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SHARE YOUR SKILLS



SUSTAINABLE KNOW-HOW
FOR ADULT INCLUSION & LIFELONG LEARNING
IN THE REPAIR SECTOR

TOOLKIT



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Developed by:



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SHARE YOUR SKILLS PROJECT



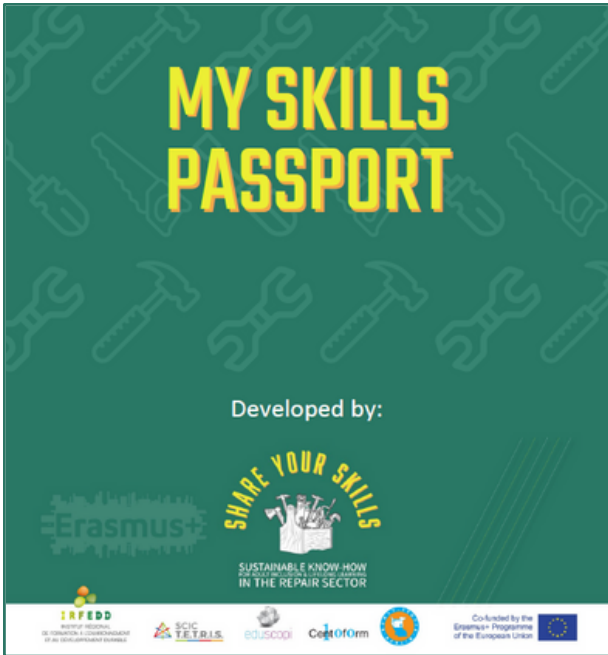


THE PROJECT

The **Share Your Skills** project aims to develop and enhance transversal and technical, formal, and informal skills during activities dedicated to target groups (learning activity in particular) to strengthen the employability of these audiences in the repair sector or any other industry.

Discover more on the [project website](#)





THE SKILLS PASSPORT

The **Skills Passport** developed in this project is a personalized and comprehensive record of an individual's formal and informal skills, competencies, and achievements. It is a powerful tool for showcasing one's abilities to potential employers, collaborators, and educational institutions. Through innovative and participative methods, we've developed a Skills Passport that identifies and understands the unique skills in the repairing sector, fostering social inclusion and promoting lifelong learning.

The digital format of the Skills Passport ensures accessibility to all, making it easy to navigate and visually represent diverse profiles and skills. This transformative program empowers individuals to discover their full potential, tailor personalized learning pathways, and unlock new opportunities.



FOR INDIVIDUALS

Adults with Various Backgrounds:

- **People with no recognized qualifications:** The Skills Passport can serve as a tool to document and showcase the skills they have acquired through informal experiences, helping them demonstrate their abilities to potential employers or educational institutions.
- **Young adults with no experience looking for work:** The Skills Passport can be used to highlight any relevant informal skills or experiences they may have, increasing their chances of finding employment.
- **People with repetitive tasks and a desire to progress without being able to study:** The Skills Passport can serve as a record of their practical skills and competencies, which may be valuable in their current or potential roles.
- **Retired people wishing to contribute actively to society:** The Skills Passport can be used to showcase the skills they have developed over their lifetime, potentially leading to opportunities for them to contribute in meaningful ways.

The Skills Passport can help individuals build a personalized Skills Portfolio, showcasing their repair-related accomplishments and experiences, making them more attractive to potential employers.

FOR EDUCATORS FACILITATORS, COMPANIES AND LABOUR OFFICES

- **Educators/Facilitators/Trainers:** They can use it in order to facilitate workshops and focus groups, ensuring that participants feel supported and encouraged to share their skills and experiences. Educators, facilitators and trainers can use the collected data to create personalized Skills Portfolios for each individual, providing guidance and mentorship throughout the process. They can also act as mentors, supporting participants in setting career goals and navigating their paths. The Skills Passport can also be used to track the skill development of participants, making it easier to adjust training methodologies and content based on individual progress.
- **Labour offices:** Can leverage the Skills Passport tool to better assist jobseekers in the repair and related fields. It can be used to better match jobseekers from the target groups with available employment opportunities. By understanding the skills and competencies of jobseekers, they can make more precise job placements.
- **Companies:** They can benefit from the Skills Passport as a tool for evaluating potential hires. The Skills Passport can be used to identify candidates with relevant repair sector skills, saving companies time and resources in the recruitment process.



THE TOOLKIT

The toolkit is a dynamic and self-sustaining e-book that aims to support **educators, facilitators, employment and integration advisors**, in the development of training and workshops for the target groups. For instance, it can be used with individuals seeking integration and employment, helping them identify and improve their formal and informal skills while introducing them to digital tools like the Skills Passport developed in this project. The **toolkit provides the necessary tools and materials to replicate successful skills' enhancement workshops** and implement the Skills Passport system for the benefit of their beneficiaries. **It aims to promote lifelong learning, skill development, and digital empowerment across various fields of application**, contributing to the overall improvement and development of the target groups.

WHERE CAN WE APPLY THIS TOOLKIT?

This toolkit is a **versatile and self-sustaining resource** designed to extend its benefits far beyond its initial application within the Share Your Skills project. Its transferability encompasses a **wide range of potential users and fields**, offering an array of opportunities. Here's how this toolkit can be effectively transferred to various contexts:

1

Educators and Facilitators:

Educators can integrate the toolkit into their teaching methods, incorporating practical activities and theoretical concepts into their teaching methodologies.

2

Replication of Successful Workshops:

The toolkit provides a guideline for replicating successful skills enhancement workshops. It offers guidance, materials, and a structured approach for trainers to implement similar programs in diverse contexts, thereby expanding the toolkit's impact.

3

Diverse Fields of Application:

The transferability of this toolkit extends to numerous fields, including higher education, vocational training, community support, and workforce development. It adapts seamlessly to the specific needs and goals of each field, contributing to overall improvements within the target groups.



VIDEO TESTIMONIALS



VIDEO TESTIMONIALS

In the heart of the "**Share Your Skills**" project lies the invaluable wisdom and insights shared by those who have journeyed through its transformative workshops.

Among the video testimonials are participants who embarked on this enlightening journey during the Learning, Teaching, and Training Activity (LTTA) organized in Berlin by KUNST-STOFFE. Their stories weave a tapestry of personal triumphs, as they not only learned new skills but also found a community that embraced them wholeheartedly.

Check out all the testimonials in the following page. You can also watch all of them in [this playlist](#) or using the QR code.



ERASMUS+ "Share Your SKILLS" project - Skills passport video...

IRFEDD - Environnement et Développement
10 vídeos · Sense visualitzacions · Darrera actualització: 1...

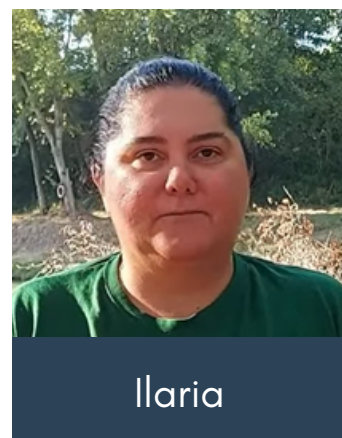
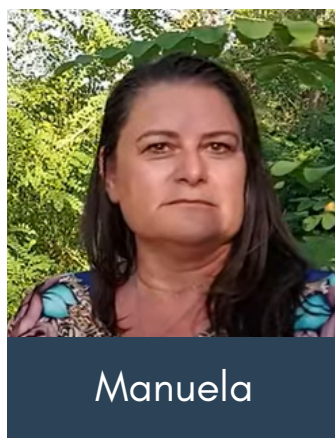
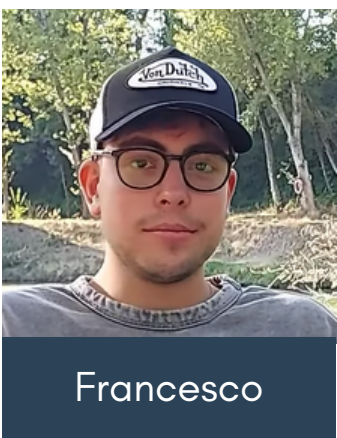
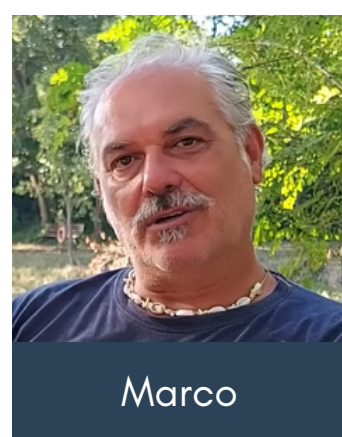
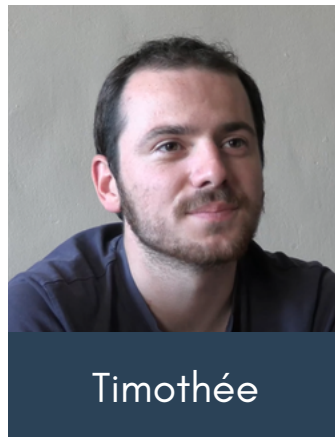
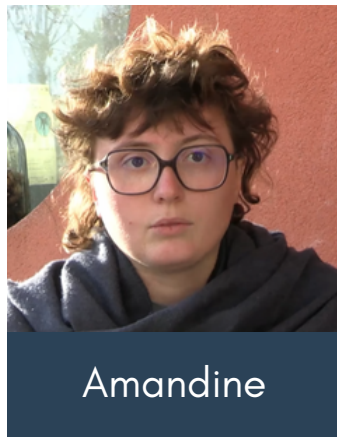
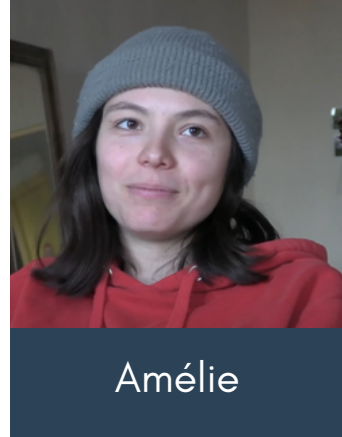
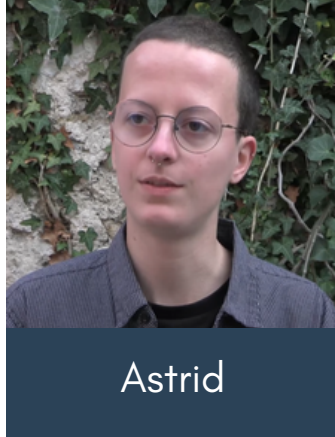
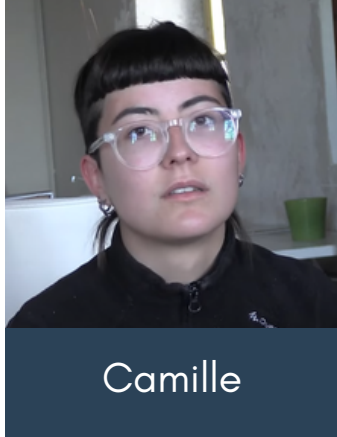
Reproduïu-h... Aleatori

The Share Your Skills project aims to develop and enhance transversal and technical, formal, and informal skills during activities dedicated to target groups (learning activity in particular) to strengthen the employability of these audiences in the repair sector or any other industry. Here are videos of people who tested the Skills Passport and share their experience.

- 1 ERASMUS+ project "Share your SKILLS" - interview at TETRIS - Timothée
IRFEDD - Environnement et Développement Durable · 7 visualitzacions · fa 9 dies
- 2 ERASMUS+ project "Share your SKILLS" - interview at TETRIS - Camille
IRFEDD - Environnement et Développement Durable · 3 visualitzacions · fa 9 dies
- 3 ERASMUS+ project "Share your SKILLS" - interview at TETRIS - Timothée - Astrid
IRFEDD - Environnement et Développement Durable · 2 visualitzacions · fa 9 dies
- 4 ERASMUS+ project "Share your SKILLS" - interview at TETRIS - Amélie
IRFEDD - Environnement et Développement Durable · 3 visualitzacions · fa 9 dies
- 5 ERASMUS+ project "Share your SKILLS" - interview at TETRIS - Amandine
IRFEDD - Environnement et Développement Durable · 2 visualitzacions · fa 9 dies
- 6 ERASMUS+ project "Share your SKILLS" - interview CENTOFORM - Marco
IRFEDD - Environnement et Développement Durable · Sense visualitzacions · fa 9 dies
- 7 ERASMUS+ project "Share your SKILLS" - interview CENTOFORM - Francesco
IRFEDD - Environnement et Développement Durable · Sense visualitzacions · fa 9 dies
- 8 ERASMUS+ project "Share your SKILLS" - interview CENTOFORM - Ilaria N°1
IRFEDD - Environnement et Développement Durable · Sense visualitzacions · fa 9 dies
- 9 ERASMUS+ project "Share your SKILLS" - interview CENTOFORM - Ilaria + Marco
IRFEDD - Environnement et Développement Durable · Sense visualitzacions · fa 9 dies
- 10 ERASMUS+ project "Share your SKILLS" - interview CENTOFORM - Manuela
IRFEDD - Environnement et Développement Durable · Sense visualitzacions · fa 9 dies

VIDEO TESTIMONIALS

Click on each person to watch their testimonial



VIDEO TOUR IN CENTER FOR SUSTAINABLE USE OF THE RESOURCES



In this part, we invite you to embark on a fascinating video tour through the heart of a **Center For Sustainable Use of the Resources** where the art of restoration meets the spirit of community and sustainability.

Discover KUNST-STOFFE in Berlin, Germany. Delve into the heart of a bustling repair hub, witnessing first-hand the restoration of everyday objects, from electronics to clothing, guided by passionate individuals committed to the art of repair.



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INTRODUCTION TO THE WORLD OF GREEN AND REPAIRING SKILLS





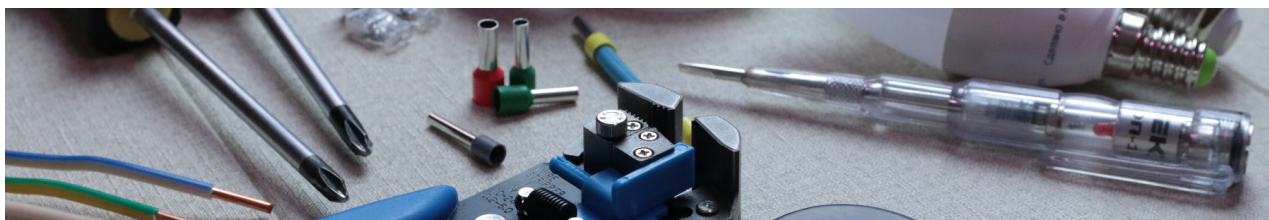
Introduction

In today's complex society, the importance of green skills and repair-related knowledge cannot be overstated. Green skills, which focus on sustainable practices and environmental conservation, are vital for addressing climate change and promoting a sustainable future. Simultaneously, repair-related skills empower individuals to be self-sufficient, reduce waste, and contribute to a circular economy.

For the training of the adults with low competencies on the topics of the lifestyles in sustainable communities, one of the methodologies which have been recognised as the most efficient and impactful are the workshops.

This toolkit will help educators, facilitators and other profiles design and deliver workshops that valorize green skills and repair topics for adults with low competencies, fostering environmental consciousness and self-empowerment, for a more sustainable lifestyle and communities.

The following sections highlight the importance and advantages that green skills can deliver in our daily and professional lives.



The importance of valorizing green skills

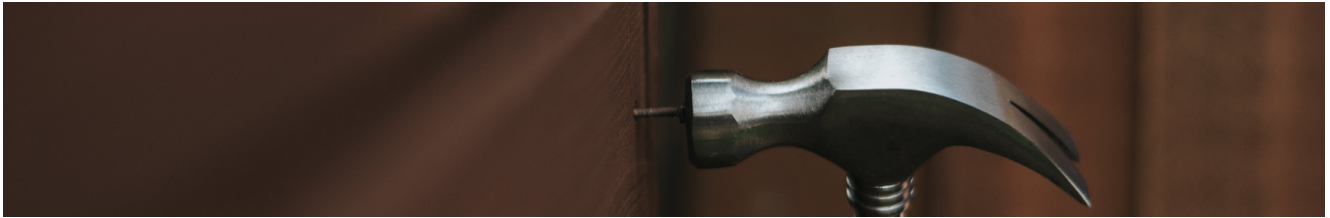
Green skills play a pivotal role in addressing one of the most pressing global challenges of our time: mitigating climate change. **These skills encompass a range of abilities and knowledge that enable individuals to adopt and promote eco-friendly practices, significantly reducing carbon emissions and the overall environmental footprint.** By equipping participants with green skills, we empower them to become active agents of change, capable of contributing to environmental conservation on both local and global scales.

Beneficiaries who acquire green skills gain the tools to make informed choices and take concrete actions that directly impact environmental conservation. From energy-efficient practices to sustainable waste management and responsible resource consumption, these skills empower individuals to **minimize their ecological impact.** By adopting eco-friendly habits and promoting sustainable behaviours, participants collectively contribute to reducing greenhouse gas emissions, conserving vital natural resources, and preserving ecosystems.

Moreover, the impact of green skills goes beyond personal actions.

Participants can potentially influence their communities, workplaces, and even industries.

By championing eco-friendly practices and sharing their knowledge, they **advocate for positive change, inspiring others to follow suit.** As a result, the ripple effect of these actions amplifies the reach of green skills, fostering a culture of environmental stewardship and creating a meaningful and lasting impact on the fight against climate change.



The contemporary landscape of industries is experiencing a dynamic shift towards sustainability and environmental consciousness, resulting in an escalating demand for professionals equipped with green skills. **This demand extends across diverse sectors, spanning from renewable energy and sustainable agriculture to architecture, engineering, manufacturing, and beyond.** As industries increasingly prioritize eco-friendly practices and strategies, **professionals possessing green skills are positioned as invaluable assets,** instrumental in shaping a more sustainable future.

The emergence of green technologies, sustainable business models, and stringent environmental regulations has created a compelling need for **individuals who can navigate and champion these transformations.** Organizations across the board recognise the profound advantages of integrating sustainable practices, not only for ethical reasons but also for long-term economic viability and market competitiveness. This has led to an unprecedented surge in **job opportunities dedicated to fostering environmental stewardship and minimizing ecological impact.**

Professionals with green skills are sought after to spearhead innovation, design and implement sustainable solutions, manage energy-efficient systems, conduct environmental assessments, and communicate corporate social responsibility. **This growing demand translates to a multitude of career pathways,** from sustainability consultants and green building experts to environmental analysts, renewable energy technicians, and circular economy strategists. Furthermore, the integration of green skills within existing job roles enhances employability, presenting professionals with the opportunity for career growth, skill diversification, and upward mobility within their chosen fields.

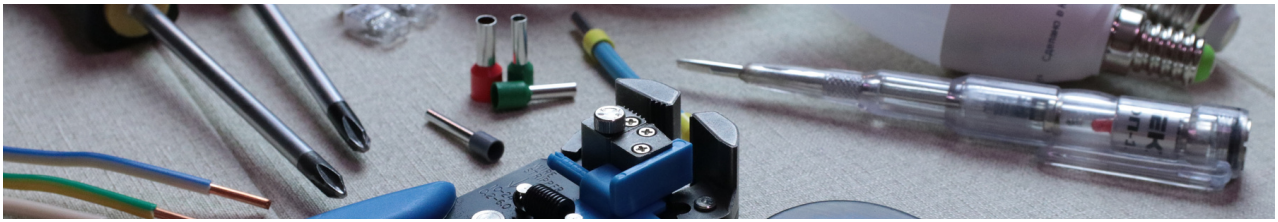
**Scan or click
to know more**

[What are
green skills?](#)



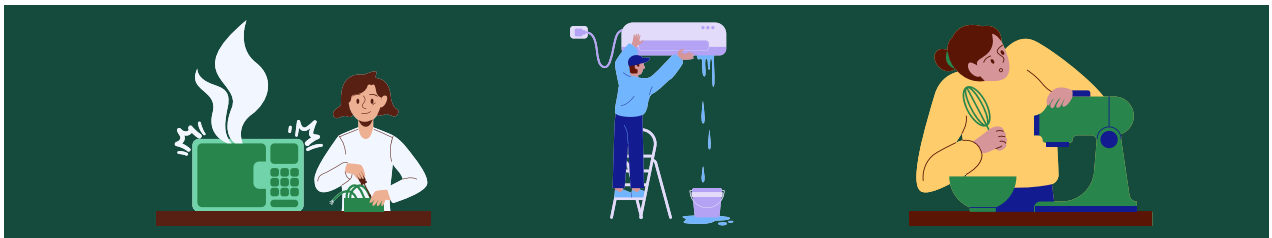
[Green skills
in Education](#)



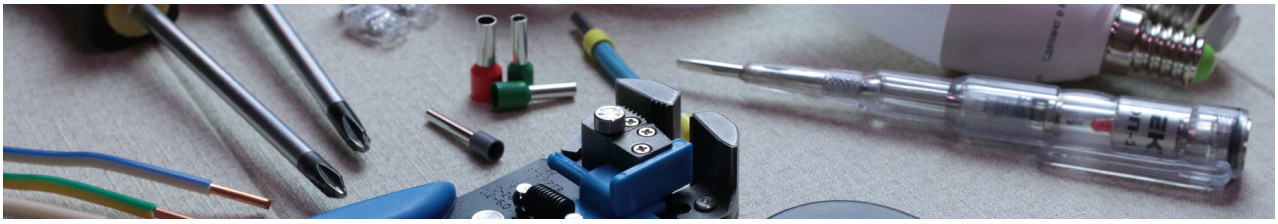


How CAN individuals make a difference by adopting green practices in their daily lives, fostering a sense of personal fulfilment and responsibility

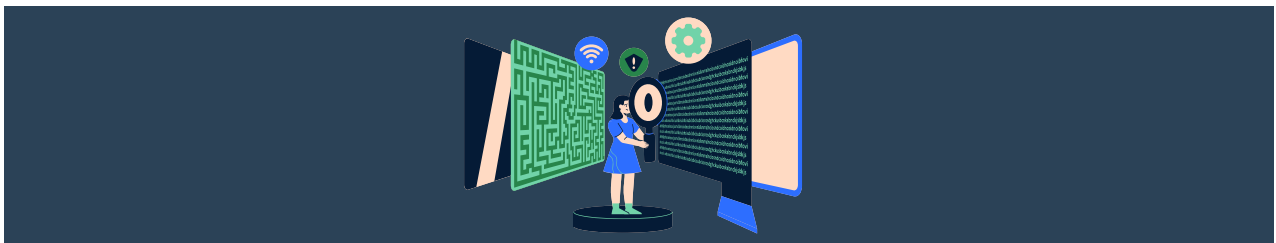
Adopting Green Practices in daily life is a transformative journey that empowers individuals to make a meaningful difference in the world while experiencing a profound sense of personal fulfilment and responsibility. By making **conscious choices and integrating eco-friendly habits**, individuals become agents of positive change, contributing to environmental sustainability and fostering a deeper connection with their surroundings.



One of the most impactful ways individuals can make a difference is through their consumption patterns. By opting for products with minimal environmental impact, such as those made from sustainable materials or produced using renewable energy, individuals support responsible production practices and reduce their carbon footprint. This act of mindful consumption not only mitigates environmental harm but also encourages industries to adopt more sustainable approaches.



Incorporating energy-efficient practices into daily routines is another potent avenue for change. Simple actions like turning off lights when not in use, selecting energy-efficient appliances, and reducing water use can significantly lower resource consumption and contribute to lower greenhouse gas emissions. These actions not only reduce utility bills but also demonstrate the direct impact of personal choices on energy conservation.



The **choice to reduce, reuse, repair, and recycle** is a cornerstone of green practices that individuals can easily embrace. By minimizing waste and repurposing materials, individuals contribute to the reduction of landfill waste and the preservation of natural resources. This practice not only has environmental benefits but also cultivates a sense of creativity and resourcefulness, fostering personal growth. Ultimately, the adoption of green practices cultivates a sense of personal fulfilment by aligning actions with values and principles.



The relevance of repairing skills

1 **Repair-related skills** hold immense significance in promoting sustainability and minimizing waste within a society. **These skills enable individuals to extend the lifespan of products by identifying and rectifying faults, thereby reducing the need for constant replacements.** This practice directly contributes to the concept of a circular economy, where products are kept in use for as long as possible through repair, refurbishment, and reuse. By mastering repair-related skills, participants actively engage in minimizing the staggering amounts of waste generated from discarded items, while simultaneously reducing the demand for new resources and manufacturing. **Repair skills, therefore, play a crucial role in fostering a more environmentally conscious and resource-efficient way of living.**

2 Repairing skills offer a direct pathway to financial well-being for participants. **By acquiring the ability to repair items themselves, individuals can avoid the costs associated with purchasing new replacements or seeking professional repair services.** This translates into substantial savings over time, making a significant impact on personal finances. Repairing items instead of discarding them not only reduces immediate expenditure but also contributes to long-term financial stability. Participants gain a practical means of managing their budgets and optimizing resources, which can lead to enhanced financial freedom and security.



3

Repair skills **empower individuals with a profound sense of self-sufficiency and confidence in navigating everyday challenges.**

The ability to diagnose and mend various items provides a tangible means of problem-solving, allowing participants to overcome obstacles and maintain their possessions independently. This newfound self-reliance not only reduces dependence on external assistance but also cultivates a sense of accomplishment and capability. As participants successfully repair items, their self-esteem grows, bolstered by the knowledge that they possess valuable skills that can address real-world issues. This heightened confidence extends beyond repair tasks, influencing their approach to various aspects of life and fostering a resilient and proactive mindset in tackling diverse challenges.



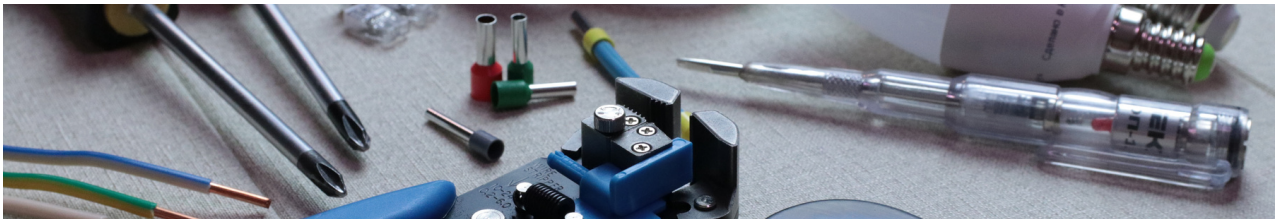


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HOW TO DELIVER WORKSHOPS ON GREEN AND REPAIRING SKILLS





TYPES OF THE WORKSHOPS

Workshops are versatile educational tools that come in various forms, each **tailored to meet specific learning objectives and preferences**. There are three primary categories of workshops: practical, theoretical, and combination.

Theoretical Workshops: Nurturing the Mind

This workshops are designed to impart knowledge, theories, and conceptual frameworks without a strong emphasis on practical application. They are often used in academic settings and professional development, where the goal is to deepen participants' understanding of a subject.

Practical Workshops: Learning by Doing

Practical workshops are immersive learning experiences centred around hands-on activities and real-world applications. They emphasize the acquisition of practical skills and are often used in fields such as carpentry, cooking, mechanics, and art, offering participants the opportunity to actively engage with the subject, fostering a deeper understanding through experiential learning.

Combination Workshops: Bridging Theory and Practice

Combination workshops, as the name suggests, blend elements of both practical and theoretical learning. They offer participants a holistic educational experience by connecting abstract concepts with real-world applications. These workshops are versatile and can be adapted to a wide range of subjects and settings.



Please note a symbol nearby each type of workshop:

Theoretical Activity 

Practical Activity 

Combination of Practical and Theoretical activities 



THEORETICAL WORKSHOPS

In a theoretical workshop, it's important to include various activities that **engage participants, reinforce learning, and promote interaction**. After the theoretical presentation of the topic here are some activities you can consider incorporating into your workshop:

Discussion and Brainstorming:

Pose open-ended questions or scenarios related to the workshop topics. Encourage participants to share their thoughts, ideas, and experiences. Facilitate group discussions to promote knowledge exchange.

Interactive Quizzes and Polls:

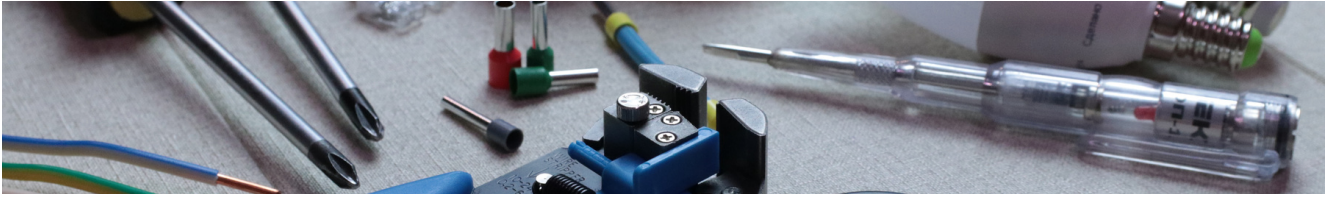
Use technology to conduct quizzes or polls related to the workshop content. This can be done through online tools or audience response systems to gauge understanding and retention.

Storyboarding:

Have participants create visual representations of concepts or processes discussed in the workshop. This can help reinforce understanding and make complex ideas more tangible.

Peer Teaching:

Allow participants to take turns teaching a specific concept or topic to their peers. This reinforces their own understanding and encourages active participation



PRACTICAL WORKSHOPS

In a practical workshop, the focus is on **hands-on activities and skill-building**. These activities should be designed to help participants **apply and practice** the skills or knowledge they've learned. Here are some activities you can consider incorporating into your practical workshop:

Demonstrations:

The facilitator demonstrates the practical skills or techniques, allowing participants to observe and learn the correct procedures.

Guided Practice:

Give step-by-step guidance as participants practice the skills. The facilitator can provide assistance, feedback, and correction as needed.

Collaborative Projects:

Assign participants to work in teams on practical projects that require them to apply the skills they've learned. This promotes teamwork and problem-solving.

Problem-Solving Challenges:

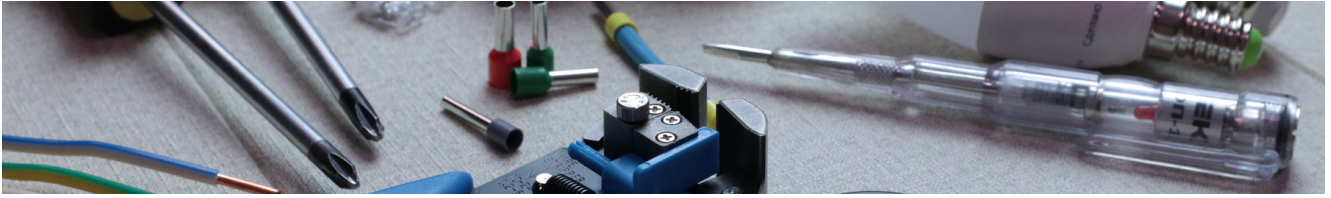
Present participants with practical problems or challenges that require them to use the skills learned in the workshop to find solutions.

Safety Drills:

For workshops involving safety procedures or protocols, conduct safety drills to ensure participants are familiar with and can apply safety measures.

Real-World Scenarios:

Create scenarios that closely resemble situations participants are likely to encounter in their work or daily lives, allowing them to apply practical skills realistically.



COMBINATION WORKSHOPS

Combination workshops that incorporate both practical and theoretical activities **provide a well-rounded learning experience**. Here's a list of activities you can consider for such workshops:

Lecture and Demonstration:

Start with a theoretical presentation to introduce concepts, followed by a live demonstration to show how to apply those concepts in practice.

Case-Based Learning:

Present a theoretical scenario or case study, and then have participants work on practical exercises related to the case to apply their knowledge.

Case-Based Learning:

Present a theoretical scenario or case study, and then have participants work on practical exercises related to the case to apply their knowledge.

Group Projects with Theoretical Components:

Assign teams to work on projects that require both theoretical planning and practical execution. This encourages participants to apply what they've learned in a real-world context.

Portfolio Development and Documentation:

Encourage participants to document their theoretical understanding and practical applications in a portfolio. This can include written reflections, photographs, or videos.



Step by Step Guidance on how to create a workshops

1

Assess Participants' Needs



Pre-workshop Surveys: Distribute surveys to participants to gather information about their existing skills, interests, and learning preferences. Use simple language and visuals to ensure clarity.

One-on-One Interviews: Conduct individual interviews with participants to delve deeper into their backgrounds, goals, and challenges. This personal interaction can uncover valuable insights.

2

Develop Interactive Sessions



Content Design: Develop easy-to-understand materials that break down complex concepts. Use visuals, diagrams, and real-world examples to facilitate comprehension.



Hands-On Workshops: Incorporate practical exercises where participants can apply theoretical knowledge. For instance, in a repair workshop, provide broken items for them to fix using the skills they learn.



Role-Playing: Create scenarios related to the workshop topic and have participants role-play different roles. This helps them practice problem-solving and decision-making in real-life situations.



Step by Step Guidance on how to create a workshops

3 Incorporation of Real-Life Examples

Case Studies: Develop case studies showcasing individuals or organizations that have successfully applied green skills or repair techniques. Highlight challenges faced and solutions implemented.

Success Stories: Share stories of participants who have benefited from similar workshops. Highlight their journey, the impact of the skills they acquired, and how it transformed their lives.

4 Organise Field Trips

Field Trips: Organize visits to repair shops, sustainable businesses, or community initiatives related to the workshop topic. This hands-on experience reinforces learning and showcases real-world applications.

5 Group Collaboration

Group Activities: Design group activities where participants work together to solve challenges or create projects. This promotes teamwork, communication, and collective problem-solving.

Peer Learning: Facilitate discussions where participants share their experiences, challenges, and solutions. Peer learning creates a supportive environment and encourages active engagement.



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TIPS AND GOOD PRACTICES



TIPS AND TOOLS TO CREATE A SAFE SPACE WITHIN THE WORKSHOP

Create a safe space

Delivering workshops for adults on topics like green skills and repair is crucial for several reasons. **These workshops provide a unique opportunity to empower individuals with practical skills, boost their confidence, and promote sustainable practices.**

However, conducting such workshops might not always be easy. **Establishing a non-judgmental and safe space is paramount to their learning and personal growth is crucial for the success of the workshop.** This environment encourages participants to fully engage, express themselves, and take calculated risks without fear of criticism or ridicule. Here's why this is crucial:

- **A safe space** removes communication barriers. Participants feel more comfortable sharing their thoughts, questions, and concerns, fostering meaningful interactions and discussions.
- **When participants are at ease**, they are more likely to absorb new information, ask questions, and seek clarification. This contributes to a deeper understanding of the workshop content.
- **Feeling accepted and valued** bolsters participants' self-esteem. They become more willing to contribute, try new things, and challenge themselves, leading to personal growth and skill development.
- **Participants are more likely to step out of their comfort zones**, take intellectual or creative risks, and experiment with new approaches when they know their efforts will be met with support rather than judgment.
- **A non-judgmental atmosphere** reduces stress and anxiety, positively impacting participants' emotional well-being. This, in turn, contributes to a more positive overall learning experience.

Include dynamics and interactions that promote belonging and mutual respect

Within the organisation of the workshop, it is important to **prioritize, fostering a sense of belonging and mutual respect** among participants, creating an inclusive and supportive learning environment.

1 Icebreakers and introductions
Begin with icebreaker activities that allow participants to introduce themselves, share their backgrounds, and discover common interests. This helps build connections from the start.

2 Active Listening
Model and encourage active listening during discussions. Show participants that, their perspectives are valued, and highlight the importance of hearing each other out.

3 Ground Rules
Collaboratively establish ground rules for respectful communication and behaviour. Ensure that all participants have a say in shaping these rules.

4 Cultural Sensitivity
Acknowledge and respect diverse cultural backgrounds, experiences, and viewpoints. Create an environment where differences are celebrated and participants learn from one another.

5 Regular Reflection
Include moments for participants to reflect on their experiences, learning, and any challenges they may face. This helps maintain an open dialogue and address concerns promptly.

TIPS AND TOOLS FOR WORKSHOP DINAMIZATION

Use icebreaker questions or dynamics

Participation and motivation are key for a good workshop progress. It is also important to create an environment where everyone is comfortable and eager to participate. Here are a few examples of icebreaker dynamics:

Name in motion

Each person shares their name with the group, and creates a movement associated to each syllable. The rest of the group mimics it. This helps to remember the name, especially if the movements are exaggerated and funny.

Two truths and one lie

Each member shares three pieces of information about themselves with the group. Two of them are true and one is a lie. The rest have to vote which one is the lie. Then, the person reveals which sentence was the lie. It helps to learn more about the participants in a fun way.

Thinking from the future

You share an object with the group (if the group is big, break it down to groups of 4 or 5 people). They have to imagine that they are people from the future and don't know their use. Let them brainstorm how to explain it for several minutes and see how many out-of-the-box answers they get.

Always start with objectives

Display (on the board or on a screen) and state aloud the objectives of the workshop, whether it lasts 1 hour or one day. This will help clarify the framework for participants and make sure everyone understands what is expected of them. Some examples:

- Define competence
- Question one's own skills and career path, using the Skills Passport as a tool
- Identify skills specific to your sector of activity
- Name skills...

TIPS AND TOOLS FOR WORKSHOP DINAMIZATION

Introduce a topic by getting participants active

Participants stand in a line in a room and take a step to the left or right to express an opinion or respond to a statement given by the facilitator. This is a fun and active group activity that helps visualize the participants' positioning or level of understanding of a topic.

Use stories and emotions

It's more likely to retain and remember new information if you can associate it with emotions or real scenarios. Try to use success stories or show real life examples. Avoid listing facts.

Adapt your language

For more information about this, see ["Tips and tools to adapt your language to non-experts"](#).

Interact and engage with the audience often

Make sure that the participants are following your explanations. Maybe they have questions, but they don't want to interrupt, or maybe they have been distracted, and now they are a bit lost, but they don't want to admit it.

Make sure you:

- Ask questions about the topic
- Ask for their opinion
- Ask if they have any question, if some part is not clear
- Create a small quiz to see if they have understood (quizizz, kahoot, mentimeter).

TIPS AND TOOLS FOR WORKSHOP DINAMIZATION

Mind these exposition tips

Both the content and the format of the explanation is key to foster the learning. Here are some things to take into account:

Use text with reasonable size

If you are using support materials, like a presentation, make sure it is visible from a distance, and take into account the differences in sight between individuals.

Non-verbal language

Move your arms, point at things, move around the space, show interest and emphasize with your body.

Avoid monotonous tone

Modulate your voice to stress different parts, and to keep your audience attentive. Convey passion.

Complement speech with visual aid

Use material such as worksheets, presentations, videos...

Show the structure of your presentation

Divide the presentation in recognizable parts, with summaries at the end.

Surprise!

Pepper your explanation with small surprises like funny pictures, surprising content, anecdotes, or even jokes. This helps keep your audience's attention.

TIPS AND TOOLS FOR WORKSHOP DINAMIZATION

Make time for active reflection to anchor learning

Invite participants to think about a topic while taking an active role.

Use different-coloured supports (post-it notes, paper, mobile applications) on which participants note ideas and proposals.

Then ask them to :

- Physically position their ideas on a board, a panel or in a digital application
- And explain their choices to the group.

This will anchor learning by associating several "senses": movement (noting down your idea and moving around), sight (colours) and speech (arguing your idea or proposal).

Involve the group in the dynamics

Ask the group to reread each other's work. This will help decentralize the facilitator's role.

If the group knows each other well, section 3 of the Skills Passport could be used to "validate" by peers and may bring out other skills not identified by the participants themselves.

If the group doesn't know each other, cross-reading section 3 may lead the reader to ask questions of the writer, so that he or she can specify the context in which he or she is applying the skills listed, and the associated level of autonomy.

TIPS AND TOOLS TO ADAPT YOUR CONTENT TO NON-EXPERTS

It is likely that the workshop may include technical words, or uses concepts that the audience is not familiar with. Below you can find some tips that can help you transform your content so it is suitable and accessible for all audiences.

Plain Language

This is a method of presenting textual information that is adapted specially for people that have difficult reading and/or listening comprehension. This methodology can be very useful when adapting content to a broader audience. Following there's a standard plain language checklist:

- Each sentence has just one idea and one verb
- Any difficult word is explained in a separate sentence
- It has useful headings
- Uses "you" and other pronouns to speak to the reader
- Uses active voice
- Uses short sections and short sentences
- Uses the simplest tense possible—simple present is best
- Uses base verbs, not hidden verbs
- Omits excess words
- Uses concrete, familiar words
- Uses "must" to express requirements; avoids the ambiguous word "shall"
- Places words carefully (avoids large gaps between the subject, the verb and the object; puts exceptions last; places modifiers correctly)
- Uses lists and tables to simplify complex material
- Uses no more than two or three subordinate level

TIPS AND TOOLS TO ADAPT YOUR CONTENT TO NON-EXPERTS

Technical words

It is key to avoid all unnecessary technical terms, however, sometimes this is not possible. Make sure to detect all technical words that you will be using and cannot be simplified or switched for a more everyday term, and explain it with a sentence.

It is also highly recommended to use examples or any visual aid to illustrate technical concepts, especially when they are complex or abstract (for example, a process or an instrument with different parts).

Relations

Sometimes technical words can be very abstract, or easy to understand only with its definition. It can be very helpful to use resources such as comparisons, metaphors or relations. Can we relate this concept with an everyday reality, some pop reference or well-known applications?

Scissors

Cut any superfluous content that may distract your audience from your main objectives for the training. You can always share additional materials at the end.

Rhythm

Make sure you're not too fast or too slow. If you're not sure, you can always ask your audience. It is also highly recommended to use examples or any visual aid to illustrate technical concepts, especially when they are complex or abstract (for example, a process or an instrument with different parts).

GOOD PRACTICES

Including people with disabilities

People with disabilities may experience in their environment a limitation of activity or a restriction of participation in society due to a substantial, lasting or definitive alteration at different levels: motor skills, sight, hearing, intellectual functions, cognitive functions, communication, socialization and psyche.

1 Adopt an inclusive approach to teaching in your workshop

Inclusive pedagogy aims to develop the full potential of all learners. It postulates that there is no such thing as a typical learner, and that diversity is the norm. From the outset, the inclusive approach therefore recognizes the variety of learning needs among individuals. It also recognizes that learning needs of the same individual fluctuate over time and depend on context. Inclusive pedagogy is part of a paradigm shift in the way we think about disability.

Initially defined as an impairment belonging to an individual, disability is increasingly seen as the result of the interaction between an individual and his or her environment. Thus, the solution to the problem of disability involves modifying the environment. Ideally, the environment is adapted from the outset, making it possible to include students with disabilities, without them having to ask for accommodations.

Adopting an inclusive approach therefore leads to a reduction in the number of accommodation requests. What's more, the inclusive approach means that learners with invisible disabilities - a population that accounts for two-thirds of students with disabilities - do not have to disclose it.

Source : ARIANE MEDITERRANEE (disability specialists)



[Click or scan
for more
information](#)

GOOD PRACTICES

Including people with disabilities

2 Focus on preparing your workshop

- Adopt an inclusive approach to facilitate the participation of all your learners
- During the initial contact, offer participants the possibility of tailoring your workshop to their needs
- Offer a one-to-one discussion to those who wish to do so

3 Plan ahead

- Adapt work rhythms and times
- Adapt teaching methods, content, media and tools
- Adapt general rules for individual and group work
- Adapt the environment

4 Prepare accessible written material

- Use words that are easy to understand
- Keep sentences short and simple
- Use the present tense whenever possible
- Use a font like ARIAL or TAHOMA in size 14
- Use images and pictograms
- Don't justify your text
- Don't use metaphors
- Explain difficult words, repeat information

GOOD PRACTICES

Including people with disabilities

5

Adapt yourself in advance and on D-day

- Always communicate with 3 senses: visual, auditory, tactile
- Use your voice by adapting your volume and articulation
- Be visual: use images, colour codes (play on contrasts), pictograms...
- Keep it simple: language level, length of written and spoken instructions, no innuendo
- Choose your style carefully: sans impasto fonts, spacing between lines, selection of key information
- Document exercises to be carried out independently
- Write the ideas and information provided by learners on the board or flipchart yourself, rephrasing where necessary
- Limit effort: physical, movement, complex movements...
- Make sure your workshop is compatible with the use of assistive devices (computers, technical reading aids, equipment, etc.)
- Respect individual rhythms: take breaks, adapt work times, renderings, etc



Successful workshop checklist

Workshop date _____

Define Workshop Goals and Objectives	✓	Promote the Workshop	✓
Clearly outline the purpose of the workshop.		Develop promotional materials (flyers, social media posts, emails)	
Identify specific learning outcomes and objectives.		Set up a registration process to manage participant sign-ups.	
Identify Target Audience	✓	Send confirmation emails with workshop details and requirements.	
Determine the participants' demographics, needs, and skill levels.		Collect Feedback	✓
Tailor the workshop content to suit their requirements.		Prepare and distribute feedback forms to participants for their input.	
Plan Workshop Duration and Format	✓	Use feedback to evaluate the workshop's effectiveness and make improvements.	
Determine a convenient date and time for participants		Follow Up and Continued Learning	✓
Choose a format (lectures, hands-on activities, group discussions, etc.).		Share post-workshop resources, materials, or additional reading.	
Create an agenda and workshop outline including key points and subtopics.		Stay connected with participants and offer opportunities for further learning.	
Prepare engaging materials, visuals, and resources. Finalise handouts, presentations, etc.			
Ensure you have incorporated hands-on activities, group exercises, and discussions.			



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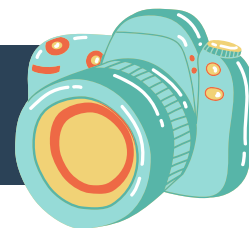


WORKSHOP EXAMPLES





Photo Language workshop



IT TAKES 2 TO 3 HOURS FOR A WORKSHOP TO BE COMPLETED, WITH 2 PEOPLE ANIMATING AND TAKING NOTES, AND 3-5 PARTICIPANTS.

Download additional materials for this workshop through [this link](#), or QR code shown below. Make the following preparations before starting the workshop.

1 Look at the pictures already available to you and select the ones that can be connected to your activities. Keep the ones that refer to transversal skills or the ones that are not connected to a specific activity.

2 Define the number of new images that you feel should be needed to answer your public's specificities, or the place your activities take place. Take pictures by yourself or find some online to answer your specificities. Print them and laminate them.

3 Create teams with 3 to 5 participants; members of the teams preferably know each other to help create interactions between them.

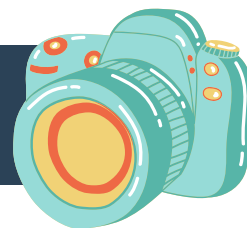
4 Chose a room where pictures can be laid down on tables or pinned on walls, keep in mind the participants should be able to move to get closer to the images and that they will have to take the images that speak to them.



Scan or click to download additional materials



Photo Language workshop



STEPS ON CONDUCTING A PHOTOLANGUAGE WORKSHOP:

Start the workshop with a round of explanations on what will be done, including the aim of the workshop.

1 Start the workshop with a round of explanations on what will be done, including the aim of the workshop which is understanding what appeals to participants of different practices, by focusing on their link to objects, know-how or action that can be found on a picture.

2 The participants will be tasked with choosing up to 5 cards (pictures or drawings) to describe what they do in the repair and reuse sector. [cards "what"]. The animator asks participants to describe the cards, what appealed to them and why.

3 Each participant will then enrich their first selection choosing one or two more cards, these 2 cards will help them describe why they practice as they do. This can be used to explain the process they used while repairing or reusing things. [cards why] The animator asks participants to describe the cards, what it says of their practices, and why they chose them.

4 Discussing the cards should allow the animator to identify the skills integrated by the participants, or at least some fields that may be deepened in another workshop (such as the Bermuda workshop).

The person taking notes should have one sheet for each participant, where they will write about the skills and fields of each one.



Photo Language workshop



TYPES OF QUESTIONS TO BE ASKED WHEN TALKING ABOUT THE CARDS:

- What do you do?
- Which tool do you use?
- Which steps are you going through to do this task?
- What type of materials do you use?
- Why do you do this? Why do you have this practice? (Financial issue, being passionate of repairs, considering objects as treasures, just avoid throwing things...)
- When you do this, have you got any reflexion on posture or safety?
- Why would you choose these cards?
- Based on the cards and the discussion, can you name any skill you think you might have in this sector?





Bermuda workshop



Download additional materials for this workshop through [this link](#), or QR code shown below.



Number of animators and support: 1 to lead the discussions. 1 to document and record the various skills mastered by the participants.



Role of the animators: Building confidence is key, because in this project we won't be working with people we know and who know each other. Accompany and encourage people to develop their thinking and expression. The animator must not influence or intervene to try to interpret or analyse what the participants are saying, let alone pass judgement. Be prepared for the possibility of receiving cries for help (professional or emotional insecurity, etc.), or expressing dangerous behaviour, rejection, etc. Know how to react and accompany the person to discuss if necessary.



Participants:

Given the quality of the discussions and the space available, three seems the optimal number.



Materials: Strips of fabric to represent the triangle, a dice, a model for the note-taker depending on what you want to capture.



[Scan or click to download additional materials](#)



Bermuda workshop



The workshop by steps:

- Setting up (15 minutes)
- Introduction to the workshop (5 minutes)
- Presentation games/icebreaker: (10 minutes)

Presentation via a moving debate / geographical position... Physical warm up, game of the sunscreen...



The triangle:

The 3 corners of the triangle are :

1. Never practised.
2. I am autonomous / I feel competent in / I am able to perform without validation by an expert or a reference person.
3. I am able to pass on/to teach (all or part of the action/skill).

Axis 1-3 is interesting because it can enable us to work on the difference between knowledge and skill (which involves experience and putting things into action or an in-field practice of the knowledge).



Thematic axes:

Use of a preliminary tool to identify the thematic axes in the participants' practices (digital, construction, crafts, etc.). This could be photo-language, interviews, etc. They will enable us to limit the thematic triangles by grouping together participants who have similar practices.



Bermuda workshop



Rules of the game:

- Position game in relation to the 3 corners of the triangle: Never practised / I am autonomous / I can pass on.
- Each side represents a cursor, to refine our intermediate positions.
- You can position yourself inside or outside the triangle: perhaps the cursor represents your taste for practice/technique, or leave it up to the interpretation of the participants.
- A field or thematic will be announced (based on the preliminary work as mentioned above), which will give the participant a frame on which they will position themselves in the different corners or axes.

Never practised



I am autonomous

I can pass on



Bermuda workshop



Description:

- Once the participants have positioned themselves simultaneously: each one is invited to share and describe his or her practice, and to verbalise and refine his or her degree of skill.
- Participants are invited to interact with each other.
- As they speak, participants can continue to move around to redefine their positions in the light of others and their own experiences.
- Once each participant has expressed themselves at least once, invite them to rethink their position in light of what has been discussed, sometimes people won't move unless they are invited to move a second time even though they have already reconsidered their position.
- For the ones who moved, ask them again on their new position, why did they move, what made them move.
- Once every participant had the time to find the place that suits them and to explain why this physical place is theirs, you can change field or practice and redo the operation from first positioning.
- Once you've spent the time you had to discuss placements, present them with the grid to fill, this step is important too, don't spend all the time you have in the first part of the workshop (the grid to fill in is explained bellow)



Bermuda workshop



Animation:

- Allow some time for the participants to understand the triangle, the space and the meaning that can be put into it.
- Take time to define the 3 corners
- Create a climate that allows interaction and encourage them to nuance and position themselves finely. It is always possible to reposition oneself, participants are invited to move, these movements are important to consider.



Grid to fill in:

As you can do the Bermuda workshop inside or outside, for this part a comfortable space for discussion is useful.

A document is to be completed with the participants. You should give each participant the grid you were taking notes on or the grid named “end of workshop grid” (in this case report the skills you haven’t discussed yet on this grid). Discuss with them the notes you have been taking or if they have any questions. They will fill the grid by themselves in another **colour than your notes** the rest of the fields you did not have time to address, as they have now the full understanding of what you are looking for, they should be able to fill it.



Hand game: To look back at the workshop:

Explain the rules of the game and let everyone speak during the whole hand or part of it.

Each part of the hand represents something to be discussed by the participants as feedback:

- The Thumb: is what I liked
- Index finger: what I noticed
- Middle finger: what I didn't like
- Ring finger: What touched/embarrassed me
- Little finger: What I missed
- Palm: What I bring back with me

This game aims at improving the workshop and taking feedbacks on what it brought to the participants.



Introducing and defining the notion of skills Workshop

This workshop can be used as an introduction to the presentation and use of the Skills Passport by beneficiaries, or can be carried out independently.



Recommended number of participants: **5 to 10**

Recommended duration: **1 to 2h**

Materials and aids:

1. Flipchart
2. Video projector
3. Internet connection
4. Mind Maps from the Share Your SKILLS project ([downloadable here](#) or by scanning the QR code below)

Objectives:

- Define a skill
- Identify the different types or categories of skills
- Identify skills specific to the repair sector or any other sector, depending on the context



[Scan or click to download the mind maps](#)



Introducing and defining the notion of skills Workshop

STEPS ON CONDUCTING THE WORKSHOP:

1



Duration: 5 minutes



Theme: Round table of participants

Plan

1' per person to get to know each other, if this hasn't already been done

2



Duration: 15 minutes



Theme: What is a skill?

Plan

In turns, each participant shares with the group what the word "competence" means or evokes for them. There are several ways to do this:

- Distribute post-it notes to participants, who write down the words associated with the skill and then post them on the board or flipchart.
- Or use a mobile application that generates word clouds: Wordart, ABCYA, WordItOut, WordClouds...
- Or use a collaborative application such as MIRO, so that everyone can write down their ideas on pre-arranged post-it notes. This requires each participant to have access to the Internet via a smartphone or computer.
- Display or visualize participants' feedback to highlight the diversity of representations and understandings of skills.



Introducing and defining the notion of skills Workshop

3



Duration: 5 minutes



Theme: What is a skill?

Plan

Summarize using the **Mind Map DEFINITION COMPETENCES** and propose a simple definition:

“Competence means putting knowledge into practice by achieving a tangible result.”

The Mind Map can be projected on a video projector or distributed in paper format.

4



Duration: 20 minutes



Theme: Know-how, interpersonal skills, cross-disciplinary skills?

Plan

Distribute 3 different-coloured post-it notes to participants, each representing a different type of skill. Example: Know-how: BLUE / Soft-skills: ORANGE / Cross-disciplinary: GREEN

Then ask them to write down an example for each type of skill, using the post-it notes.

Each participant then takes it in turns to position the 3 identified skills on the board, and explain in a few words why they made the choices they did.



Introducing and defining the notion of skills Workshop

Examples of skills:

- **CROSS-DISCIPLINARY:** Analyzing a situation, expressing oneself clearly in public, structuring one's thoughts, arguing
- **KNOW-HOW:** Sew fabrics by hand or with a machine, repair a bicycle, code, solder an electronic circuit.
- **SOFT-SKILLS:** Express empathy towards others, create bonds, listen attentively, arrive on time

Then summarize by clarifying the examples given, and repositioning certain skills if necessary.

5



Duration: 5 minutes



Theme: Skills in my field

Plan

Each participant gives 2 examples of skills in his or her field of activity for each of the 3 categories seen above: KNOWING HOW TO BE, KNOWING HOW TO DO and TRANSVERSAL.

Examples of fields of activity concerned: repair/reuse/re-employment, construction, education/training, mechanics, IT development...

Use one of the three methods suggested in step 2.



Introducing and defining the notion of skills Workshop

6



Duration: 10 minutes



Theme: Skills in my field

Plan

Summarize by displaying the group's results in the form of a skills overview. This provides a 1st basis for the use of the Skills Passport by participants in a 2nd phase.

You can point out to the group that there is a European database called the **ESCO Database**, which lists all skills and is accessible in all EU languages.

The Skills Passport is based on this database.



Helping jobseekers get to grips with the Skills Passport

This workshop can be used as an introduction to the presentation and use of the Skills Passport by beneficiaries, or can be carried out independently.



The workshop by steps:

Duration: **7 hours**

Delivery method: **face-to-face**

Number of participants: **5 to 10**

Equipment required:

1. A room equipped with tables and chairs
2. Video projector
3. Flip chart
4. Internet connection

Equipment required:

1. Webpage of the project SHARE YOUR SKILLS
2. «My Skills Passport»
3. «Handbook»

Objectives:

- Share a common definition and understanding of skills.
- Identify the skills specific to your sector of activity.
- Question your own skills and career path, using the Skills Passport as a tool.
- Get to grips with the Skills Passport independently.
- Fill in 80% of the Skills Passport.



Helping jobseekers get to grips with the Skills Passport

1



Duration: 5 minutes



Theme: Introduction

Plan

Introduction to the day, presenting the objectives of the workshop and the origin of the Skills Passport within the Share Your SKILLS project.

You can use the [ERASMUS+ Share Your SKILLS web page](#).

2



Duration: 1 hour



Theme: Definition of skills

Plan

See «[Workshop example_introducing_skills](#)»



Helping jobseekers get to grips with the Skills Passport

3



Duration: 20 minutes



Theme: Tools for talking about skills

Plan

Show 3 images representing classic tools and media for talking about skills:

- 1 resume
- 1 LinkedIn, Facebook, Instagram or other social media profile
- 1 letter of motivation

Ask participants which of these tools they use, and why.

Then ask them what the limitations of these tools are.

Write these down on the board or on a collaborative application like Miro.



Helping jobseekers get to grips with the Skills Passport

4



Duration: 5 minutes



Theme: Discover the Skills Passport

Plan

Present the Skills Passport using the following language:

- The passport is a tool for reflecting on oneself, one's skills and abilities, to better verbalize what one knows how to do, and to orient oneself.

It allows you to:

- Reveal your personality
- Tell your own story and career path
- Visualize the practice and autonomy of identified skills

It is:

- Digital or paper, to adapt to different uses
- Less formal than a CV and more accessible
- Scalable and adaptable to different business sectors
- Interactive in its digital version: it can be linked to other resources and media (CV, portfolio, website, social profile, videos...)



Helping jobseekers get to grips with the Skills Passport

5



Duration: 10 minutes



Theme: Discover the Skills Passport

Plan

Before suggesting that participants take the Skills Passport in hand, you can share with them **video testimonials and examples of Skills Passports already completed** by other users (see second chapter of this document). This will give them a better idea of how to use the tool.

6



Duration: 10 minutes



Theme: Discover the Skills Passport

Plan

Distribute a paper or digital version of the **My Skills Passport** and **Handbook**. Each participant takes it in hand and reviews all the pages.

7



Duration: 1 hour



Theme: Using the Skills Passport

Plan

Part 1: "**ME**": highlighting your story and personality.

This part requires time to think about how to tell your story. It will evolve throughout your life.



Helping jobseekers get to grips with the Skills Passport

8



Duration: 30 minutes



Theme: Using the Skills Passport

Plan

Part 2: «BACKGROUND»: highlight interests and practices using visual elements as a basis for exchange. The icons serve as a starting point for developing and identifying your interests and associated skills.

9



Duration: 1 hour



Theme: Using the Skills Passport

Plan

Part 3: «**MY SKILLS**»: visualize the level of autonomy in relation to skills already listed in connection with the repair/reuse sector and skills that cut across all sectors.

- You can add other skills yourself
- Refer to the User Guide for self-assessment of each skill

Accompany the participants, specifying with them which of their own skills should be added to the passport.

If the group knows each other well, suggest a cross-reading of part 3. This allows skills to be "validated" by peers and may bring out other skills not identified by the participants themselves.



Helping jobseekers get to grips with the Skills Passport

10



Duration: 45 minutes



Theme: Using the Skills Passport

Plan

Part 4: «**MY GOALS**»: describe your plans and future personal and professional ambitions.

This allows you to project yourself by thinking about what you want to do in the short, medium or long term.

Examples:

Setting up a business, getting involved with an association, taking up a sporting challenge, creating an art form, taking up mentoring, retraining, training..

11



Duration: 1 hour



Theme: Using the Skills Passport

Plan

Check that all participants have been able to save their Skills Passport on a computer, USB stick or in the cloud.

Last round table about:

- The experience of using the passport: how do they feel after filling it in?
- How do they intend to keep it alive, use it and share it?
- Do they need to go further? Make a video, create QR codes, create a profile on a social network, write a CV...



Workshop Notes

Workshop date _____

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HOW TO RECOGNISE GAINED SKILLS AND KNOWLEDGE AFTER THE WORKSHOP



Skills & competences

Select an ESCO version
ESCO dataset - v1.1.1 ▾

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ESCO

Adult education and training workshops might play a pivotal role in equipping individuals with new skills and knowledge. It's essential to ensure that newly acquired skills are effectively recognized and harnessed for personal development, employability, and societal advancement. For this matter, the European Commission has introduced the **European Skills, Competencies, Qualifications, and Occupations (ESCO) database** as a valuable tool in this process.

The ESCO database is a comprehensive and dynamic tool developed by the European Commission. It serves as a multilingual classification of European skills, competencies, qualifications, and occupations. ESCO enables individuals, employers, educators, and policymakers to effectively recognize and utilize the skills and knowledge acquired through various learning experiences, including workshops.

How ESCO Facilitates Recognition:

- **Matching Skills to Jobs:** Jobseekers can use ESCO to find jobs that match their acquired skills, enhancing their employment prospects.
- **Educational Planning:** ESCO assists educators in tailoring training and education programs to the needs of the job market.
- **Skills-Based CVs:** Individuals can create skills-based CVs using ESCO descriptors, allowing them to effectively communicate their competencies to potential employers.
- **Policy Development:** Policymakers use ESCO data to inform policies related to education, employment, and skills development.



ESCO



[Click Here](#)
or scan the QR code



Europass Digital Credentials & Microcredentials

In today's globalized and digitally connected world, recognition of skills and qualifications is more critical than ever. Europass Digital Credentials (ECDS) has emerged as a powerful tool for effectively recognizing and showcasing an individual's competencies.

Europass Digital Credentials are part of the broader Europass initiative, which aims to help individuals better communicate their skills and qualifications in a standardized format across Europe. They provide a secure, standardized, and accessible way for individuals to showcase their competencies to prospective employers and educational institutions, fostering transparency and trust in the recognition process. Moreover, they align seamlessly with the growing importance of micro-credentials, the evolving skills agenda for 2030. In the context of the Skills Agenda for 2030, Europass Digital Credentials contribute significantly to the agenda's objectives of enhancing digital and green skills, fostering inclusivity, and ensuring individuals have the means to upskill and reskill throughout their careers.

Microcredentials represent specialized, often shorter-term, certifications that focus on specific skills or knowledge areas. Europass Digital Credentials can serve as a bridge to recognizing and displaying these microcredentials effectively. This integration aligns with the Skills Passport concept, where individuals can compile a comprehensive record of their skills and qualifications, including microcredentials, using ECDS.

Furthermore, **the Upskilling Pathways Initiative**, designed to promote adult learning and upskilling, can benefit from Europass Digital Credentials as a means to recognize and validate the skills gained through various upskilling programs. This ensures that individuals can navigate their upskilling journey with a documented record of their achievements, making it easier to advance in their careers or transition to new opportunities.

[Click Here or scan the QR code](#)





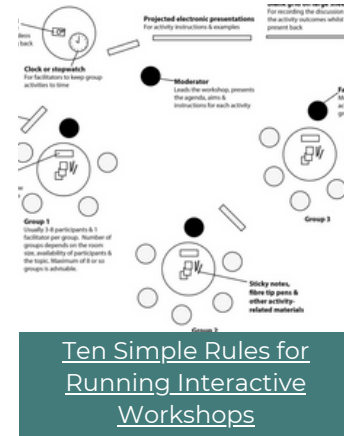
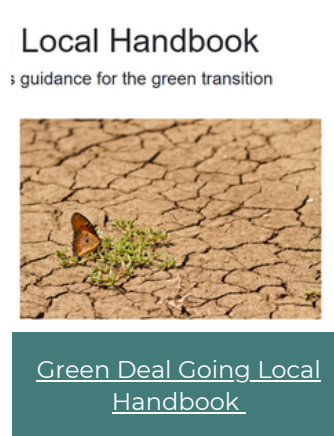
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ADDITIONAL RESOURCES AND REFERENCES



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ADDITIONAL RESOURCES & REFERENCES

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2021-1-FR01-KA220-ADU-000026628



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