Work**

#### Training

Young people work towards a City & Guilds Level 1 Award, Extended Certificate or Diploma in Employability Skills that helps to develop a knowledge of health and safety in the workplace, preparation for work, budgeting, health and wellbeing, interview techniques and much more.



Alongside this, there are opportunities to undertake community projects, try out training in different educational faculties or go on a work placement. Young people can also take Functional Skills qualifications in English and Maths and will be given support with updating their CV and applying for vacancies.

Staff encourage learners to develop and understand how important their education is and how correct behaviours, attitudes and attendance can vastly improve their potential of securing positive next steps, such as, further education or employment.

Learners participate in purposeful enrichment activities to support learning employability and enterprise skills, and where appropriate, undertake challenging work experience and placements to support their future careers plans.

Excellent development of learners' potential in regards to the social/personal skills to support them in becoming good citizens and enabling them to make positive plans for their future.

Learners feel safe in college and learn how to stay safe in other environments. Gaining better understanding of how to stay safe online and knowing the dangers of inappropriate use of mobile technology and social networking sites. Staff encourage learners to be healthy and fully develop their self-worth and confidence

#### Target group

Young people aged 16+

#### Time

3 days a week, length of programme depends on level and need

#### Learning goal

To prepare young people with the social and employability skills to progress in to an apprenticeship

## Polytechnische Schule Leibnitz

### Skill

### Career Management Skills

### Subskill

Appearance and behaviour, self-reflection

### Definition

#### Ready4job

Project "Ready4job" is a significant part of social learning beside professional orientation.



### Training

- This training is a final training for the application and for the apprentice.
- In addition to this project, we offer a number of real-life encounters with companies from the region
- Project Ready4job is a special training organised with chamber of work and experts from the economy.

### Target group

9th or 10th school year

### Time

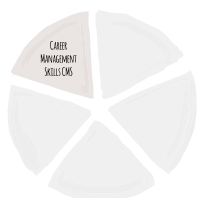
Two days—each four or five lessons

### Learning goal

To show appropriate behavior in common workshop.  
Proper manners essential for the world of work.

### Materials

<https://berufsorientierung.tsn.at/?q=content/my-future-neue-berufsorientierung-smappe-der-ak-tirol>



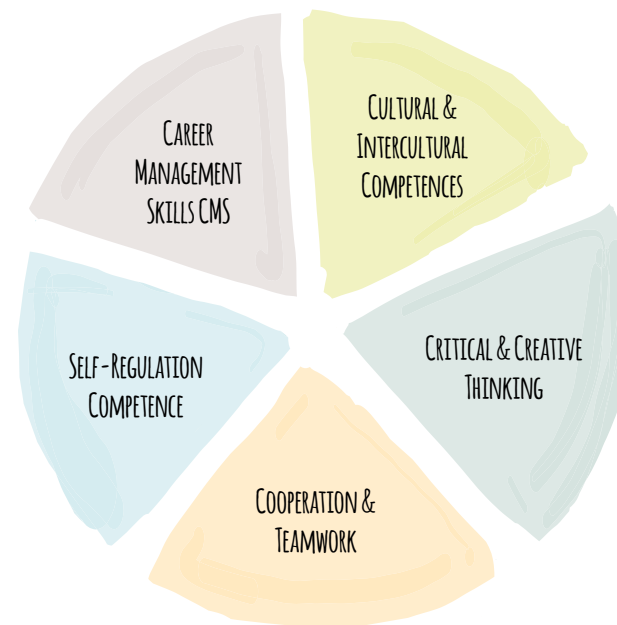
## 5.2 – TEACHING UNITS FOR TEACHERS FOCUSING ON COMPETENCES

The teaching units are designed to give teachers a practical approach on how to train the following skills:

- Cultural & Intercultural Competences
- Critical & Creative Thinking
- Cooperation & Teamwork
- Self-Regulation Competence
- Career Management Skills (CMS)

These series of lessons have already been successfully carried out by the participating partner schools. Described are the individual learning objectives, competence levels, used materials and the time required for the implementation.

Ultimately, competence training aims to empower young people to succeed in training or studying and bring along the skills that employers and universities expect from future trainees/students.



More teaching units and examples with detailed materials will be available via the project website

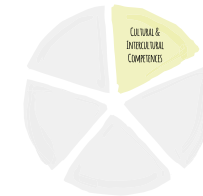
**[www.kreis-soest.de/p2w](http://www.kreis-soest.de/p2w)**

In the online compilation, schools will also find materials in German and Dutch.



## Skill

# CULTURAL & INTERCULTURAL COMPETENCE



## Hubertus-Schwartz-Berufskolleg (Europaschule)

<b>Education courses</b>	<ul style="list-style-type: none"><li>– Advanced Technical School with European focus/Höhere Handelsschule (Europaklasse)</li><li>– Commercial Assistant “Foreign Languages”</li></ul>
<b>Year/class</b>	<ul style="list-style-type: none"><li>– Advanced Technical School with European focus: <b>year 11/year 12</b></li><li>– Commercial Assistant “Foreign Languages”: year <b>12/year 14</b></li></ul>
<b>Type of offer</b>	<ul style="list-style-type: none"><li>– Elements in foreign language tuition</li><li>– Project work in special option subjects</li></ul>
<b>Possible curricular connection</b>	<ul style="list-style-type: none"><li>– Preparatory classes/lessons for the internship abroad</li><li>– Intercultural preparation within the framework of Erasmus and mobility projects</li></ul>



### Skill: Cultural & Intercultural Competence

Level of competences	Level 1 Knowledge (Perception)	Level 2 Ability (Judgment)	Level 3 Communication (Feeling)	Level 4 Reflection (Action)
<b>Concepts of culture</b>	<ul style="list-style-type: none"> <li>– I know different concepts of culture.</li> <li>– I know different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>– I'm able to distinguish between different concepts of culture in several contexts.</li> <li>– I'm able to denote social variable factors as for example age, sex, social class and environment that influence the behaviour and the thinking of humans.</li> </ul>	<ul style="list-style-type: none"> <li>– I am in position to explain and to describe the different concepts of culture.</li> <li>– I am in position to explain different social variable factors in the plenum and to support my explanation with appropriate examples.</li> </ul>	<ul style="list-style-type: none"> <li>– I can decide which of the concepts of culture you have to apply and I can reflect their meanings and the possible consequences in intercultural conversations.</li> <li>– I'm able to reflect (my) behaviour with reference to the social variable factors and to judge if it is appropriate in intercultural conversation.</li> </ul>
<b>Dimensions of culture/ standards/cultural processes</b>	I know the differences of stereotype, cliché and prejudice and their meanings in intercultural actions.	I'm able to distinguish the different generalizations of „external culture“ as well as of stereotype, cliché and prejudice.	I am in position to explain c stereotype, cliché and prejudice, to separate them well-founded and to show their importance in intercultural actions.	I am able to classify and to judge generalizations about external culture and I can reflect (my) behaviour with reference to these generalizations and judge if it is appropriate in intercultural conversation and I have first ideas for improving it.
<b>Recognition and esteem</b>	I know the meaning and necessity of recognition and esteem, especially in intercultural actions.	In intercultural conversations I show a behavior that is acknowledging and with appreciation.	I am able to describe recognition and a behaviour that is acknowledging and with appreciation and I can show the importance (especially in intercultural actions).	I can decide if (my) behaviour is acknowledging and with appreciation and if I'm able to show recognition. Moreover I can judge the effect of my counterpart and I have first ideas for improving my behaviour.
<b>Ability of empathy/ tolerance/sensibility</b>	I know the meaning and importance of empathy, tolerance and sensibility, especially in intercultural actions.	I behave emphatically and tolerantly and I'm able to react sensitive in different conversations.	I am in position to describe an emphatic and tolerant behaviour and to point out the importance (especially in intercultural actions).	I can decide if (my) behaviour is emphatic, tolerant and sensitive and can judge the effect of my counterpart. Moreover, in critical discussions I'm able to explain my point of view on the basis of underpinned arguments and at the same time I can understand different interests.

## Skill: Cultural & Intercultural Competence

Level of competences	Level 1 Knowledge (Perception)	Level 2 Ability (Judgment)	Level 3 Communication (Feeling)	Level 4 Reflection (Action)
<b>Frankness/Optimistic basic attitude</b>	I know the meaning if openness and an optimistic basic attitude; especially in intercultural actions.	In different intercultural conversations I am honest and can communicate an optimistic basic attitude.	I'm able to describe honest behaviour and an optimistic basic attitude and point out the importance especially in intercultural actions.	I can decide if (my) behaviour is honest and basic attitude is optimistic and positively influence an intercultural conversation by showing frankness and an optimistic basic attitude.
<b>Introspection and perception by other/ self-reflection and reflection by other</b>	I know the definition of self-image and public image. I know that I have an image of myself (as a German) and that this image may be different from the image that others have.	I'm aware of my self-image (as a German) and I know public images that other may have of me (as a German).	I am in position to describe my self-image (as a German), to point out differences to public images and to basically explain these differences.	I can imagine the public image that others may have of me (as a German), understand their point of view and take the necessary action.
<b>Willingness to learn Adaptability</b>	I know the necessity of the willingness to learn and of adaptability, especially in intercultural actions.	I show myself willing to learn and I am prepared for adapt myself in different intercultural conversations.	I'm able to describe a behavior that shows willingness to learn and to adapt oneself and I can point out the importance especially in intercultural actions.	I can decide if (my) behavior shows willingness to learn and to adapt myself. If my behaviour is not appropriate I am able to improve my action and my behaviour.
<b>Communication competences/ Violence-free communication</b>	I know the (most important) aspects of intercultural communication.	I recognize different aspects of communication in conversations of other and I'm able to apply various aspects in my conversations.	I am in position to describe different aspects of communication and I can analyse the effects they have.	By applying the aspects of communication consciously I can positively influence the course of a conversation.
<b>Conflict management/ Dealing with critical incidents</b>	I know procedures of conflict management and I can describe them.	I choose suitable procedures appropriate to context and situation and apply them.	I accept the consequences of a situation dealing with conflict management, analyse it and I can classify it.	I change my action in full consciousness the realized experience and with reference to my development and my progress.



**Skill: Cultural & Intercultural Competence**

Level of competences	Level 1 Knowledge (Perception)	Level 2 Ability (Judgment)	Level 3 Communication (Feeling)	Level 4 Reflection (Action)
<b>Country-specific/ culture specific pro- fessional skills</b>	I know the county-specific and culture specific characteristics of the target culture.	I am aware of the county-specific and culture specific characteristics of the target culture and I know the county-specific and culture specific characteristics of my own culture.	I am in position to describe the county-specific and culture specific characteristics of the target culture of the target culture and point out them out by giving appropriate examples in the plenum.	I am able to compare the county-specific and culture specific characteristics of the target culture with the knowledge of my own culture and to draw a conclusion for example for conversations and suitable behaviour.
<b>„usual“ behavior in the target culture that is governed by conven- tions</b>	I know the „usual“ behaviour in the target culture that is governed by conventions.	In intercultural situations I behave according to the „usual“ behaviour in the target culture that is governed by conventions.	I am able to explain the „usual“ behaviour in the target culture that is governed by conventions, to describe different way how to behave and to analyse the effects.	By showing the „usual“ behaviour in the target culture that is governed by conventions I am able to positively influence the course of a conversation and judge if (my) behaviour was appropriate.
<b>Classification of generalizations of the target culture</b>	I know the differences of stereotype, cliché and prejudice and their meanings in intercultural actions.	I'm able to distinguish the different generalizations of „external culture“ as well as of stereotype, cliché and prejudice.	I am in position to explain c stereotype, cliché and prejudice, to separate them well-founded and to show their importance in intercultural actions.	I am able to classify and to judge generalizations about external culture and I can reflect (my) behaviour with reference to these generalizations and judge if it is appropriate in intercultural conversation and I have first ideas for improving it.
<b>Cultural character- istics of different countries</b>	I know cultural characteristics of the target culture of different countries.	I am aware of the cultural characteristics of the target culture of different countries and I know the characteristics of my own country.	I am able to describe the cultural characteristics of the target culture of different countries and to explain them in the plenum with the help of appropriate examples.	I am able to compare the cultural characteristics of the target culture of different countries with the knowledge of my own country and to draw a conclusion for example for conversations and suitable behaviour.

## Skill: Cultural & Intercultural Competence

<b>Time/required time frame</b>	18 lessons 90 minutes each	
<b>Responsible</b>	<ul style="list-style-type: none"> <li>– Teachers for English</li> <li>– Teachers for Spanish</li> </ul>	
<b>Material</b>	<b>Lessons 1–5 What is culture? Theoretical survey about culture, prejudices and stereotypes</b> (Lesson à 90 minutes)	Material
Learning and working techniques	<b>1. Why does culture matter?</b> <ul style="list-style-type: none"> <li>– welcoming rituals</li> <li>– The ice-berg model</li> </ul>	M1 M2
Methodical clues	<b>2. What is culture for you?</b> <ul style="list-style-type: none"> <li>– setting up a mind-map followed by a presentation of the group work results</li> <li>– What is typically German? (card technique)</li> </ul>	M3
<ul style="list-style-type: none"> <li>– pair work</li> <li>– group work</li> <li>– card technique</li> <li>– Concept Map</li> <li>– Mind Map</li> <li>– role-play</li> <li>– case studies</li> <li>– film analysis</li> <li>– presentations</li> <li>– lectures</li> <li>– „Gruppenpuzzle“ puzzle technique</li> </ul>	<b>3. Culture and the term culture</b> <ul style="list-style-type: none"> <li>– Analysing the text The diversity of the term culture in group work followed by the presentation of the results</li> </ul>	M4
	<b>4. The significance of prejudices and stereotypes</b> <ul style="list-style-type: none"> <li>– Analysing the text „The significance of prejudices and stereotypes in intercultural acting/ processes“</li> <li>– Presentation of the contents by means of a concept map</li> <li>– Presenting the concept maps by puzzle technique.</li> </ul>	M5
	<b>5. At the derdians</b> <ul style="list-style-type: none"> <li>– Realizing that different cultural rules, behaviour patterns and expectations may lead to difficulties for the common project (realising cultural standards)</li> <li>– Building bridges between indigenious people and engineers</li> </ul>	M6
	<b>Lessons 6–10 Intercultural competences Spain</b>	
	<b>6. Family orientation:</b> <ul style="list-style-type: none"> <li>– Job offers</li> <li>– Colleagues</li> </ul>	M7 M8
	<b>7.</b> <ul style="list-style-type: none"> <li>– Analysing the topics “minimizing interpersonal distance, shaping communication, putting rules into perspective” in divided group work</li> <li>– Presenting the group work results and performance of role-plays based on the case studies worked upon.</li> </ul>	M9 M10 M11

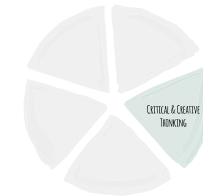
## Skill: Cultural & Intercultural Competence

<b>Material</b>	<b>8.–9. Text “Cómo negociar con un español”—Negotiating in international contexts</b>	M12
	– Analysis in divided group work – Presentation of results and discussion	
	<b>10. Text „En casa de un español”—Being invited to a Spaniard—particularities</b>	M13
	– Analysis of the text in pair or group work – Presenting the contents of the text by means of role-plays	
	<b>Lessons 11–14 Intercultural competences England/Ireland</b>	
	<b>11.–12. Text „ Divided by culture”</b>	M14
	– Analysis in group work – Presentation and discussion of the results	
	<b>13.</b>	M15 M16
	– Analysis of the topics „rituals, minimizing interpersonal distance “. – Presentation of the group work results and various letters to the editor about the analysed case studies	
	<b>14. Film:</b> The Queen and the Germans – cultural parallels and differences between the British and Germans. source: <a href="http://www.zdf.de/ZDFmediathek/beitrag/video/1657070/Die-Queen-und-die-Deutschen#/beitrag/video/1657070/Die-Queen-und-die-Deutschen">http://www.zdf.de/ZDFmediathek/beitrag/video/1657070/Die-Queen-und-die-Deutschen#/beitrag/video/1657070/Die-Queen-und-die-Deutschen</a> .	Film
<b>Achievements/ learning results</b>	<b>Lessons 15–17 Particularities of the place of the internship</b>	
	<b>15.–17. Presentations/lectures</b>	
	– Setting up presentations in divided group work on the topics geography, climate, history, the country and its people, economic structures of the place where the students do their internship – Free choice of topics possible according to the students` ideas and wishes	
	Presentations Lectures	
	<b>Further information</b>	The course international competences includes various topics. First the students should acquire basic knowledge about culture, prejudices and stereotypes. In the following lessons intercultural differences between various countries are dealt with. The focus is placed on the target country in which the student does his/her internship. In the final step the students should work on particularities (geography, climate, history) of the place where the students do their internships.
<b>Organisational clues</b>	In addition to the intercultural preparation at school, there are even parents evenings where the topics of insurance, travel, accommodation, etc. are treated.	

## Skill

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# CRITICAL & CREATIVE THINKING



## Bossche Vakschool

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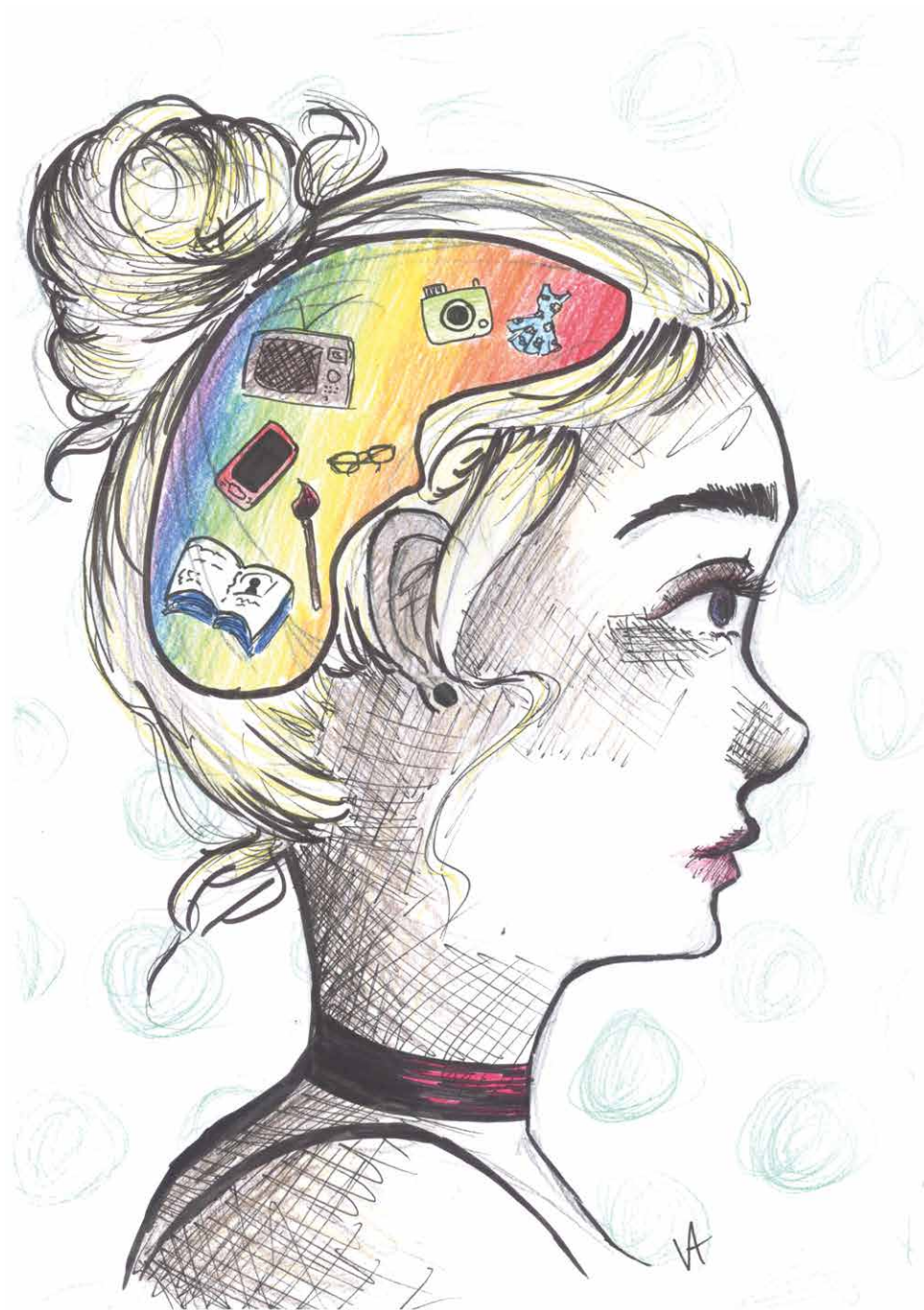
<b>Education courses</b>	Lower vocational education
<b>Year/class</b>	<ul style="list-style-type: none"><li>– Class 1 (12–13)</li><li>– Class 2 (13–14)</li><li>– Class 3 (14–15)</li><li>– Class 4 (15–17)</li></ul>
<b>Type of offer</b>	<ul style="list-style-type: none"><li>– CoRT program, thinking skills program E. de Bono (1986)</li><li>– Communication competencies by debate lessons</li></ul>
<b>Possible curricular connection</b>	<ul style="list-style-type: none"><li>– Social studies consisting of themes like WORK, MASS MEDIA, POLITICS, MULTICULTURAL SOCIETY, CRIMINALITY</li><li>– LOB (Career orientation program)</li><li>– Integrated in the subject Social studies, part of the curriculum</li></ul>

**Skill: Critical & Creative Thinking—Communication**

Level of competences	Level 1 Knowledge (Perception)	Level 2 Ability (Judgment)	Level 3 Communication (Feeling)	Level 4 Reflection (Action)
<b>PMI</b>	Know what Plus, minus and interest is	Use this tool to form a objective judgement	Not only mentioning reason, but also ones gut feeling	Use this and other tools the way one wants to use them in any desired order
<b>OPV</b>	Know what Other peoples view means	Use this tool to understand ones other perspective	Be prepared and capable to put yourself in another position to broaden up your mind	Use this and other tools the way one wants to use them in any desired order
<b>C&amp;S</b>	Understand what Consequences and sequel means	To construct an overview of consequences on the short, middle and long term	Intuition may be used if consequences are of any irresponsible outcome	Use this and other tools the way one wants to use them in any desired order
<b>CAF</b>	Explain what Consider all factors means	To conclude if one hasn't forgotten anything before a final judgement	One asks himself continuously "Is this all?"	Use this and other tools the way one wants to use them in any desired order
<b>APC</b>	Know what Alternatives, possibilities and choices are	To see whether there are any onther creative possibilities	Here a creative mindset has to be used by using creative techniques next to CoRT	Use this and other tools the way one wants to use them in any desired order
<b>FIP</b>	To know what First important priorities means	To judge how to start in the most preferable order	Feelings about how to start may be used	Use this and other tools the way one wants to use them in any desired order
<b>AGO</b>	To know what Aims, goals and objectives are	To set things SMART	See if AGO is SMART formulated	Use this and other tools the way one wants to use them in any desired order
<b>Decisions</b>	To learn how to make a decision	To make a decision with a ready made matrix	Design your own matrix	Use this and other tools the way one wants to use them in any desired order
<b>Debate</b>	Introduction Debate formula	Teach how one can qualify arguments	To stay objective by listening to arguments	Being part of a debate or being "chairman" of a debate. In that way one should be capable to summarize and be responsible of order during a debate

### Skill: Critical & Creative Thinking—Communication

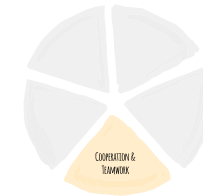
<b>Teacher's comment</b>	If you introduce CoRT, start with a simple statement like: "Suppose dogs could talk"and after a first introduction, start with more serious questions like: "Let's close the borders for any immigrants."
<b>Teacher's recommendation</b>	Once students know the tools explain them that they may/have to use to CoRT tools during a debate.
<b>Responsible</b>	Teachers social studies
<b>Time/required time frame</b>	To let students know what CoRT tools are, one needs 8 weeks, 2 lessons per week After that throughout the whole year 1 lesson per week to improve their competencies
<b>Further information</b>	One has to purchase the material at the Bono Foundation. <a href="http://www.cortthinking.com">www.cortthinking.com</a>
<b>Organisational clues</b>	In order to spread the CoRT program, there will be presentations and guest lessons in year 1



## Skill

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# COOPERATION & TEAMWORK



## Polytechnische Schule Leibnitz

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<b>Education courses</b>	Module „Social Learning“; project „Ready4job“; work experience—“snuffle weeks”
<b>Year/class</b>	9th or in voluntary 10th school year
<b>Type of offer</b>	<p><b>CONCEPT IDEA: To promote learning processes in a playful way!</b></p> <p>A good climate and good personal relationships can make learning much easier, because education needs commitment.</p> <ul style="list-style-type: none"><li>– The module „<b>Social Learning</b>“(social skills), in the first two weeks of the school year is a special training with interaction games.</li><li>– Interaction games are often games where there are no winners and losers.</li><li>– Everyone should emerge victorious from the games by contributing to a common outcome. In the process, the group continues to develop; it leads to positive experiences among the individual group members.</li></ul> <ul style="list-style-type: none"><li>– Project <b>Ready4job</b> is a special training organised with chamber of work and experts from the economy. This training is a final training for the application and for the apprentice.</li><li>– The project “Ready4Job” is a significant part of professional orientation.</li><li>– In addition to this project there are numerous real-life encounters with companies from the region. (Participating in the project Take-Tech and four weeks of work experience – snuff weeks)</li></ul>
<b>Didactical approach</b> (if applicable)	Modular lessons, course system



**Skill: Appearance and behaviour, Promoting Cooperation & Teamwork**

Level of competences	Level 1 Knowledge (Perception)	Level 2 Ability (Judgment)	Level 3 Communication (Feeling)	Level 4 Reflection (Action)
<b>1. Acquaintance Games</b> <ul style="list-style-type: none"> <li>– Loosening</li> <li>– To get to know</li> <li>– Find common ground</li> </ul>	<ul style="list-style-type: none"> <li>– Get to know each other, presentation in front of the group</li> <li>– appropriate behaviour in common</li> <li>– Students learn to know each other and accept the interests of others</li> <li>– can listen to others and learn from them.</li> <li>– recognizes the services of others.</li> </ul>	<ul style="list-style-type: none"> <li>– The student can break down inhibitions</li> <li>– Welcomes other people according to the situation.</li> <li>– brings experience and knowledge.</li> <li>– is prepared to defer own interests and seeks amicable solution.</li> <li>– makes suggestions for work distribution.</li> <li>– If necessary, ask other team members for help and help</li> <li>– The student offers help to other team members as needed.</li> </ul>	<ul style="list-style-type: none"> <li>– The student uses an appropriate language level.</li> <li>– Encourage and promote cooperation and communication skills</li> <li>– Reduce fears and weaknesses through mutual support</li> </ul>	<ul style="list-style-type: none"> <li>– Respects other people with respect and recognition.</li> <li>– Awareness of the use of different language levels in different situations and role-playing trainings.</li> </ul>
<b>2. Cooperation games</b> (partner and group work) Powertower, Meterstab, Ball transport, Flying carpet, Spidernet, sculpture building, Drawing according to instructions, Gordian knot, robot game				
<b>3. Cooperative tower or bridge construction</b>				
<b>Ready4job:</b> <ol style="list-style-type: none"> <li>1. The interview phone training</li> <li>2. The first impression</li> <li>3. Manners</li> </ol>	<ul style="list-style-type: none"> <li>– knows the tips for the interview</li> <li>– knows how to dress and express himself according to the situation</li> <li>– know that proper manners are decisive criteria for all life and therefore also essential for the world of work</li> <li>– Students know that outfit and physical presence are key skills for the economy</li> <li>– rules of conduct in teaching at external learning locations</li> </ul>	<ul style="list-style-type: none"> <li>– The student is able to perform the tips for the interview (role-playing),</li> <li>– The student can behave appropriately, respectfully and considerately to the situation and role.</li> <li>– appropriate behavior in common workshop</li> </ul>	<ul style="list-style-type: none"> <li>– The pupil returns his own interests</li> </ul>	<p>The Media Team of our school (Marita) refined and deepened the correct appearance during the interview—using video analysis; these conversations are analyzed and improved!</p>

## Skill: Appearance and behaviour, Promoting Cooperation & Teamwork

<b>Responsible</b>	<ul style="list-style-type: none"><li>– A special team of two or more teachers is responsible for the material for the module social learning.</li><li>– Competences should be initiated targeted in special training units.</li><li>– The Educational basic idea is the interaction—on the one hand among the youth and the other with representatives of industry and the participating institutions.</li></ul>
<b>Time/required time frame</b>	<ul style="list-style-type: none"><li>– Social skills: First two weeks at the beginning of the school year (4 lessons a day)</li><li>– Ready4job: Two days—each four or five hours</li></ul>
<b>Organisational clues</b>	<p><b>1. Introductory games:</b> Creation of conversation events International Welcome, Partner interview, presentation, Ball-bearing “Tell Orders”</p> <p><b>2. Cooperation games</b> (partner and group work)</p> <ul style="list-style-type: none"><li>– Powertower, Meterstab</li><li>– Ball transport, Flying carpet</li><li>– Spidernet, sculpture building, Drawing according to instructions, Gordian knot</li><li>– robot game</li></ul> <p><b>3. Cooperative tower or bridge construction</b></p> <p><b>4. Role playing:</b></p> <ul style="list-style-type: none"><li>– The interview</li><li>– phone training</li></ul> <p><b>Ready4job:</b></p> <ul style="list-style-type: none"><li>– The transition from school to professional life plays a crucial role for the future prospects of young people and their further life design. The labor market is characterized by a constant and increasingly change. New professions represent a new challenge for the young people.</li><li>– Therefore, the exchange of information with additional experts from the world of work and the economy is an essential part of the training. In addition to the project application, the numerous real-life encounters with companies from the region, participating in Take-Tech and four weeks of practice project “Ready for Job” is a significant part of professional orientation and as well as social training.</li></ul> <p><b>1. The first impression:</b> companies show how important the appearance or the first impression during job interviews is.</p> <p><b>2. The Interview:</b> The team refined and deepened the correct appearance during the interview—using video analysis; these conversations are analyzed and improved!</p> <p><b>3. Manners:</b> Proper manners are decisive criteria for all life and therefore also essential for the world of work.</p>

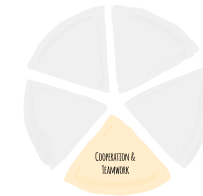
### Skill: Appearance and behaviour, Promoting Cooperation & Teamwork

<b>Materials</b>	<a href="http://www.super-sozi.de/">http://www.super-sozi.de/</a> <a href="http://www.isb-mittelschule.de/">http://www.isb-mittelschule.de/</a> <a href="https://www.lehrerfreund.de/schule/kat/unterrichtsmaterial">https://www.lehrerfreund.de/schule/kat/unterrichtsmaterial</a> <a href="http://www.medienscouts-nrw.de/die-qualifizierung/soziales-lernen/">http://www.medienscouts-nrw.de/die-qualifizierung/soziales-lernen/</a> – Geschlechtssensible Pädagogik, Mädchen- und Bubenarbeit, Gender Mainstreaming in der Klasse; Andrea Stachl-Astleithner & Martin Henschl 2006 – Interaktionsspiele, Projektreader, Studienseminar für berufliche Schulen in Wiesbaden; Mai/Juni 2001
<b>Learn and working techniques</b>	– Pair work – Work in groups – Ball-bearing – Mind Map – Concept Map – Role playing game – case situation – Film Analysis – presentations – Group Puzzle
<b>Learning and/or work outcomes</b> (if applicable)	Portfolio, video
<b>Further information</b>	<p>Social learning in a pedagogical sense includes training for successful communication, dealing with one's own and other's feelings, dealing with conflicts, team building and cooperation. In addition to its own expansion of competence and the group dynamic shares, it also offers numerous aids for later work with classmates.</p> <p>The students develop a willingness to learn, to sharpen their own perception in order to question their own prejudices and to respond to them consistently. So it's about the acquisition of "social and emotional competence".</p>

## Skill

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# COOPERATION & TEAMWORK



## Polytechnische Schule Leibnitz

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### Education courses

- In all 5 classes
- Special lesson
- “Communication and presentation training”
- Once a week —the whole year

### Year/class

9th or in voluntary 10th school year

### Type of offer

- Communication skills are the key to developing (and keeping) friendships and to building a strong social support network. They also help you take care of your own needs, while being respectful of the needs of others. People aren't born with good communication skills; like any other skill, they are learned through trial and error and repeated practice.
- 3 areas of communication that you may want to practice are:
  - Non-verbal communication
  - Conversation skills
  - Nonviolent communication

### Didactical approach (if applicable)

Once a week; one lesson; all classes

### Skill: Communication Training—Cooperation & Teamwork

Level of competences	Level 1 Knowledge (Perception)	Level 2 Ability (Judgment)	Level 3 Communication (Feeling)	Level 4 Reflection (Action)
<b>Skillsection 1</b> <b>Nonverbal Communication</b>	<ul style="list-style-type: none"> <li>– know nonverbal signal</li> <li>– know, that nonverbal signals have different meaning in other cultures</li> </ul>	<ul style="list-style-type: none"> <li>– Can use nonverbal signals</li> </ul>	<ul style="list-style-type: none"> <li>– Know the effect of nonverbal signal</li> </ul>	<ul style="list-style-type: none"> <li>– Can use nonverbal signals in situations—f.e. in a job interview</li> </ul>
<b>Skillsection 2</b> <b>Conversation skills</b>	<ul style="list-style-type: none"> <li>– know the basic features of communication</li> <li>– know the four pages of a message</li> <li>– make communication rules for the class</li> </ul>	<ul style="list-style-type: none"> <li>– can apply the basic features of communication</li> </ul>	<ul style="list-style-type: none"> <li>– can asses the effect of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>– can consciously use conversation components</li> <li>– can apply tools of communication in discussions</li> </ul>
<b>Skillsection 3</b> <b>Nonviolent communication</b>	<ul style="list-style-type: none"> <li>– know the four step process for nonviolent communication (Marshall Rosenberg)</li> </ul>	<ul style="list-style-type: none"> <li>– apply the rules of nonviolent communication</li> </ul>	<ul style="list-style-type: none"> <li>– Can handle my conflict situations</li> <li>– Can reflect my share of it</li> </ul>	<ul style="list-style-type: none"> <li>– can change my behavior in conflict situations</li> <li>– can suggest solution strategies</li> </ul>

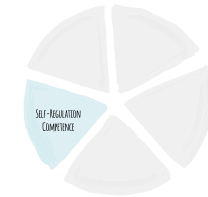
### Skill: Communication Training—Cooperation & Teamwork

<b>Responsible</b>	One teacher for all classes
<b>Time/required time frame</b>	One lesson a week – the whole schoolyear
<b>Materials</b>	Communication portfolio (Upper Styria)
<b>Learn and working techniques</b>	Discussion panels; worksheets; role playing games; video analysis; observation tasks
<b>Learning and/or work outcomes</b> (if applicable)	Voice training

## Skill

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# SELF-REGULATION COMPETENCE



## Fachhochschule Südwestfalen

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<b>Education courses</b>	Bachelor's Programmes
<b>Year/class</b>	University
<b>Type of offer</b>	Questionnaire (when appropriate: online?)
<b>Didactical approach</b> (if applicable)	During the Semester

**Skill: Self-Evaluation—Self-Regulation Competence**

Level of competences	Level 1 Knowledge (Perception)	Level 2 Ability (Judgment)	Level 3 Communication (Feeling)	Level 4 Reflection (Action)
<b>Competence Group 1 Professional Aspects</b>	I know the professional content.	I am able to manage/solve the professional content.	I am able to discuss the managed/solved professional content.	I am able to apply, transfer and evaluate the professional content in a coherent way.
<b>Competence Group 2 Personal Aspects</b>	I know various character building factors (strengths and weaknesses).	I can determine my personal strengths and weaknesses.	I am aware of my personal strengths and weaknesses in specific situations.	I am aware of my personal strengths and weaknesses in specific situations and I am able to develop them actively.
<b>Competence Group 3 Inter-Personal Aspects</b>	I know various manners of inter-personal relationships (strengths and weaknesses in dealing with other people).	I can determine my strengths and weaknesses in dealing with other people.	In specific situations, I am aware of my strengths and weaknesses in dealing with other people.	In specific situations, I am aware of my personal strengths and weaknesses in dealing with other people and I am able to react and handle those in an appropriate way.

### Skill: Self-Evaluation—Self-Regulation Competence

<b>Responsible</b>	Study Counselling
<b>Time/required time frame</b>	At two points in time, perhaps at the beginning and the end of the semester. Using the examination period to reflect the actually provided performances.
<b>Organisational clues</b>	Scheduling both points in time of the questionnaires, possibility of a reliable assignment of the questionnaire, data privacy
<b>Materials</b>	Questionnaire in hard copy or via an online tool
<b>Learn and working techniques</b>	<ul style="list-style-type: none"><li>– Completion of the questionnaire in an autonomous and honest way (anonymous).</li><li>– When appropriate: Analysis of the self-evaluation and the provided performances during a personal consultation with the study counsel.</li><li>– Using the examination period to reflect the provided performances.</li><li>– Setting goals for the next semester.</li><li>– There can be elaborated a personal performance graph by providing periodically self-evaluation questionnaires and performances, which should contribute to the students' motivation.</li></ul>
<b>Learning and/or work outcomes</b> (if applicable)	<ul style="list-style-type: none"><li>– Individual development and personal objectives.</li><li>– When appropriate: Motivation, incentive in case of dissatisfaction with the result.</li><li>– When appropriate: strengthen the self-assurance in case of satisfaction with the result.</li></ul>
<b>Further information</b>	Personal trust Required sensitive approach to results

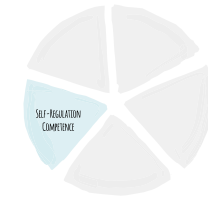




## Skill

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# SELF-REGULATION COMPETENCE



## Lippe-Berufskolleg (Europaschule)

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<b>Education courses</b>	1 year full-time vocational schools (lower level)
<b>Year/class</b>	Year 11
<b>Type of offer</b>	Project: <b>Jumpstart Weeks—Part 1</b>
<b>Didactical approach</b> (if applicable)	<b>Kick-off Speech</b> by experts (e. g. training supervisors/head of apprenticeship departments of local companies)

**Skill: Self-Assessment—Self-Regulation Competence**

Level of competences	Level 1 Knowledge (Perception)	Level 2 Ability (Judgment)	Level 3 Communication (Feeling)	Level 4 Reflection (Action)
<b>Competence Group 1 Professional Aspects</b>	I recognize my personal situation (transition from school to the world of work).	I see/conclude that it is important to have a vocational education/to make an apprenticeship in order to fulfil my personal wishes in my life and in my future.		
<b>Competence Group 2 Personal Aspects</b>	I realize that I have various possible personal wishes in my life and for my future.	I understand/conclude that this vocational education/apprenticeship has to fit to me and my personality and to my wishes in life.		
<b>Competence Group 3 Inter-Personal Aspects</b>	I realize that companies apply various standards/make demands to future apprentices.	I understand/conclude that I have to have a strong interest in the training company and the offered apprenticeship.		

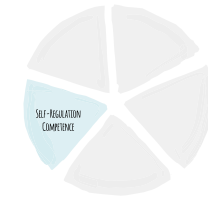
**Skill: Self-Assessment—Self-Regulation Competence**

<b>Responsible</b>	Organising team: Jumpstart Weeks
<b>Time/required time frame</b>	2 lessons (à 45 minutes)
<b>Organisational clues</b>	A lecture room and technical support (e. g. for film clips/sequences) is needed. Experts (e. g. heads of apprenticeship departments or training supervisors) from local companies have to be asked/convinced to give a kick-off speech. The kick-off speech should give an idea about the standards/expectations/demands which companies apply to future apprentices and should highlight the relevance of personal wishes in life (education > income > budget > fulfilment of personal wishes).
<b>Learn and working techniques</b>	lecture/talk
<b>Learning and/or work outcomes</b> (if applicable)	The students' awareness for the development of personal wishes is raised. Thus, the consequences for achieving these wishes (finding a suitable apprenticeship—implying an appropriate future income) become obvious.

## Skill

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# SELF-REGULATION COMPETENCE



## Lippe-Berufskolleg (Europaschule)

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<b>Education courses</b>	1 year full-time vocational schools (lower level)
<b>Year/class</b>	Year 11
<b>Type of offer</b>	Project: <b>Jumpstart Weeks—Part 2</b>
<b>Didactical approach</b> (if applicable)	<b>Improvisational Theatre</b> (professional theatre group)—topic: the job interview

**Skill: Self-Competence—Self-Regulation Competence**

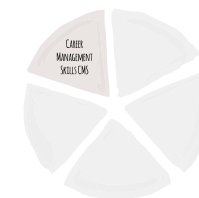
Level of competences	Level 1 Knowledge (Perception)	Level 2 Ability (Judgment)	Level 3 Communication (Feeling)	Level 4 Reflection (Action)
<b>Competence Group</b> <b>Reflection Skills/</b> <b>Reflective Faculty</b>	The improvisational theatre group performs a job interview in which the applicant shows inappropriate behaviour. I recognize that the applicant behaves inappropriately.	I am able to identify the different aspects of the inappropriate behaviour (clothing, verbal/non-verbal behaviour).	I am able to discuss the inappropriate behaviour and to suggest appropriate alternatives.	I am able to reflect on the suggested behaviour alternatives with regard to its appropriateness in the job interview (as performed by the actors).

**Skill: Self-Competence—Self-Regulation Competence**

<b>Responsible</b>	Organising team: Jumpstart Weeks
<b>Time/required time frame</b>	2 lessons (45 minutes each) for theatre play including discussion and reflection.
<b>Organisational clues</b>	A professional improvisational theatre group has to be booked. A hall for the performance is needed.
<b>Learn and working techniques</b>	The students have to be briefed on the special form of an improvisational theatre play. The students should know about their participation and their involvement in the play. This could be done in the German lessons.
<b>Learning and/or work outcomes</b> (if applicable)	The students recognize positive/negative behaviour of an applicant in a job interview. They are able to judge this behaviour, offer alternative behaviour and reflect on it.

## Skill

# CAREER MANAGEMENT SKILLS



## Aldegrevier-Gymnasium (Europaschule)

<b>Education courses</b>	Gymnasium
<b>Year/class</b>	5–12
<b>Type of offer</b>	English lessons



**Skill: Self-Reliant Learning/ Working—Career Management Skills**

Level of competences	<b>Level 1 Knowledge</b> (Perception)	<b>Level 2 Ability</b> (Judgment)	<b>Level 3 Communication</b> (Feeling)	<b>Level 4 Reflection</b> (Action)
<b>Competence Group 1</b>	The students work out the content of the five-minute teacher.	The students work cooperatively. They prepare their lesson on their own.	The students are able to initiate the classroom discourse.	The students learn by teaching other students.
<b>Competence Group 2</b>	The students know the specific requirements of a five-minute teacher performance.	The students know how to use bilingual and monolingual dictionaries.	The students are able to communicate their findings. They are able to address and resolve language difficulties.	The students evaluate the benefit of the method.
<b>Competence Group 3</b>	The students examine different kinds of material for their performance.	The students are able to structure their newly gained knowledge.	The students train and practice different communication strategies	The students discuss insights they acquired.

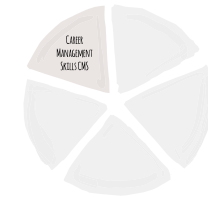
**Skill: Self-Reliant Learning/ Working—Career Management Skills**

<b>Responsible</b>	English teacher
<b>Time/required time frame</b>	5–10 minutes
<b>Organisational clues</b>	The method must be introduced to the EFL-classroom.
<b>Materials</b>	The students need enough material for their performance.
<b>Learn and working techniques</b>	This method can be used in several different classroom situations. By peer teaching, the students are supposed to learn a lot. Students need to work out the content of their lessons on their own, hence they have to prepare and organize their own learning process.
<b>Learning and/or work outcomes</b> (if applicable)	The students learn how to work independently, self-reliantly and assess and revise a specific content. Moreover, the teacher is offered new perspectives on methodological structures of lessons.
<b>Further information</b>	The method aims at supporting and challenging students individually.

## Skill

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# CAREER MANAGEMETN SKILLS



## Aldegrevier-Gymnasium (Europaschule)

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**Education courses** Gymnasium

**Year/class** 5–12

**Type of offer** Circuit Learning is a form of independent, self-acting and differentiated teaching. It is assigned to open teaching.



**Skill: Self-Reliant Learning/ Working—Career Management Skills**

Level of competences	Level 1 Knowledge (Perception)	Level 2 Ability (Judgment)	Level 3 Communication (Feeling)	Level 4 Reflection (Action)
<b>Competence Group 1</b>	The students work out different guiding questions.	The students are allowed to work independently.	The students share their results with other students.	The students reflect on their ongoing learning process.
<b>Competence Group 2</b>	The students decide which material they need to answer those questions. (e.g. books, models, experimental equipment.)	The learning steps are to be completed independently by all students. In case of problems they should first check their own solution path, or do it together with the help of other students.	The students present their findings.	Students can create stations on their own.
<b>Competence Group 3</b>	The students select different stations and spend as much time on it as they need to answer their questions.	The students learn to focus on their own abilities.	In case of problems they help each other.	

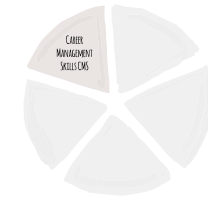
**Skill: Self-Reliant Learning/ Working—Career Management Skills**

<b>Responsible</b>	Teacher
<b>Time/required time frame</b>	up to 4 weeks
<b>Organisational clues</b>	A high level of preparation is required.
<b>Learn and working techniques</b>	The teacher has the opportunity to observe his students from a distance. It allows him to have one-to-one interaction with individual learners. Specific learning requirements of learners are taken into account. Different types of learners can be identified, and singular problems can be solved.
<b>Learning and/or work outcomes (if applicable)</b>	The method promotes methodological competence, social skills, decision-making and responsibility.
<b>Further information</b>	Not every topic can be learned by a learning circle.

## Skill

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# CAREER MANAGEMETN SKILLS



## Aldegrevier-Gymnasium (Europaschule)

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<b>Education courses</b>	Gymnasium
<b>Year/class</b>	5–12
<b>Type of offer</b>	Open teaching can be practiced at all ages and in all classes.

**Skill: Self-Reliant Learning/ Working—Career Management Skills**

Level of competences	Level 1 Knowledge (Perception)	Level 2 Ability (Judgment)	Level 3 Communication (Feeling)	Level 4 Reflection (Action)
<b>Competence Group 1</b>	Students know their individual strengths and needs.	Students can decide to work individually, in pairs, or in groups.	Students communicate their interests.	The students reflect on their ongoing learning process.
<b>Competence Group 2</b>		Students organize their learning process on their own.	Students work cooperatively.	The students provide each other with feedback for their work and revise their findings.
<b>Competence Group 3</b>			The students present their findings in class.	

**Skill: Self-Reliant Learning/ Working—Career Management Skills**

<b>Responsible</b>	Teacher
<b>Organisational clues</b>	Different subjects can be combined
<b>Materials</b>	The students are responsible for finding material to work with.
<b>Learn and working techniques</b>	Open learning is meant to meet the demands of the individual learner. It is a learner-centered teaching method. It aims at leading to the development of student self-activity and self-reliance.

### 5.3 – TEACHING UNITS FOR TEACHERS FOCUSING ON WORK WITH PARENTS



It has long been known that the educational success of children and adolescents depends strongly on their parents. This is also reflected very clearly in the phase of the transition from school to a profession. The vocational orientation for young people will be successful if all actors in the transition from school to work together and parents also receive a support offer from the schools, which can provide them with information and orientation.

The following examples show some practical approaches for the work with parents in the transition process.



## Titel of event

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# COMPETENCE WORKSHOPS WITH PARENTS



## Steirische Volkswirtschaftliche Gesellschaft

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### Target group

Invited are pupils and their parents,  
– the 7th grade of all school types

### Brief description

The knowledge of one's own strengths, abilities and talents is the basis for a successful career and training choice. Therefore, it is important for young people to know them and to be able to name them in order to then be able to match them with the requirements of occupations. At the 7th grade, working on your strengths, abilities and talents is part of your career orientation. A key factor in career orientation and career and education choices are the parents. These are role models, conversation partners, can provide feedback and support.

### Procedure and implementation:

The opening takes place together with the teacher, the workshop itself is carried out by the BFBs. The workshop begins with a joint introductory round. Afterwards parents will be shown through different approaches how to visualize their strengths, abilities, competences and what conclusions can be drawn from them. All participants must go through both variants (duration per part 75 min.).

**Variant 1: Activities >** Derivation of own strengths, abilities and talents Approaching competences by describing activities of the child in the family, at leisure, at school, within the family. The variant makes it possible to visualize the many competences by looking more closely and asking the right questions. This part of the workshop consists of a memorial map, analysis of an activity and an exchange in plenary. The children develop the memory map with their parents, but work with the parents of a classmate to analyze the activity.

**Variant 2: Trying out >** Recognizing your own strengths, abilities and talents Execution of the "skills course". By trying out different activities and tasks (8–9 stations), the students and the parents can filter out which activities are easy for them, what they enjoy ... At the stations you have to filter out with your children what strengths, abilities and talents that are needed for it

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<b>Brief description</b>	<b>Postprocessing:</b> During the event, photos will be taken of the results of the summaries on the boards (collection of skills, strengths and talents, assignment of skills to selected activities). These photos are combined into a handout, along with a brief explanation of each step taken in the workshop. This handout is sent to the teacher.
<b>Goal</b>	<ul style="list-style-type: none"> <li>– Parental and student interaction with students' abilities, strengths and talents</li> <li>– Identifying two different ways to find strengths, abilities, and talents</li> <li>– Try out tools that encourage people to work together at home</li> <li>– Recognizing and developing students' own abilities, strengths and talents</li> <li>– Awareness of the importance of strengths, abilities and talents in choosing a career, a training and the application phase</li> </ul>
<b>Location of training</b>	At school
<b>Personnel</b>	Teacher, parents, pupils
<b>Timeframe</b>	3 hours in the late afternoon or evening (Variant: the workshop can also be divided into two parts if necessary and take place on different days)
<b>Additional information</b>	<a href="http://www.berufsorientierung.at">www.berufsorientierung.at</a>

#### Titel of event

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## JOB DATING—AN INTERACTIVE JOB INFORMATION EVENING FOR STUDENTS AND THEIR PARENTS



#### Steirische Volkswirtschaftliche Gesellschaft

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**Target group**

Age of students: 13–15 years  
School level: possible in the 7th–9th grade  
recommended from the 7th grade

**Brief description**

This event is organised in cooperation with the school, the regional companies and the networking partners. At this event the pupils will not only have the chance to be up close to see how regional companies train and work but also have the opportunity to be seen. There will be many stations for the youth with different exercises from networking partners and companies organized and coached.

In the Jobdating project, the young people are accompanied and joined by their parents. They can ask questions, try out the tasks at the stations and talk to their kids about education, training and work. In job dating there is no order, no sequence in which the stations have to be visited. Parents and young people can decide for themselves which companies or institutions they visit and how long they stay at the stations.

Companies appreciate this project because they meet parents and have the chance to talk to the parents.



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<b>Goal</b>	To get to know job profiles, meeting with companies, prepare for the trial days, inquire about occupational requirements and make contacts.
<b>Location of training</b>	At school
<b>Personnel</b>	Teacher, parents, pupils, regional companies
<b>Timeframe</b>	3 hours in the late afternoon or evening
<b>Additional information</b>	<a href="http://www.berufsorientierung.at">www.berufsorientierung.at</a>

## Titel of event

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# "BRING YOUR CHILD TO WORK-DAY"



## Steirische Volkswirtschaftliche Gesellschaft

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### Target group

Invited are pupils and their parents, family and relatives:

- 3rd grade elementary school
- the 7th grade of all school types

### Brief description

A key factor in career orientation are the parents. They are role models, conversation partners, can provide feedback and support. Integrating parents in the process of vocational orientation and informing them about the process is therefore an essential concern of our vocational guidance assistants. The action "Bring your child to work-DAY" enables the schools to actively involve parents and to win them as partners in the IBOBB process. Parents show the children their everyday work and sensitize, remove inhibitions and expand the career choice of the children.

(IBOBB means: Information, Guidance, Orientation for Education and Occupation)

The steps to register and conduct the Action Day for schools, parents and businesses: As a first step, the school decides on participation and registers via the website of the BerufsFindungsBegleitung: [www.berufsorientierung.at](http://www.berufsorientierung.at)

- Parents enroll themselves and their children accompanying them through the registration form at the school. Representing the parents, relatives or adults in the immediate vicinity of the children can also take them to work.
- The information of the companies and the consent to participate are obtained by the parents themselves. For the inquiry with the enterprises there is an information letter in support of the parents. This letter also contains a confirmation to assure the school that the company agrees to participate.
- Both forms—registration form parents and company confirmation—must be submitted filled out at the school.
- A good preparation allows the children to optimally use this day for themselves. Ideas for preparing children, parents and businesses for the day, can be found on the website [www.berufsorientierung.at](http://www.berufsorientierung.at)

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<b>Goal</b>	<p>The goal of "Bring your child to work-DAY" is:</p> <ul style="list-style-type: none"> <li>– The active exploration of the working world as an introduction to career orientation.</li> <li>– The active involvement of parents in the topic of career orientation.</li> <li>– To give the students the opportunity to get to know the daily work routine, the occupations of parents and adults in their environment and to gain impressions.</li> <li>– To raise interest in regional businesses and job opportunities.</li> </ul>
<b>Location of training</b>	Regional companies
<b>Personnel</b>	Teacher, parents, Representatives of regional companies
<b>Timeframe</b>	One week, The schools carry out the action on a day of their choice during the project week
<b>Additional information</b>	<a href="http://www.berufsorientierung.at">www.berufsorientierung.at</a>

## Titel of event

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# FURTHER DEVELOPMENT OF INTERCULTURAL PARENT EDUCATION AT THE LIPPE-BERUFSKOLLEG LIPPSTADT



## Lippe-Berufskolleg (Europaschule)

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### ① Preliminary remarks

The educational success of students depends on the socio-economic background of families and especially on their migrant background. This is especially true for Germany.

The cooperation of parents is regarded as eminent in today's discussion and there are many projects, but very often there is no general concept.

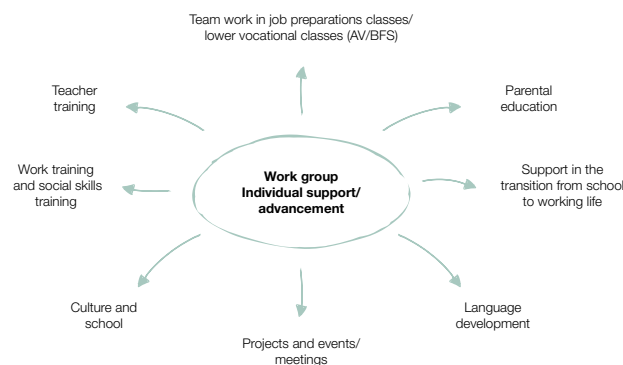
Parents are traditionally very important for the occupational orientation of their children. A survey shows that 50–90 % of students state to be influenced by their parents concerning their decision for a future job. Therefore, these results support the approach that it is necessary for schools and parents to cooperate when their children leave school and enter the world of work. However, this cannot be seen separately but has to be regarded in a much wider context of parent cooperation from the birth of their child and up to the child's entrance into the world of work.

Parents give an important orientation when their children decide for a job. They are role models, advisors, supporters and they back up their children emotionally. In many cases they do not know the German educational and vocational system very well and they have a different idea of their role in the German educational system.

Moreover, parents know the strengths and weaknesses of their children very well, they also impart values and attitudes towards a vocation and work. Consequently, they influence (either consciously or unwittingly) their child's decision for a future job. This can be negative because they have a distance towards the German dual system and this immense influence can either be supportive or obstructive. Sometimes, the distance between teachers and parents interferes effective cooperation and therefore this distance has to be born down and positive contacts need to be built up.

## 2 Frame: work group „individual support“

Since the school year 2010/11 a LBK work group named “Individual support for students from job preparation courses and from the lower vocational school” has been working on these issues. The group consists of the relevant class teachers from the three departments of the school (socio-economic and housekeeping, commercial and technical), the three heads of department, the school administrative assistant and the colleagues from the school's social workers team as well as LBK's contact person for intercultural school development. The project group quarterly meets once in order to focus on pedagogical topics. In this context project ideas are developed, projects are implemented and continuously reflected on. The following chart gives an overview of those elements which are interculturally oriented.



When starting to work in the field of parental education it becomes obvious that parents very often do not attend school events/meetings and that the communication between school and parents should be improved.

A starting point for an improved intercultural address of the parents should be the parent-teacher conferences at the beginning of the two school terms per school year (first term: after autumn break and second term: February) and other school events.

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### 3 Current state und target state of parental education

The work group started by collecting ideas on the current state of the yearly parent-teacher conferences.

#### Current state

The yearly parent-teacher conferences generate little response from the parents. Therefore, these appointments are also not very popular with teachers because the sense of the conferences is questioned due to the little parent participation.

- Parents very often do not want to take over responsibilities within the parent-teacher conference (e. g. chairman or deputy chairman of the conference).
- They have not attended any school events/meetings for many years.
- Some parents have inhibition thresholds due to their own experiences with schools and teachers.
- This is increased when students also have problems at school.
- Some parents have language problems and do not understand what is discussed on the conference. Moreover, they are not able to communicate with the teachers and other parents.
- Many parents have time problems because they mainly work in the evening or do shiftwork. Therefore, they are not able to attend the conferences.
- Many teachers believe that parents are not very much interested in school.

#### Target state

- The communication between teachers and parents should be improved (exchange of contact data, information about the different events, aspects, offers in the school year).
- Moreover, parents should see the given offers (parent-teacher conferences and parent-teacher interviews) as an interesting opportunity to get to know school (learning about projects, about possibilities to participate, and getting better information about their children).
- Parents should also be informed about training and qualification offers for their children. Consequently, information material for parents about the educational vocational system should also be offered in different languages.
- The attendance of parents at these dates should be increased (with reference to last year's attendance).

#### 4 Measures for parent-teacher conferences and parent-teacher interviews

##### Preparation of parent-teacher conferences

The invitation to this event should be more personal. Therefore, an invitation letter will be written which directly addresses the parents and in which the topics of the conference are given in an interesting way.

A sample of the invitation letter will be sent to class teachers so that they can personalize it and then send it by school post to the parents.

##### Planned agenda of parent-teacher conference:

##### First (common) part in the forum of the LBK

- The parents (about 80 persons from 14 classes) meet in the forum of the LBK and the school management (the Head of school) welcomes the parents at the LBK.
- The PowerPoint presentation about the LBK which is shown to the students is also presented to the parents.
- The school social work team presents their team and what they offer.
- Multilingual brochures about the German educational systems and the vocational training system (full-time and part-time) are provided.

##### Second part in the different classes

Discussions of further topics of the conference which mainly concern the different classes take place in the classroom of the relevant class. In this context the election of the parents' conference chairman/representative takes place (if wanted). Contact information between school and the parents are exchanged.

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#### **Arrangements for parent-teacher interviews and lessons development project 2017**

The parents are also personally invited by post or by phone in order to increase their participation at these events.

Both classes of job preparation (GAVE and GAVG) organize a cafeteria for the parent-teacher interview days. They prepare coffee and cake with the help of their teachers and the social workers. They decorate a part of the LBK forum as a café and sell their home-baked cakes there. On the interview day parents and teacher can also meet in this area and talk in a different setting.

The last cafeteria on November 9, 2017 was part of a lessons development project titled “Language sensitive planning and realisation of a cafeteria for a teacher-parent interview day”. This project was interdisciplinary and the subjects took over the following tasks:

**Production/food preparation:** The students discussed which decoration and which cakes/which pastry and which drinks should be prepared. Moreover, they also practised sales conversations.

**Mathematics:** A price calculation for these products was made.

**English:** The students prepared personal profiles in English. These profiles were presented on the interview day.

**German:** The students analysed the role of parents in families today with the help of non-fictional texts. The results were also presented on the interview day.

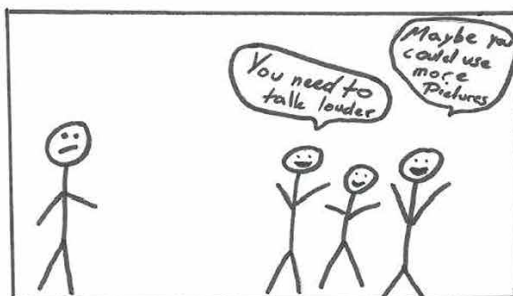
**Sciences:** The importance of personal and company hygiene was outlined.

**Special tuition:** In these classes the students revised the various topics for their classtests.

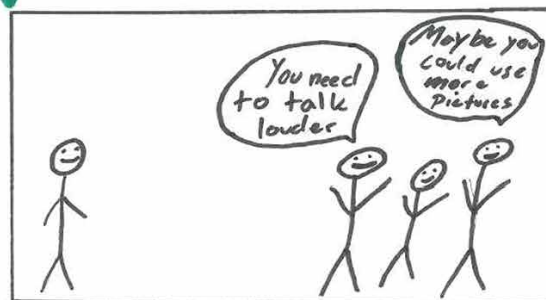
The project was evaluated with the help of a questionnaire which gave a positive or even very positive feedback on the project.



X no ability to take criticism



✓ ability to take criticism



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## IMPRINT



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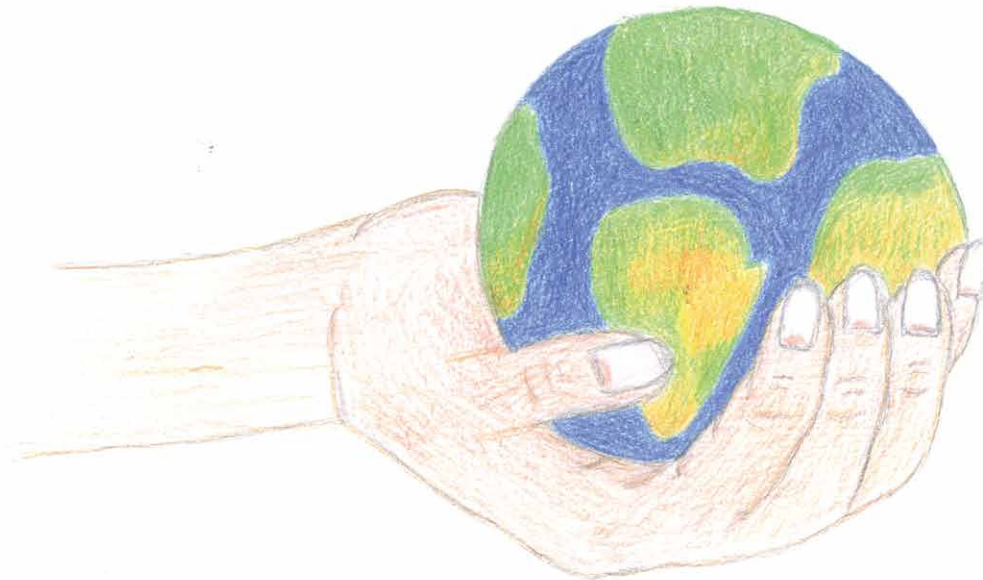
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First Edition, May 2019

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Design  
siebengrad – Esther Latuszek  
[www.siebengrad.com](http://www.siebengrad.com)

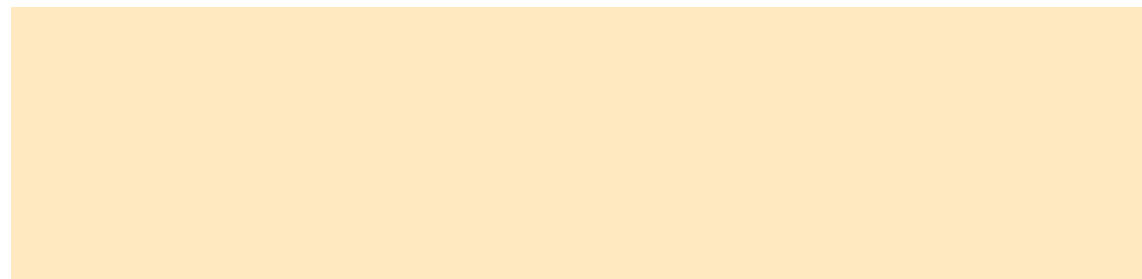
Verantwortungsbereitschaft



„Ich werde mich um dich sorgen!“

J.H.

# PASS 2 WORK



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the  
Erasmus+ Programme  
of the European Union