

ProfilPASS

FOR MIGRANT WOMAN

EMPOWER YOURSELF - UNLOCKING POTENTIAL,
BUILDING SKILLS, SHAPING CAREERS



MY JOURNEY, MY STRENGTH,
MY POSSIBILITIES

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Introduction

Welcome to the PROFILPASS: Empower Yourself – Unlocking Potential, Building Skills, Shaping Careers

Congratulations on taking this important step to explore your journey, strengths, and future possibilities. This workbook is designed to help you reflect on your experiences, discover your unique skills, and plan your next steps in a new country.

Throughout your life, you have gained valuable experiences—whether through learning, working, caring for others, community involvement and overcoming challenges. These experiences have helped you develop important competences such as organisation, communication, resilience, problem-solving, and emotional strength; even if you may not always be aware of it. Although these skills are not always officially recognised, they are valuable assets for your personal growth and professional development.

This ProfilPASS will guide you through different aspects of your life, helping you to:

- Understand your personal journey and how it has shaped you
- Identify the skills and competences you have developed
- Recognise your support networks and resources
- Define your future goals and how to achieve them

This workbook can be used independently or with the support of a counsellor or mentor. If you work with a trained/professional counsellor, they can help you reflect on your strengths and may issue a certificate documenting the skills you have identified.

You have more skills and strengths than you think!

**We wish you success and inspiration
on this journey of self-discovery.**

Welcome. I'm **Emma**, and I completed this ProfilPASS myself when I first arrived in my new country. It helped me understand **my skills, strengths, and opportunities**, and now I want to support you on your own journey. Throughout this workbook, you will find my **comments, questions, and advice** to help you reflect and gain confidence in your abilities.



How to use this ProfilPASS

You are not alone in this process!

This ProfilPASS includes **realistic life stories** of women who, like you, have faced challenges, discovered their strengths, and shaped their futures.

Meet the women in this ProfilPASS

These six women serve as examples throughout this workbook. Their stories highlight different migration experiences, personal challenges, and the hidden strengths that emerge along the way.



Amina (Afghanistan)

A former lawyer who fled her home country with her husband and children. While raising her family in a new environment, she is rediscovering her skills and supporting other migrant women.



Yasmin (Iran)

A courageous lesbian woman who left her home in search of freedom. She finds strength in community theatre and dreams of creating a safe space for others.



Fatou (Mali)

A single mother who migrated to build a better future for her children. Despite language barriers, she started her own grocery business and shares her journey on social media.



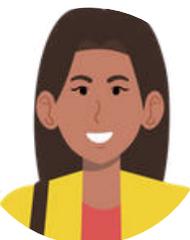
Clara (Ukraine)

A skilled doctor who struggles with qualification recognition in her new country. While working as a nurse, she stays focused on her goal of becoming a specialist.



Rosa (Peru)

A devoted mother who migrated alone to support her children. Despite hardship and separation, her faith and cooking skills fuel a plan for a small catering business.



Mariel (Philippines)

A night-shift healthcare assistant who sends remittances while learning the language. She finds strength in choir and careful budgeting and works toward practical nursing.

Getting started

REMEMBER

This ProfilPASS belongs to you. Other people can only see it with your permission. If you have any doubts or concerns, reach out for support.



This workbook is your personal space to reflect on your **skills, experiences, and future possibilities**. Here's how to make the most of it:

✓ **Understand the purpose of this workbook.** Take some time to familiarise yourself with the content and goals of the ProfilPASS.

✓ **Take your time.** Self-reflection is a journey, and there are no right or wrong answers.

✓ **Write down your thoughts.** This is your personal workbook—use it to express yourself freely.

✓ **Follow the guidance.** Throughout the chapters, you will find my questions and advices to help you explore your skills.

✓ **Use the four-step process.** When working on the “My Activities” section, make sure you understand how to identify, describe, extract, and evaluate your skills.

✓ **Use the examples.** Amina, Yasmin, Fatou, and Clara's stories can inspire you to recognise your own strengths.

✓ **Seek support if needed.** You can work through this ProfilPASS on your own or with a counsellor or mentor who helps you reflect.

If you are working with a counsellor or mentor, keep the following in mind:

✓ **Clarify your expectations.** Discuss with your counsellor what you hope to achieve.

✓ **Set a plan.** Agree on which steps you will take independently, and which will be guided by your counsellor.

✓ **Schedule your sessions.** If working with a counsellor, keep track of your meetings and make sure you know what to focus on next.

Let's begin this journey together!



This ProfilPASS belongs to

Your name:

My motto or something that inspires me:

[Write a word, phrase, or quote that gives you strength.]

What I hope to achieve with this ProfilPASS:

[Write a short sentence about what you want to learn or discover.]

Counselling with the ProfilPASS started on:

[Date]

**In case you work with a counsellor:
(First and last name of the counsellor)**

[Name]

Counsellor's contact:

[Phone number / Email]

Important Words Explained – My Small Dictionary



Competence

The combination of knowledge, skills, and personal qualities that enable a person to act effectively in different situations.

Skills

Abilities that a person has developed through learning, work, volunteering, or daily life. Skills can be practical (e.g., sewing, cooking, driving) or social (e.g., teamwork, communication).

Qualification

A certificate, diploma, or degree that proves someone has completed a certain level of education or training.

Foreign Qualification Recognition

The process of assessing whether a qualification obtained in another country is equivalent to qualifications in the host country. This is often necessary for employment or further studies.

Self-Empowerment

Gaining confidence and control over one's own life. This includes recognising one's strengths, setting goals, and making independent decisions.

Recognition of Prior Learning (RPL)

A process that allows people to have their informal or non-formal learning assessed and recognised. Depending on the country, this recognition can support access to further education, training programmes, or employment opportunities. The procedures and outcomes of RPL vary widely across different countries.

If you would like to learn more about recognition possibilities in Europe, you can visit the ENIC-NARIC networks (<https://www.enic-naric.net/>), which provide official information about recognition of skills, qualifications, and learning outcomes across countries.

Informal and Non-Formal Learning

Informal Learning: Skills gained through life experiences, such as raising children, managing a household, or learning a new language through daily interactions.

Non-Formal Learning: Learning that happens outside traditional schools, such as language courses, community workshops, or job training.

Employability Skills

Skills that help in finding and keeping a job, such as communication, problem-solving, adaptability, and teamwork.

Language skills are often described using the Common European Framework of Reference for Languages (CEFR).

Here is a simple overview:

A1–A2 (Basic): Can understand and use simple phrases for everyday needs.

B1–B2 (Intermediate): Can hold conversations on familiar topics and manage daily situations.

C1–C2 (Advanced): Can communicate fluently and accurately in most situations, including work and professional contexts.

If you are not sure about your level, think about how confident you feel using the language in everyday life, at work, or in official matters.

Settling-in

The process of settling into a new country and becoming familiar with its language, systems, and culture. Settling-in includes learning how to navigate daily life, understanding laws and institutions, and finding ways to participate in society.

Integration

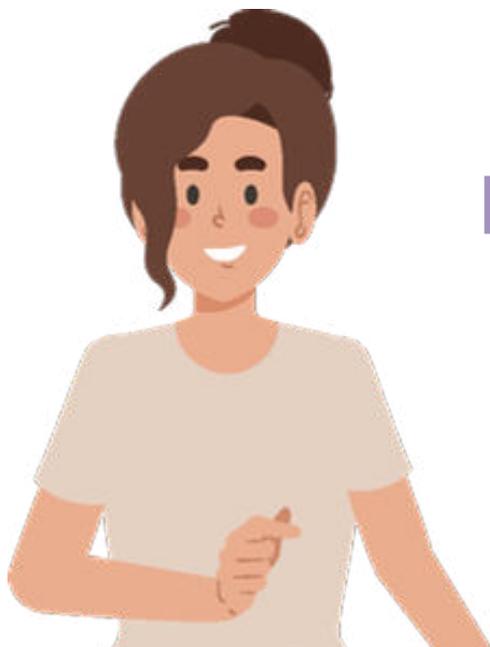
Integration is a dynamic and mutual process.

Newcomers adapt to life in a new country—learning the language, understanding rights and responsibilities, and participating in society—while the receiving society opens spaces for participation and encourages a welcoming environment.

The goal of integration is that everyone feels safe, accepted, and comfortable, while also maintaining and valuing their own cultural identity.

Integration Course

A course that supports people new to a country in learning the local language and understanding everyday life, laws, and cultural norms. Depending on the country, these courses may have different names and offer varying content—some focus mainly on language learning, while others provide broader orientation and support for settling in.



Keep going!



MY LIFE - MY STORY

LOOKING BACK AND UNDERSTANDING MY JOURNEY!

THIS CHAPTER HELPS YOU TO REFLECT ON YOUR LIFE SO FAR.



- What were important moments and experiences in your life?
- What has shaped you as a person?
- What roles do you have in your life – for example as a daughter, sister, mother, wife, partner, friend, colleague, community member, or as a woman who has built a new life in a different country?
- What values and goals are important to you?
- How do you see yourself today?
- What are your priorities?

My Story – Discovering who I am

Every person has a unique journey, shaped by experiences, challenges, and opportunities. Your story is more than just where you come from – it is about **who you are, what you have learned, and where you want to go.**

This chapter is about reflecting on your path so far. As a woman, you have navigated different roles – in your family, community, education, or work. As a migrant, you have experienced change, adaptation, and resilience. But most importantly, you are an individual with unique strengths, dreams, and potential.



Moments That Made Me Stronger

Think about moments in your life when you had to **adapt, learn, or overcome something difficult.** These can be from childhood, family life, education, work, or your migration experience.

Write down or draw a moment when you showed strength. What did you learn from it?





Beyond Labels – Who Am I?

You are more than just your gender or migration story. You are a **friend, a mother, a leader, a creative person, a problem solver, a learner** – and much more.

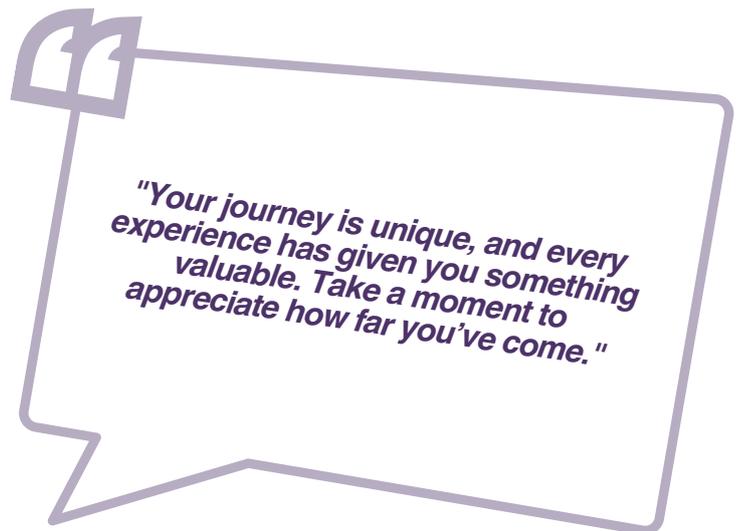
What roles in your life are important to you?

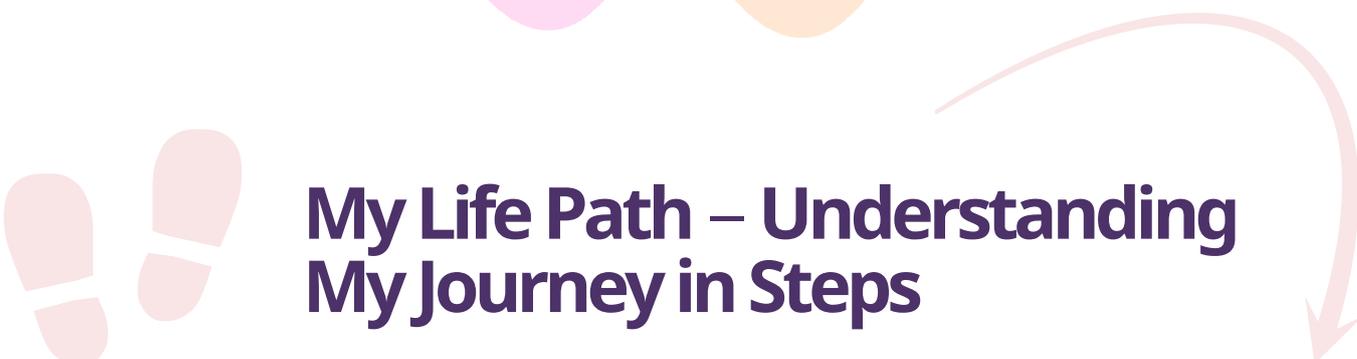


What personal qualities define you? (e.g., caring, strong, independent, organised)



How do you want to be seen – by yourself and others?





My Life Path – Understanding My Journey in Steps

Your life is a journey with highs and lows, challenges and successes. A life path (or Lifeline) helps you reflect on key moments and how they have shaped you.

This activity will guide you through creating your own Lifeline, showing the important experiences, decisions, and turning points that have influenced who you are today.

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

**Mark important events along the line – positive and challenging moments.
You can use symbols, words, or drawings to represent each moment.**



Some ideas of what to include:

- Moving to a new place
- Learning something new (a language, a skill, a profession)
- A job or activity that shaped you
- A personal challenge you overcame
- A success or proud moment
- People who supported or influenced you

My Life Path



+

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-

+



I loved listening to my grandfather's stories about justice

Studying law made me feel proud and hopeful

Graduated as a lawyer and supported women in legal matters

Becoming a mother was a deeply emotional and life-changing moment

Volunteering and giving legal advice to other migrant women, makes me feel useful.

I am now studying hard to work as a lawyer again

0



Adjusting together with my husband to new roles and expectations in the new country was and is sometimes challenging

Learning about the legal system in my new country was challenging but exciting

-



Some relatives criticised me for choosing a career over family

Fleeing my country with my husband and children because of war was heartbreaking

Amina from Afghanistan

+



Loved acting out stories as a child—it made me feel free

Learned the language of my new country quickly, which made me feel strong

Joining a theatre group helped me express myself fully

Volunteering at an animal shelter gave me purpose and peace

I dream of creating a safe space for LGBTQ+ migrants

0



Migrated alone to find freedom and acceptance

Learning about the legal system in my new country was challenging but exciting

-



As a teenager, I felt isolated because I couldn't be open about who I am

Had to leave school early because of family pressure

In the beginning I felt very lonely and uncertain how to start my life in the new country

Yasmin from Iran

+



Helped my mother sell vegetables at the market and learned how to handle money

Gave birth to my children —these were joyful moments, but I also felt a big responsibility

Starting my own grocery stall was a proud moment

Began sharing my business journey on social media, and people noticed

I hope to expand my store and support other migrant women

0



Grew up in a big, lively household—there was always something happening

Migrated with my children, hoping to create a better life for all of us

Balancing business and raising my children is hard, but I manage

-



Left school early to help support my family, which was difficult

Gave birth to my children —these were joyful moments, but I also felt a big responsibility

Raising my children in Mali was challenging without regular income or support.

Struggled to learn the new language—it was frustrating

Fatou from Mali

+



Loved reading science books and dreamed of becoming a doctor

Studying medicine was my passion, even if exams made me nervous

Gave birth to my child—this was a deeply meaningful moment and changed my priorities

Working as a nurse while improving my language gave me purpose

Rediscovered painting and joined an artist group—found joy again

Now studying hard to pass medical exams and follow my dream

0



Enjoyed painting as a child, but thought it was just a hobby

Moving to a new country to specialise was exciting but stressful

Taking care of my child while navigating a new system wasn't easy, but I kept going

-



I struggled because my qualifications weren't recognised immediately

Taking care of my child while navigating a new system wasn't easy, but I kept going

Clara from Ukraine

+



I grew up in a close, faith-based community.



Becoming a mother filled me with joy.



I secured legal residency step by step.



Volunteering at church gave me purpose.



My faith helps me stay steady.

0



I chose to migrate alone to provide for my children.



I found work as a cleaner and cook

-



My husband's drinking made home life unstable.



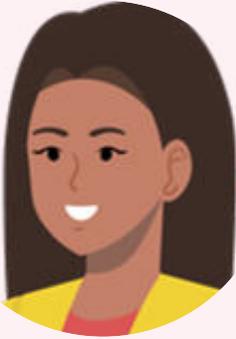
Leaving them with their grandmother hurt deeply.



The language was hard; I joined classes.

Rosa from Peru

+



Earning my caregiving certificate made me proud.



Becoming a mother changed my life.



I'm known for calm and reliability at work.



I learned hospital routines and documentation.



Singing in the church choir grounds me.

0



I grew up in a caring, multi-generational home.



I migrated to earn and send remittances.



I budget carefully to support my family.

-



I find it hard to be apart from my husband and my child.



Night shifts while learning the language were tough.

Maribel from Philippines

Reflect on Your Experiences

Look at your lifeline and think about the following questions:

What were the most important moments in your life?



What did you learn from difficult times?



What strengths helped you through challenges?

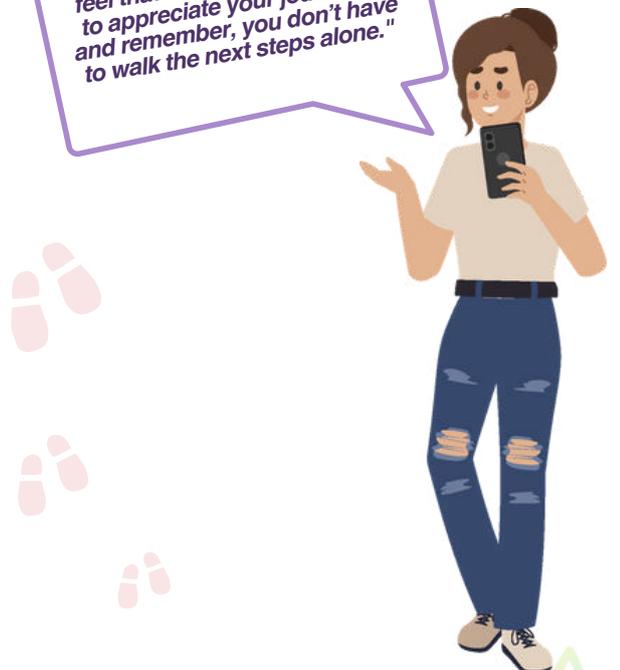
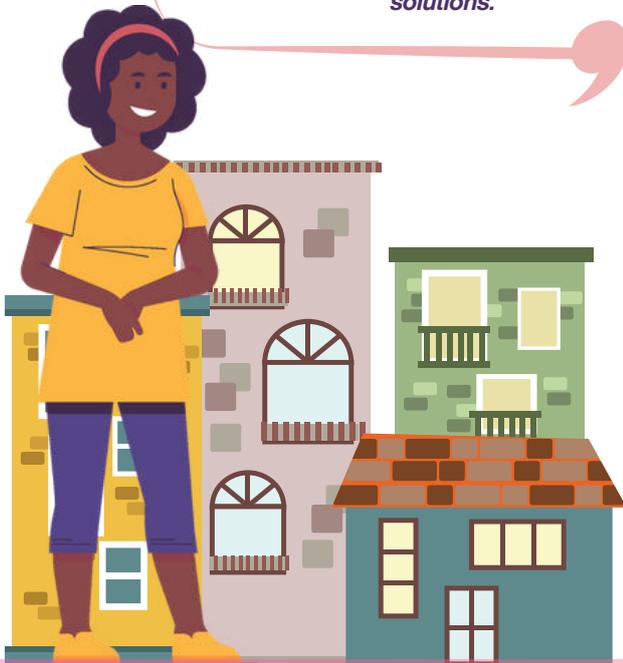


When did you feel proud or strong?



"When I arrived in my host country, I didn't speak the language. I had to find a way to communicate, especially for my business. Over time, I learned key phrases by talking to customers at my grocery stall. Now, I feel more confident in my daily life. This showed me that I am adaptable and good at finding solutions."

"You've already come a long way, even if it doesn't always feel that way. Take a moment—to appreciate your journey—and remember, you don't have to walk the next steps alone."



The People Around Me

Who Is Important in My Life?

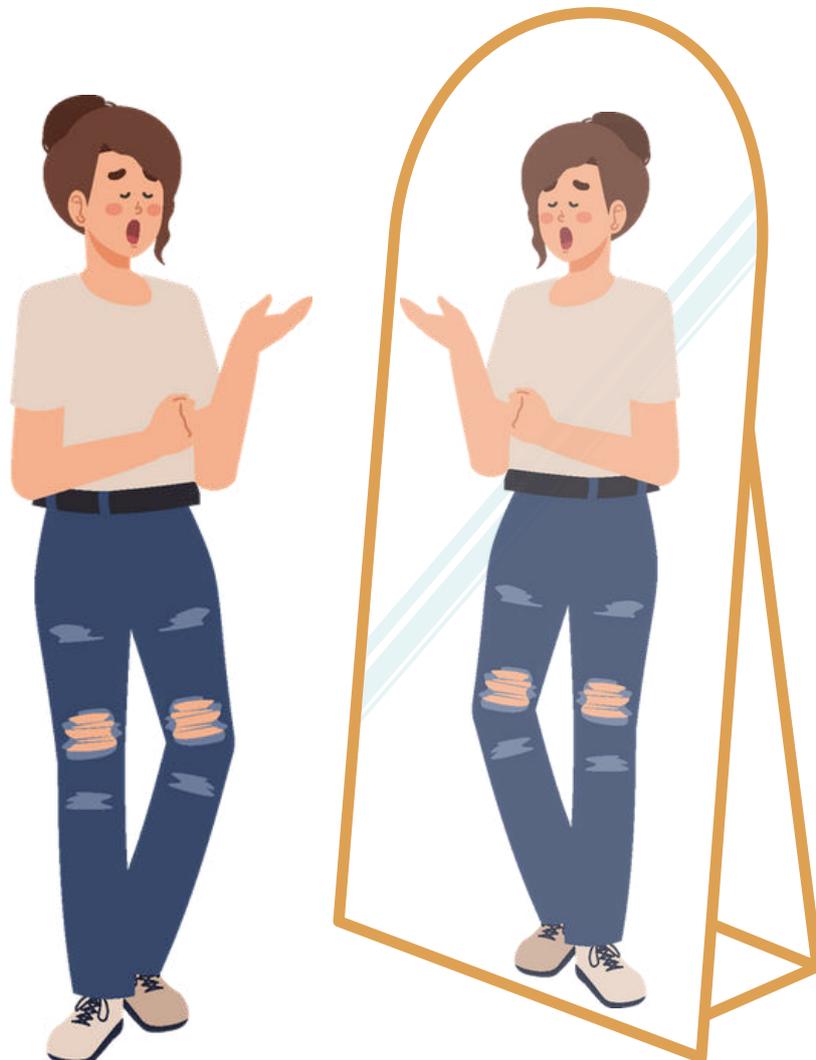
Every person has different relationships in life. Some people have a large network of family and friends, while others have only a few close connections. There is no right or wrong—what matters is recognising the people and groups who play a role in your life.

This exercise will help you visualise your social connections and reflect on the relationships that are important to you.

Create Your Social Network

Inside the figure in the smallest circle, represent **yourself** with a drawing, symbol, or word. Think about the people in your life today—those you see often, those you see rarely, those who are important to you.

Depending on how important they are to you, place them **closer or further away** from your symbol.



Think about the following:

Every person has different relationships in life. Some people have a large network of family and friends, while others have only a few close connections. There is no right or wrong—what matters is recognising the people and groups who play a role in your life.

This exercise will help you visualise your social connections and reflect on the relationships that are important to you.

What do I like about the people in my life?



Is there someone whose story or actions inspire me? What is it about them that I admire?



What kind of support do I receive from other people in my life?



You can ask yourself

- Who do I interact with regularly?
- Who do I turn to for advice or support?
- Are there people I trust or look up to?

Different people can play different roles in your life. Some might offer emotional support, others practical help, and some may be role models or people you admire from a distance.

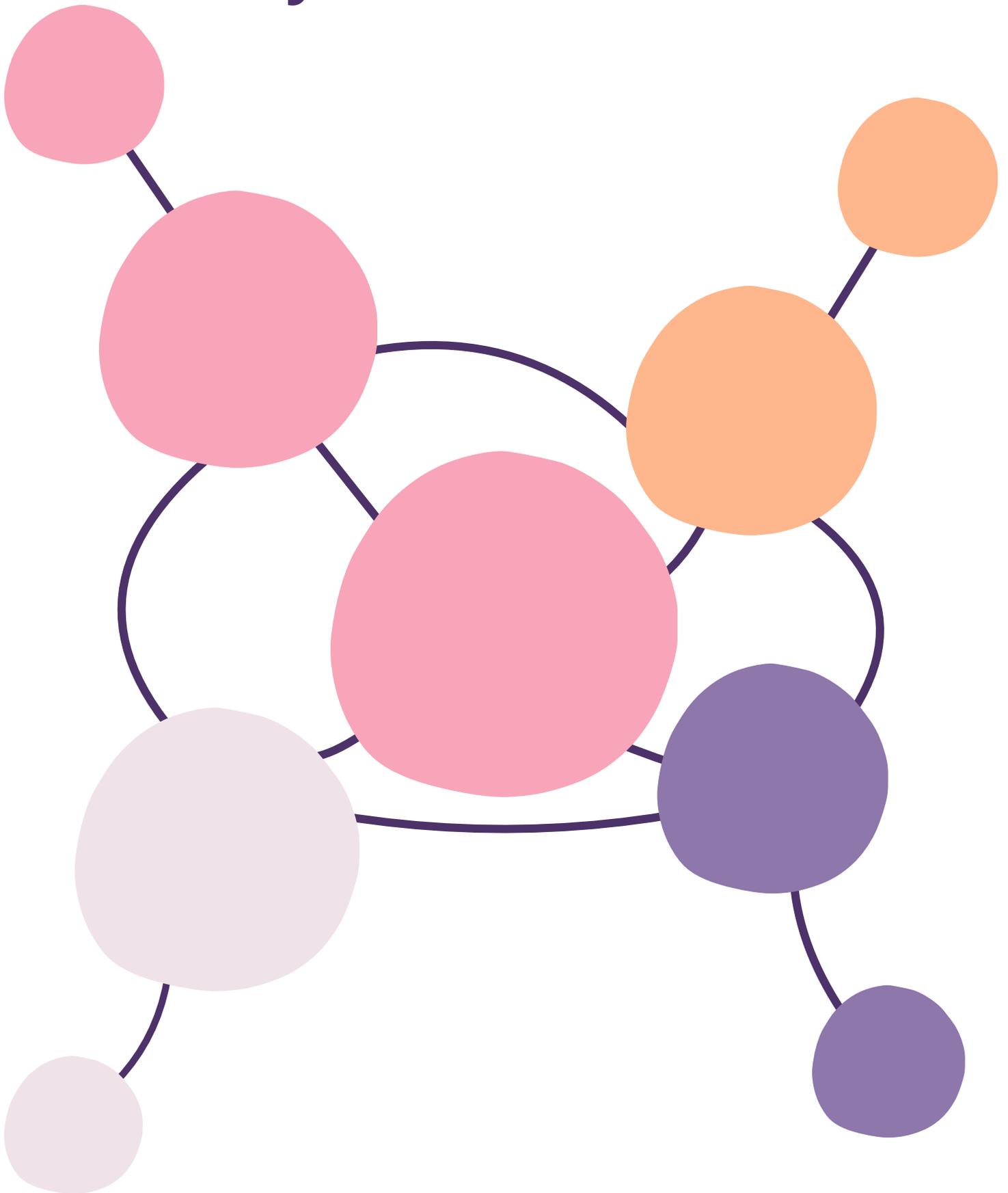


“

"At the centre of my circle, I put my three children. They are my biggest motivation and the reason I keep going every day. They rely on me, and I want to give them a stable future. A little further out, I placed my neighbour, who sometimes helps me with translations and gives me advice about everyday life. We are not close, but her kindness has made a difference. In the next circle, I added a few women I met at the market. We talk about business, exchange tips, and support each other when times are hard. At the farthest point, I included my family in Mali. I miss them a lot, but we talk when we can. I also put a question mark there – maybe one day, I will build more connections in my new country."



My Social Network



Working on your Network

Your social network is not static—it can change over time, depending on your needs, experiences, and relationships. Some connections may become more important, while others may no longer feel supportive. This step helps you reflect on how your network supports you and whether you want to adjust it.

You can ask yourself

- Are there people in my life who support and encourage me?
- Are there connections that drain my energy or make me feel uncomfortable?
- Do I want to reconnect with someone I have lost contact with?
- Is there someone I would like to have a stronger relationship with?
- How can I strengthen existing relationships that are important to me?



"When I first arrived in my new country, I felt completely alone. I avoided people because I was afraid, they wouldn't accept me. Over time, I realised that some people in my life made me feel safe, while others made me doubt myself. I decided to spend more time with those who truly supported me, like my theatre group, and distance myself from those who didn't respect me. My network may be small, but now it gives me strength."

“

“When I work night shifts, it’s harder to meet people. My choir friends check in on me, and a colleague on the geriatric ward practises the language with me during breaks. Through our church and diaspora group, I help newcomers with paperwork and language-class information, which makes me feel useful. My husband is at sea and my child stays with my mother for now, so I lean on these connections. My network is small, but it keeps me steady.”



“A network doesn’t have to be big—it just has to feel right for you. Who in your life gives you strength?”



A Day in My Life

Every person's day looks different. Some have structured routines; others experience change and flexibility. No matter what your day looks like, it includes **tasks, responsibilities, decisions, and activities** that require skills. This section helps you reflect on your daily life and discover the competences you use without even thinking about them.

Mapping My Day

Take a moment to think about a typical day in your life. What do you usually do from morning to evening?

Some guiding questions:

- What activities do I do regularly?
- What responsibilities do I have?
- How do I organise my time?
- Are there things I do that require problem-solving, communication, or creativity?

Write down or draw your daily routine.





A Usual Day in My Life

PLACE OR SITUATION	WHAT DID YOU DO?	WHAT HAVE YOU EXPERIENCED?	WHO PARTICIPATED IN THAT?
At home	Woke up early, prepared breakfast, and got my children ready for school.	I felt tired but also proud that I manage everything on my own.	Just me and my children.
At the market	Set up my grocery stall, talked to customers, and sold vegetables.	I was happy to see familiar faces and practice my language skills.	Customers, other market vendors.
On the way home	Picked up my youngest child from daycare.	She told me about her day, and I felt good knowing she is adapting well.	My child.
At home	Cooked dinner and helped my older children with their schoolwork.	I realised I am good at organising my time and multitasking.	My children.
At home	Took a short break, drank tea, and watched videos on my phone.	I enjoyed this moment of rest before continuing with the evening tasks.	Just me.
In the evening	Cleaned up, put the children to bed, and planned the next day.	I felt exhausted but also grateful for what I achieved today.	Just me.



A Usual Day in My Life

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

What was especially good on that day?



What would I like to change in that day?



Looking at my week

When you think about one day, you get a snapshot of your life. But when you look at several days or a whole week, patterns start to appear.

Some tasks come back again and again. Some give you energy, others might feel tiring or too much. By looking at the bigger picture, you can decide what you want to keep as it is and what you might want to change.

Looking at



● What takes most time?

Cleaning jobs, shopping and batch-cooking for parish kitchen, language homework, calls with my children, budgeting and remittances.

● What do I enjoy (enough of it)?

Cooking for others and our Sunday calls. I'd like a bit more real-life language practice.

● Do less often...

Last-minute errands and carrying everything alone.

● Gives me energy / makes me tired: Prayer and cooking together give me energy; paperwork in the local language after work makes me tired.

● Add to my week: One language café visit each fortnight and a monthly "story night" by video with my children.

● Small changes for balance: Write the shopping list mid-week; batch-cook one extra tray for the freezer; ask a parish friend to share a big shop.

● Keep as it is: Weekly calls with my children, Sunday service, and my soup-kitchen shift.

- Which activities take up most of my time during the week?
- Are there tasks I really enjoy, and do I have enough of them in my week?
- Are there things I would like to do less often?
- What gives me energy, and what makes me tired?
- Is there something I would like to add to my week (for example, time for myself, learning, or meeting people)?
- Are there small changes I can make to bring more balance into my everyday life?
- What do I want to keep just the way it is?



"Sometimes small changes in your daily or weekly routine can make a big difference. You have the power to choose where you put your energy."



What I Want to Focus On

What Matters Most to Me? _____

Life is full of responsibilities, goals, and wishes. Sometimes, it can feel overwhelming to know where to start. This section will help you focus on what is most important to you right now and take small steps toward your goals.

What Are My Priorities? _____

Everyone has different priorities. Some may focus on work or education, others on family, health, or personal growth. There is no right or wrong—your priorities are your own. Write down three-five things in your life right now that are currently very important for you.



Examples

- Learning the local language
- Finding a job
- Taking care of my children
- Building a social network
- Gaining confidence in my skills

Top 5 Priorities



1	Supporting my children at school
2	Earning money through my grocery stall
3	Learning the local language
4	Taking time for myself in the evening
5	Staying connected with women from my home country

1	Sending regular remittances to my family
2	Learning the local language (B2)
3	Getting enough rest after night shifts
4	Saving for family reunification
5	Preparing documents for skills recognition



Top 5 Priorities

1	
2	
3	
4	
5	

Your priorities don't have to be big goals like finding a job or finishing school. They can also be personal needs—like rest, health, feeling safe, or making time for something you enjoy.



When Life Gets in the Way

Even with the best intentions, there will be days when other responsibilities, stress, or unexpected challenges make it hard to focus on your priorities. That's normal!

When this happens, ask yourself:

- Do I need to take a short break and be kind to myself?
- Can I ask someone for support? (See "My Social Network")
- Is there a small step I can take, even if it's not perfect?

Priorities are important but so is taking care of yourself. Some days will be more difficult than others, and that's okay. What matters is that you find ways to regain your motivation and energy.

Now take a moment to reflect:

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



"I have already overcome so much. I can get through this, step by step."



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

"I pause for prayer, cook something simple, and call my mother."



"Taking a break is not giving up. It's a way to recharge and come back stronger. What helps you refocus when things feel difficult?"

MY SPECIAL STRENGTH AND QUALITIES

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



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

How I See Myself (1)

I AM...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
self-confident.				
responsible.				
hardworking.				
patient.				
tolerant.				
disciplined.				
persistent, I don't quit easily.				
accurate, I do things precisely.				
caring.				
curious.				
creative.				
great with technology.				
humorous.				
kind.				
shy.				
easy to adapt to new situations.				
sociable.				
always in a good mood.				
eager to compromise.				
ready to take risks.				
empathetic.				
ambitious.				

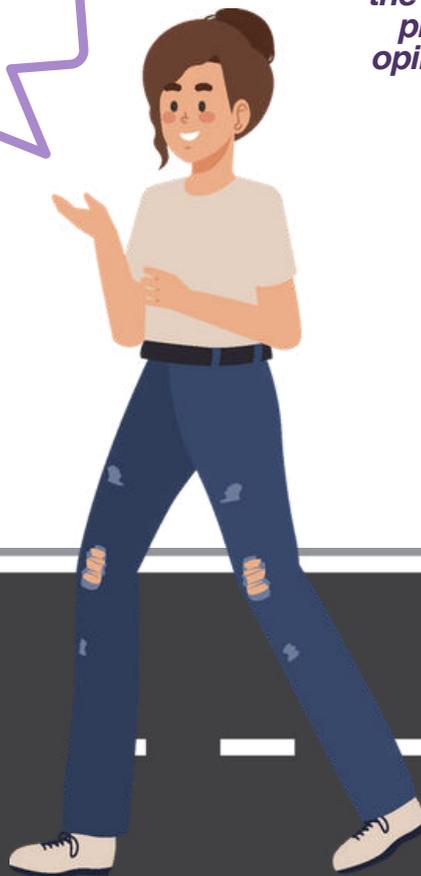
How I See Myself (2)

I AM...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
indecisive.				
convincing.				
talkative.				
receptive to feedback.				
a quick learner.				
eager to help others.				
polite.				
eager to work in a team.				
resourceful.				
careful.				
protective of others.				
enthusiastic.				
scared.				
independent.				
honest.				
cooperative.				
dynamic.				

How Do Others See Me?

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

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



According to others, I am...



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

(name of the person)

How

Sees Me?(1)

I AM...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
self-confident.				
responsible.				
hardworking.				
patient.				
tolerant.				
disciplined.				
persistent, I don't quit easily.				
accurate, I do things precisely.				
caring.				
curious.				
creative.				
great with technology.				
humorous.				
kind.				
shy.				
easy to adapt to new situations.				
sociable.				
always in a good mood.				
eager to compromise.				
ready to take risks.				
empathetic.				
ambitious.				

(name of the person)

How

Sees Me?(2)

I AM...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
indecisive.				
convincing.				
talkative.				
receptive to feedback.				
a quick learner.				
eager to help others.				
polite.				
eager to work in a team.				
resourceful.				
careful.				
protective of others.				
enthusiastic.				
scared.				
independent.				
honest.				
cooperative.				
dynamic.				

(name of the person)

How

Sees Me?(1)

I AM...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
self-confident.				
responsible.				
hardworking.				
patient.				
tolerant.				
disciplined.				
persistent, I don't quit easily.				
accurate, I do things precisely.				
caring.				
curious.				
creative.				
great with technology.				
humorous.				
kind.				
shy.				
easy to adapt to new situations.				
sociable.				
always in a good mood.				
eager to compromise.				
ready to take risks.				
empathetic.				
ambitious.				

(name of the person)

How

Sees Me?(2)

I AM...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
indecisive.				
convincing.				
talkative.				
receptive to feedback.				
a quick learner.				
eager to help others.				
polite.				
eager to work in a team.				
resourceful.				
careful.				
protective of others.				
enthusiastic.				
scared.				
independent.				
honest.				
cooperative.				
dynamic.				

(name of the person)

How

Sees Me?(1)

I AM...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
self-confident.				
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accurate, I do things precisely.				
caring.				
curious.				
creative.				
great with technology.				
humorous.				
kind.				
shy.				
easy to adapt to new situations.				
sociable.				
always in a good mood.				
eager to compromise.				
ready to take risks.				
empathetic.				
ambitious.				

(name of the person)

How

Sees Me?(2)

I AM...	TRUE	PARTIALLY TRUE	NOT REALLY	FALSE
indecisive.				
convincing.				
talkative.				
receptive to feedback.				
a quick learner.				
eager to help others.				
polite.				
eager to work in a team.				
resourceful.				
careful.				
protective of others.				
enthusiastic.				
scared.				
independent.				
honest.				
cooperative.				
dynamic.				

My Strength in Action

You have just reflected on your personal strength and qualities. You have also seen how others view you and what strengths they notice about you. Now it's time to think about where these qualities show up in your life. This will help you recognise how your strengths are connected to your everyday activities.

- When do I use my patience, courage, creativity, or other strength and talents?
- In which situations do these qualities become visible?
- Are there activities where I use several of my strengths at the same time?
- Does the feedback from others show me something I hadn't noticed before?

This exercise will help you see how your qualities are part of your everyday actions—whether at home, at work, or in your community.



"When I perform in my theatre group, I show my courage and creativity."

"When I help a new member in the group feel welcome, I show empathy and kindness."

"When I volunteer at the animal shelter, I use my patience and care."

Write down three examples:

1

2

3



"Sometimes others see qualities in us that we don't notice ourselves. Take your time to think about where these qualities shine through in your daily life."

MY ACTIVITIES AND EXPERIENCES

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

The following activity fields are covered in this chapter:

1. Learning and Education
2. Work and Voluntary Experiences
3. Activities in my Household
4. My Family Activities
5. Hobbies, Interests and Free Time Activities
6. Caring for Others
7. Settling-in Experiences in the New Country
8. Marking Life Experiences

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

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



WORKING THROUGH EACH ACTIVITY FIELD

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

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

STEP I

Identify the activity

Name the important activities from your life.



WORKING THROUGH EACH ACTIVITY FIELD

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

STEP II

Describe the activity

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

I participated in...

I completed...

I started...

I helped...



Amina

I completed a legal education in Afghanistan but had to adapt my knowledge to a new legal system.



Yasmin

I helped set up a local event for storytelling and theatre workshops for migrants.



Rosa

I prepared large batches at the church soup kitchen and coordinated with volunteers.

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



WORKING THROUGH EACH ACTIVITY FIELD

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

STEP III

Extract skills and knowledge

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

I am able to...

I can...

I know how to...

I have learned how to...



Mariel

I have learned how to apply infection-control and complete ward documentation.



Fatou

I know how to negotiate with customers and suppliers.

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

WORKING THROUGH EACH ACTIVITY FIELD

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

STEP IV

Evaluate your skills

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

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

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

I am able to provide medical care and support patients with empathy.

Clara



If you need support or something is unclear, do not hesitate to ask for help. In the ProfilPASS, knowledge and qualities are not evaluated. They are noted as part of your strengths and can help you achieve your goals.



MY ACTIVITIES – AN OVERVIEW

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

Activity 1

LEARNING AND EDUCATION

Activity 2

WORK AND VOLUNTARY
EXPERIENCES

Activity 3

ACTIVITIES IN MY HOUSEHOLD

Activity 4

MY FAMILY ACTIVITIES

Activity 5

HOBBIES, INTERESTS AND
FREE TIME ACTIVITIES

Activity 6

CARING FOR OTHERS

Activity 7

SETTLING-IN EXPERIENCES
IN THE NEW COUNTRY

Activity 8

MARKING LIFE EXPERIENCES

Notes

ACTIVITY 1: LEARNING AND EDUCATION

Learning and Education

Learning happens in different ways and in different places. Education refers to structured learning experiences in schools, vocational training centres, universities, and organised courses. Learning, however, happens throughout life, including in non-formal settings, such as community workshops, mentorship programmes, and self-directed learning.

Even if you didn't finish school or had to pause your education, what you learned still matters. This section helps you document your learning journey, recognise your achievements, and plan for future learning opportunities.

Identifying My Education Path

Before you start, take a moment to think about where and how you have learned throughout your life. This includes school, vocational training, and any structured courses you have attended.

- **What type of education have you completed?**
- **Have you attended training or structured learning courses?**



ACTIVITY 1: LEARNING AND EDUCATION

Fill in the table below to record your education experiences.

School, Course, or Independent Study	From – To (Month/Year)	Type of Diploma or Certificate (if any)
Example: High school	2010 – 2014	Secondary school diploma
Example: Nursing course	2018 – 2019	Professional certificate
Example: Online language course	Jan 2022 – May 2022	Certificate of completion

School, Course, or Independent Study	From – To (Month/Year)	Type of Diploma or Certificate (if any)



Have you ever had to stop your education? If so, why?

“Yes. I paused my medical training when my child was born, and again after migrating. I needed to work as a nurse, improve my language, and wait for my documents to be recognised before I could continue exam preparation.”

Have you ever had to stop your education? If so, why?



Reflecting on Your Learning Choices

Most of us have the opportunity to go to school at some point in our lives. But there are times when we choose our own learning paths—whether through courses, workshops, or training programmes.

What courses or training did you choose for yourself? Why did you decide to take them?

I chose to take an advanced language course focusing on medical vocabulary because I wanted to work in healthcare again. It was important for me to understand the professional terms used in hospitals.

How much time did you invest in these courses or training?

I invested several months in the course, attending classes twice a week and studying on my own in the evenings.

Are there any courses or learning opportunities you would still like to attend? Why are they important to you?

I would like to enrol in a medical refresher course to update my knowledge and prepare for the licensing exam. This is the next step towards working as a doctor in my new country.



Think about these experiences:

- What courses or training did you choose for yourself? Why did you decide to take them?
- How much time did you invest in these courses or training?
- Are there any courses or learning opportunities you would still like to attend? Why are they important to you?



Learning Happens Everywhere

Not all learning happens in school or formal courses. Sometimes we gain valuable skills and knowledge in everyday life—without even realising it at first.

Have you attended community-based learning (for example, women’s groups, language circles, or professional networks)?

Yes, I joined a women’s group at the community centre where we shared sewing techniques and business ideas.

Have you learned by teaching or helping others (for example, helping children with homework, leading a group, or showing someone how to do something)?

I taught other women in the group how to sew traditional Malian patterns. I also helped them understand how to price and sell their products at the local market.

Have you joined a project or group where you took on new tasks and learned something along the way?

I helped organise a small market event where we showcased our sewing work. I learned how to coordinate with different people and manage time effectively.

Have you taught yourself something new by practising on your own?

Yes, I taught myself how to use social media to promote my sewing business. I watched videos and practised taking good photos of my products.



Take a moment to think about these learning experiences:

- Have you attended community-based learning (for example, women's groups, language circles, or professional networks)?
- Have you learned by teaching or helping others (for example, helping children with homework, leading a group, or showing someone how to do something)?
- Have you joined a project or group where you took on new tasks and learned something along the way?
- Have you taught yourself something new by practising on your own?



"Learning happens in many different places—sometimes even when we don't notice it. Every experience matters!"

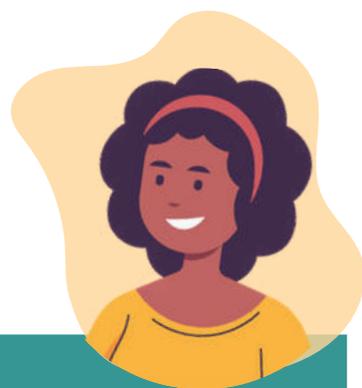
How to Document Your Experiences

This four-step method helps you reflect on your learning experiences and the skills you have gained. By breaking down an activity into different steps, you can see what you have achieved and how your skills can be applied in other situations.

1. **Identify the activity** – Think about an experience from school, training, or structured learning. What was the activity?
2. **Describe the activity** – What exactly did you do? What steps did you take?
3. **Extract abilities, skills, and knowledge** – What did you learn? What skills did you use?
4. **Evaluate your skills** – In which situations can you apply these skills?



Here is how I organised a School Event



Step	Details
1. IDENTIFY	Organising a cultural event at school
2. DESCRIBE THE ACTIVITY	WHAT WAS I DOING? Helping organise a school cultural day. WHICH STEPS DID I TAKE? Assigned tasks to classmates, prepared decorations, planned performances.
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE	WHAT CAN I DO? I can organise an event and coordinate people. WHAT DID I LEARN? I have learned how to work in a team and plan activities.
4. EVALUATE MY SKILLS	LEVEL A: I can plan and organise an event – School, community projects. LEVEL B: I can communicate with different people and assign tasks – Group work, teamwork activities. LEVEL C: I can adapt and find solutions when problems arise – Planning under pressure.



Here is how I prepared for the B2 language exam while working night shifts



Step	Details
1. IDENTIFY	Preparing for a B2 language exam to progress at work
2. DESCRIBE THE ACTIVITY	WHAT WAS I DOING? Building a study routine around night shifts. WHICH STEPS DID I TAKE? Attended a weekly class, practised with a ward colleague and choir friends, made medical-vocabulary flashcards, wrote shift notes in the new language, and did past papers under timed conditions.
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE	WHAT CAN I DO? Organise self-study, keep discipline when tired, and use new vocabulary at work. WHAT DID I LEARN? Exam strategies, clear communication with patients/colleagues, note-taking and documentation basics.
4. EVALUATE MY SKILLS	LEVEL B: Communicate clearly and complete routine documentation independently – handovers, patient notes, simple forms. LEVEL B (add.): Prioritise tasks and handle interruptions independently – night shifts, busy handovers. LEVEL C: Prepare independently for formal exams and recognition – sustain a study plan around shifts, apply medical vocabulary under pressure.



“Here is how I lead a Study Group”



Step	Details
1. IDENTIFY	Leading a study group for a nursing course
2. DESCRIBE THE ACTIVITY	WHAT WAS I DOING? Organising weekly meetings with classmates to review course materials. WHICH STEPS DID I TAKE? Prepared summaries, facilitated discussions, and helped explain complex topics.
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE	WHAT CAN I DO? I can facilitate group learning and simplify complex ideas. WHAT DID I LEARN? I have learned how to explain concepts clearly and support others in their learning process.
4. EVALUATE MY SKILLS	LEVEL A: I can lead small group discussions – Study groups, workshops. LEVEL B: I can simplify complex information – Training sessions, peer learning. LEVEL C: I can support others in achieving their learning goals – Mentorship, tutoring.

4 Steps

Identify, describe the activity, extract abilities, skills, and knowledge you have used, evaluate your skills

Step	Details
1. IDENTIFY	
2. DESCRIBE THE ACTIVITY What was I doing?	
Which steps did I take?	
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE USED What can I do?	
What did I learn?	
4. EVALUATE MY SKILLS	
A	
B	
C	

Before we move on, take a moment to reflect on how your learning experiences have shaped you and how they might support your future steps.

Have I used the skills or strengths I developed through learning or education in other areas of my life (for example, in work, family, or daily tasks)?



Using my skills in other areas

“I read recipes in the local language to plan our meals, write shopping lists, and check ingredient lists and product information at the supermarket. I also practise by messaging colleagues and choir friends, keep my bills and appointments in the local language, and help newcomers complete basic forms at church.”



How do I feel about my ability to learn and develop new knowledge or skills?



How I feel about my ability to learn

“I feel confident when I break goals into small steps and keep a simple plan. Night shifts taught me discipline; even when I’m tired, I can recover and continue. I’m proud of my progress and believe I can reach B2 and prepare for skills recognition.”



“Your learning journey is unique, and everything you have learned—no matter where—makes you stronger!”



ACTIVITY 2: WORK AND VOLUNTARY EXPERIENCES

Recognising My Skills from Work and Volunteering

Work and voluntary experiences are an important part of many people's lives. Whether you worked in your home country, after migration, or both, these experiences can shape who you are and how you connect with others. Formal jobs and voluntary activities often provide valuable learning opportunities. They can strengthen your sense of purpose, build your confidence, and help you develop skills that are useful in other areas of life.

This section invites you to reflect on your work and voluntary experiences. You can think about jobs you have done, whether paid or unpaid, roles where you helped others, or positions where you took responsibility for something. Even if you feel these experiences were small, they have contributed to your journey. Whether you worked regularly or occasionally, supported others informally, or volunteered in a community, these experiences matter.



My experiences in work and volunteering

What work or voluntary roles have I taken on?

Name work/voluntary activity	From-To (Month/Year)	Work or Voluntary
Volunteer at community theatre group (acting & support)	2023 – present	Voluntary
Volunteer at animal shelter (caring for animals)	2022 – present	Voluntary

Table to fill out with work and voluntary experiences – see example above:

Name work/voluntary activity	From – To (Month/Year)	Work or Voluntary

What tasks or duties have I regularly taken on in my work or volunteering?

In my volunteer role with a theatre group for migrants and LGBTQ+ individuals, I regularly welcomed new participants and helped them feel comfortable. I also organised props and set up the stage before rehearsals.

Were there tasks that felt easy for me? Which ones did I find difficult? Why?

Making people feel welcome was easy for me because I enjoy connecting with others. At first, managing the stage setup was difficult because there were many things to remember, but I found a system that made it easier over time.

What activities did I particularly enjoy because I felt confident or capable?

I really enjoyed running the rehearsals. Encouraging others to express themselves through acting gave me a lot of confidence and made me feel useful.



Reflecting on your work/volunteering experiences

- What tasks or duties have I regularly taken on in my work or volunteering?
- Were there tasks that felt easy for me? Which ones did I find difficult? Why?
- What activities did I particularly enjoy because I felt confident or capable?



The impact of these experiences on me

- Did I enjoy certain tasks more than others? If so, why?
- Did I face any difficulties? How did I handle them?
- Did my work or volunteering change the way I see myself or others?



Did I enjoy certain tasks more than others? If so, why?

I enjoyed giving legal advice to other migrant women because I could support them in difficult situations and use my knowledge again.

Did I face any difficulties? How did I handle them?

At first, I found it difficult to explain legal terms in simple language, but I practised and asked for feedback to improve.

Did my work or volunteering change the way I see myself or others?

Volunteering made me realise how many women face the same struggles I went through. It strengthened my wish to continue helping and advocate for women's rights.



Looking deeper: What stands out to me?

- If I could repeat one experience from my work or voluntary activities, which one would it be and why?



Cooking for the parish fundraiser. It combined planning, teamwork, and serving people directly.



- What did I learn about working with others?



To ask for help early, share tasks clearly, and trust that people want to contribute.



This four-step method helps you reflect on your work and voluntary experiences, recognise your skills, and understand their value. Follow the steps below to structure your reflection.



Step	Details
1. IDENTIFY	Providing informal legal advice to migrant women
2. DESCRIBE THE ACTIVITY	<p>What was I doing? I volunteered at a women's support group where I provided information about legal rights and local procedures.</p> <p>Which steps did I take? I listened to the women's concerns, explained legal options in simple language, and guided them towards support services. I also helped them prepare documents and accompanied them to appointments when needed. Over time, I became a trusted contact in the community for legal guidance.</p>
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE USED	<p>What can I do? I can explain complex topics in a clear and simple way.</p> <p>What did I learn? I learned how to provide guidance, be patient, and offer emotional support. I also improved my ability to research legal procedures in my new country and share that knowledge with others.</p>
4. EVALUATE MY SKILLS	Level In which situations?
	A. I can provide legal guidance in a community setting – Women's groups, social organisations
	B. I can listen carefully and respond to people's concerns – One-on-one support, counselling sessions
	C. I can adapt my explanations depending on the person's background – Community meetings, public speaking

Step	Details
1. IDENTIFY	Supporting and performing in a community theatre group for migrants.
2. DESCRIBE THE ACTIVITY	<p>What was I doing? I joined a community theatre group that helps migrants express their stories through acting and performances.</p> <p>Which steps did I take? I helped organise rehearsals, wrote parts of the script based on personal stories, and performed on stage. I also supported new members by helping them feel confident and guiding them through their first performances.</p>
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE USED	<p>What can I do? I can write and adapt stories for performances. I can encourage and support others to feel confident in front of an audience.</p> <p>What did I learn? I learned how to work in a creative team, how to express emotions through acting, and how to lead rehearsals with empathy and patience.</p>
4. EVALUATE MY SKILLS	<p>Level - In which situations?</p> <p>A – I can support individuals in building confidence – Small groups, creative workshops.</p> <p>B – I can lead rehearsals and guide group performances – Theatre groups, community events.</p> <p>C – I can create and adapt performances that share personal stories – Community theatre, awareness-raising events.</p>





Catering a Parish Fundraiser

Step	Details
1. IDENTIFY	Preparing and serving food for a church fundraiser
2. DESCRIBE THE ACTIVITY	<p>WHAT WAS I DOING? Planning a simple menu and cooking in batches.</p> <p>WHICH STEPS DID I TAKE? Wrote a shopping list, bought supplies, followed hygiene rules, coordinated portions with volunteers, set up a serving line, and cleaned the kitchen afterwards.</p>
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE USED	<p>WHAT CAN I DO? Plan menus and portions, manage small budgets, coordinate volunteers, and maintain hygiene.</p> <p>WHAT DID I LEARN? Timing dishes, communicating in the local language during busy periods, and adjusting when supplies change.</p>
4. EVALUATE MY SKILLS	<p>Level - In which situations?</p> <p>LEVEL A: Plan and cook a simple menu for a small event – family, community gatherings.</p> <p>LEVEL B: Coordinate two–three helpers and divide tasks clearly – volunteering, small projects.</p> <p>LEVEL C: Manage time and a basic budget under pressure and keep hygiene standards – community events, simple catering.</p>

4 Steps

Identify, describe the activity, extract abilities, skills, and knowledge you have used, evaluate your skills

Step	Details
1. IDENTIFY	
2. DESCRIBE THE ACTIVITY What was I doing?	
Which steps did I take?	
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE USED What can I do?	
What did I learn?	
4. EVALUATE MY SKILLS	
A	
B	
C	

Before finishing this part, take some time to think about how your work or volunteering experiences have influenced other areas of your life and how you feel about the roles you have taken on.

- Have I applied skills from my work or volunteering experiences in other parts of my life—such as in my family, studies, or community?



"I use batch-cooking and portioning at home so meals last the week. The budgeting I practise for parish fundraisers helps me plan household costs. My checklists keep work, volunteering, and my calls to the children organised."



- How do I feel about my ability to manage tasks and responsibilities at work or as a volunteer?



"I use batch-cooking and portioning at home so meals last the week. The budgeting I practise for parish fundraisers helps me plan household costs. My checklists keep work, volunteering, and my calls to the children organised."



"Every job or volunteering experience—no matter how big or small—has shaped who you are today. Take pride in all the roles you have taken on. Whether you worked in your home country, volunteered in your new community, or balanced multiple responsibilities, each experience matters. You have learned more than you might realise!"



ACTIVITY 3: ACTIVITIES IN MY HOUSEHOLD

Activities in my household

Household activities are a significant part of everyday life. Managing a home requires planning, organisation, and problem-solving skills. Whether living alone or with others, running a household involves various responsibilities that often go unnoticed but are valuable and transferable skills. This section helps you reflect on the tasks you perform at home and recognise the skills you have developed through them.

Even if you have shared responsibilities with family members, roommates, or others, your contributions matter. Think about the tasks you have taken on in different periods of your life—before and after migration, alone or together with others.



Managing a household involves many different responsibilities—whether you do everything on your own or share tasks with others. Take a moment to think about what you regularly take care of in your home. What are your daily responsibilities? Are there activities you’ve been doing for a long time? This reflection can help you see how much you already manage in your everyday life.

Household Activity	Frequency: Daily/regular/rarely	Duration: (recently started / a few months / several years / stopped)	Who was involved?
Preparing breakfast	Daily	Several years	Myself, sometimes children
Cleaning the house	Regular	Several years	Myself
Grocery shopping	Regular	Several years	Myself
Helping children with homework	Daily	A few months (since they started school)	Myself, children
Managing household budget	Regular	Several years	Myself
Organising school documents and appointments	Rarely (once a month)	A few months (new school system)	Myself



Please mark the household tasks that you enjoy with a small cross or outline them.

Household Activity	Frequency: Daily/regular/rarely	Duration: (recently started / a few months / several years / stopped)	Who was involved?

Reflecting on My Household Responsibilities and Organisation



How do I plan and prioritise my household tasks? Do I follow a routine or adapt depending on the day?

I usually follow a routine, especially during the week when I have to balance my work at the grocery stall and caring for my children. But sometimes, when things come up—like one of my children getting sick—I have to change my plans and adapt.

Have my responsibilities in the household changed over time (for example, after moving, family changes, or working outside the home)?

Yes, they have changed a lot. Back in Mali, I shared most of the tasks with my mother and sisters. Since moving here, I've had to take care of everything on my own. Over time, I've started involving my older children to help a little.

Do I take care of everything by myself, or do I share household tasks with others?

Mostly, I do everything myself, but I've taught my children to help with small things like tidying up their rooms or setting the table. Sometimes it's tiring, but I'm proud that I can manage our home.



How do I plan and prioritise my household tasks? Do I follow a routine or adapt depending on the day?

I plan around my rota. After night shifts I sleep first, then do small tasks only. On rest days I cook simple meals for two–three days and clean. Mid-week I write a shopping list in the local language. Bills and remittances are done on one set evening. If a shift changes, I adjust the plan.

Have my responsibilities in the household changed over time (for example, after moving, family changes, or working outside the home)?

Yes. Back home we shared many tasks across the family. Since migrating—and with my husband at sea—I manage everything on my own. Night work taught me to protect sleep, spread chores through the week, and add a fixed “paperwork hour” for documents and study.

Do I take care of everything by myself, or do I share household tasks with others?

I handle it by myself. Sometimes a neighbour swaps a meal, and a colleague reminds me of a deadline, but day to day it's on me. It can be heavy, yet with routines I keep the home running and support my family from afar.

- How do I plan and prioritise my household tasks? Do I follow a routine or adapt depending on the day?
 - Have my responsibilities in the household changed over time (for example, after moving, family changes, or working outside the home)?
 - Do I take care of everything by myself, or do I share household tasks with others?
- If I handle everything alone, how do I feel about carrying all the responsibility?
- If I share tasks, how do I feel about this distribution?



Reflecting on your household activities:



If I could change something about how I manage my household, what would it be?

"I'd set a fixed quiet window after each night shift (phone on silent, blackout blinds) and prep a slow-cooker meal before work. I also want to switch bills and my monthly remittance to scheduled payments so fewer errands pile up."

What gives me energy when managing my home, and what drains it?

"Energy: a 10-minute stretch, a short walk in daylight after the last shift, and a voice note from my child. Drains: noisy mornings when I'm trying to sleep and unexpected admin that needs in-person visits."

Is there a household task or routine that makes me feel especially proud or accomplished? Why?

"I set up a 'ready-to-wake' shelf in the fridge—labelled boxes in the local language with simple meals and fruit—and a folder with my recognition documents. It keeps me fed, rested, and on track even when the rota changes."



If I could change something about how I manage my household, what would it be?

"I would like to plan meals in advance instead of deciding at the last minute. Sometimes it feels stressful when I realise I forgot to buy something important."

What gives me energy when managing my home, and what drains it?

"I feel energised when I organise things and see everything clean and tidy. It gives me a sense of control and peace. But constant laundry and cleaning after everyone can be tiring, especially when no one notices the effort."

Is there a household task or routine that makes me feel especially proud or accomplished? Why?

"I'm proud of how I've created a study corner for my children. It's bright, organised, and they love doing their homework there. It makes me feel that I am supporting their education in a meaningful way."

- If I could change something about how I manage my household, what would it be?
- What gives me energy when managing my home, and what drains it?
- Is there a household task or routine that makes me feel especially proud or accomplished? Why?



4 Step Method:

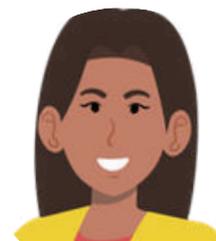
This four-step method helps you reflect on your household tasks and responsibilities, recognise your skills, and understand their value. Follow the steps below to structure your reflection.

Clara's household Management



Step	Details
Step 1: Identifying the Activity	Organising household routines and managing daily tasks for the family.
Step 2: Describing the Activity	<p>What was I doing? I planned and organised our household tasks to ensure everything ran smoothly.</p> <p>Which steps did I take? Every Sunday, I created a weekly plan for meals, cleaning, and appointments. I prepared shopping lists, handled budgeting for groceries, and ensured my son had everything he needed for school. I also managed repairs and maintenance in our home by contacting service providers.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do?</p> <ul style="list-style-type: none">– I can organise and prioritise daily and weekly household tasks.– I can manage a household budget and shop efficiently.– I can communicate with service providers and organise repairs. <p>What did I learn?</p> <ul style="list-style-type: none">– I learned to create effective routines that help reduce stress.– I learned how to manage money carefully and make informed decisions.
Step 4: Evaluating My Skills	<p>Level B – I can create a weekly household plan – Home organisation for my family.</p> <p>Level B – I can manage a household budget – Grocery shopping and bill payments.</p> <p>Level C – I can communicate and coordinate with external service providers – Organising house repairs or school-related matters.</p>

Maribel – Running my household around night shifts



Step	Details
Step 1: Identifying the Activity	Planning weekly meals, bills, and remittances around a rotating night-shift rota
Step 2: Describing the Activity	<p>WHAT WAS I DOING? Building a weekly routine.</p> <p>WHICH STEPS DID I TAKE? Checked my rota, set sleep blocks, planned simple meals, wrote shopping lists in the local language, checked ingredient information, batch-cooked, set reminders for bills and remittances, and reviewed tasks after choir or study time.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>WHAT CAN I DO? Prioritise under fatigue, manage a budget with remittances, write clear lists in the local language, and keep documents in order.</p> <p>WHAT DID I LEARN? To pace myself, adjust plans when shifts change, and keep essentials ready to avoid last-minute stress.</p>
Step 4: Evaluating My Skills	<p>LEVEL B: Plan and maintain weekly household routines independently – meal prep, cleaning blocks, bills and remittances.</p> <p>LEVEL C: Optimise routines under rotating shifts and time-zone constraints – adjust schedules, prevent missed payments, and sustain performance across weeks.</p>

Fatou Balancing Household and Business Responsibilities



Step	Details
Step 1: Identifying the Activity	Managing household responsibilities while running my small grocery stall.
Step 2: Describing the Activity	<p>What was I doing? Every day, I woke up early to prepare breakfast and get my children ready for school. After they left, I cleaned the house and prepared lunch before heading to my grocery stall.</p> <p>Which steps did I take? I created a daily routine that helped me balance my business and household responsibilities. In the evenings, I helped my children with their homework and made dinner. I also encouraged my older children to help with simple household tasks.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do?</p> <ul style="list-style-type: none"> – I can manage time effectively and multitask. – I can balance family needs with work responsibilities. – I can organise daily routines that include both business and home life. <p>What did I learn?</p> <ul style="list-style-type: none"> – I learned how to plan ahead and stay flexible. – I developed resilience and the ability to keep going even when things felt difficult.
Step 4: Evaluating My Skills	<p>Level A – I can manage household routines while balancing other responsibilities – Cooking, cleaning, and caring for my children alongside running my grocery stall.</p> <p>Level B – I can plan and organise my day efficiently – Making time for both family needs and work commitments.</p> <p>Level C – I can teach others how to organise household routines – Involving my children in household tasks and teaching them responsibility.</p>

4 Steps

Identify, describe the activity, extract abilities, skills, and knowledge you have used, evaluate your skills

Step	Details
1. IDENTIFY	
2. DESCRIBE THE ACTIVITY What was I doing?	
Which steps did I take?	
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE USED What can I do?	
What did I learn?	
4. EVALUATE MY SKILLS	
A	
B	
C	

Reflection:

Reflect on how the tasks and responsibilities you manage at home influence other areas of your life. Think about your ability to organise and take charge in your household—and how these skills might be useful elsewhere.

- Have I successfully used skills from organising and managing my household in other areas of my life?



"I use the same weekly plan I make for meals and appointments to schedule study blocks and keep exam prep on track. My home checklists help with ward handovers and patient notes, and the way I organise school and repair paperwork helps me manage recognition documents."



- How do I feel about my ability to organise and manage my household?



"I feel calm when I plan ahead and review the day in short steps. If a shift or my child's needs change, I reprioritise and continue. This gives me confidence that I can keep our home running and still move towards my licensing exam."



"Managing a household takes dedication, patience, and skill. Whether you handle everything on your own or share tasks with others, your efforts matter. The abilities you use at home—planning, organising, caring—are strengths that support you in many areas of life. Be proud of what you accomplish every day!"

ACTIVITY 4: MY FAMILY ACTIVITIES

My Family Activities

Family life is an important part of many people's experiences. Whether living with a partner, children, parents, siblings, or extended family, the responsibilities and interactions within a family shape many aspects of daily life. These experiences involve communication, organisation, caregiving, and emotional support.

If you have family members in another country, your family activities may include staying in touch with them, managing responsibilities across distances, or navigating cultural differences in family expectations. This section helps you reflect on your role within your family and the skills you use in these activities.

- What does family mean to me?



"Family means care and steadiness. My children and my mother are at the centre of my life, even across distance. I keep our traditions—prayer and cooking—because they make us feel close."



- Who is part of my family? Do I also count in my closest friends or people from my neighbourhood?



“My children and their grandmother in Peru are my closest family. Here, two church friends and a kind neighbour feel like family too—they check in on me, we share meals, and we help each other.”



- Are there skills, traditions, or values I have learned from my parents, grandparents, or other family members? (For example: cooking, storytelling, handcrafts, music, family routines, or ways of solving problems.)



“I learned Sunday cooking, sharing food with others, and saying the rosary from my mother and grandmother. They taught me to stay calm, make a simple plan, and solve problems step by step.”



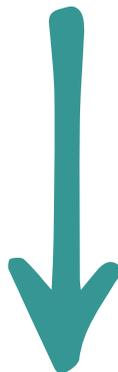
- If yes, do I continue to use or share these skills and traditions today? Why are they meaningful to me?



"Yes. I cook our traditional dishes for parish events and at home, and I sometimes show volunteers my recipes. Praying together by phone keeps me close to my children. These habits make us feel connected, even across distance."



Now, think about the specific activities you do within your family. These may include household management, taking care of children, supporting elderly family members, organising family gatherings, or providing emotional support.



Family Activity	Frequency	Who is Involved?
Helping my children with their homework	Daily	Myself, my children
Preparing family meals	Daily	Myself, sometimes my husband
Calling my parents back home	Weekly	Myself, parents, my husband
Organising family paperwork (school, healthcare)	Monthly	Myself, sometimes my husband (discussing)
Supporting my sister emotionally (long-distance)	Occasionally	Myself, sister
Celebrating family holidays	Occasionally	Myself, my husband, children



*Is one of those activities especially important to you? –
Please mark it with a cross or outline it.*

Family Activity	Frequency	Who is Involved?

Reflecting on Family Activities

Before moving on to identifying and analysing your activities, take a moment to reflect on your family life.



How have my family responsibilities changed throughout my life?

I started by helping my mother with my siblings. Later, I managed my own household. Since migrating, I carry most responsibilities for our children and daily life. My husband supports me, but sometimes it takes discussions to find a balance, as we both grew up with different expectations about family roles.

Have I taken on different roles before and after migrating, or in different phases of life?

Before migrating, tasks were more traditionally divided between my husband and me. Since arriving here, I often take the lead, especially when dealing with schools, offices, and health services. My husband sometimes struggles with the new expectations, but together we are learning to share tasks more equally.

What do I enjoy about my role in the family? Are there aspects I find challenging?

I enjoy seeing how my children grow and adapt. It gives me strength. Sometimes, however, it is exhausting to constantly organise everything and to convince my husband to become more involved in daily tasks. But I see small changes, and that keeps me hopeful.

- How have my family responsibilities changed throughout my life?
- Have I taken on different roles before and after migrating, or in different phases of life?
- What do I enjoy about my role in the family? Are there aspects I find challenging?



Reflecting on Family Activities



How do I feel about the role I currently play in my family?

I feel proud to be a source of emotional support for my younger sister, even from a distance. We talk regularly, and she trusts me with her worries.

Have there been moments when my responsibilities in the family felt rewarding or overwhelming? What made them feel that way?

It was rewarding when I helped my sister make an important decision about her studies back home. But sometimes it feels overwhelming to carry the emotional weight for both of us while living far away.

Have I had to take on new roles in my family because of life changes, like migration or separation from family members? How did I manage?

Since migrating, I became the person who stays in contact with everyone in the family. I organise video calls and keep everyone connected. At first, it was difficult, but creating a routine helped me manage it better.

- How do I feel about the role I currently play in my family?
- Have there been moments when my responsibilities in the family felt rewarding or overwhelming? What made them feel that way?
- Have I had to take on new roles in my family because of life changes, like migration or separation from family members? How did I manage?



This four-step method helps you reflect on your family tasks and responsibilities, recognise your skills, and understand their value. Follow the steps below to structure your reflection. You can also look at the examples from the other women – they may inspire you and show how others have described their own experiences



Step	Details
Step 1: Identifying the Activity	Taking care of my younger siblings and supporting their education.
Step 2: Describing the Activity	<p>What was I doing? I helped my siblings with their homework, prepared meals for them, and made sure they followed a daily routine.</p> <p>Which steps did I take? I created a schedule that balanced school, chores, and free time. I also supported them emotionally—especially when they had problems at school—by listening and helping them find solutions.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do?</p> <ul style="list-style-type: none"> – I can organise daily routines and manage several responsibilities at once. – I can guide and support learning at home. – I can offer emotional support and help resolve conflicts. <p>What did I learn?</p> <ul style="list-style-type: none"> – I learned to stay calm under pressure and prioritise tasks. – I learned how to support others in learning and emotional situations.
Step 4: Evaluating My Skills	<p>Level A – I can support others in their learning – Helping younger family members with homework.</p> <p>Level B – I can organise daily routines and manage tasks – Planning meals, learning time, and free time.</p> <p>Level C – I can create a supportive learning environment – Helping others feel safe and motivated to learn.</p>

Coordinating long-distance family life



Step	Details
Step 1: Identifying the Activity	Keeping regular contact and support for my children across countries
Step 2: Describing the Activity	<p>What was I doing? Setting a routine to stay present from afar.</p> <p>Which steps did I take? Fixed weekly calls with my children and grandmother, short voice notes before school, budgeting and sending remittances, checking school needs, preparing small parcels, and keeping copies of documents for reunification.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? Plan across time zones, communicate clearly, keep simple records, and manage a tight budget.</p> <p>What did I learn? To maintain routines, explain tasks in a kind way, and solve problems when plans change.</p>
Step 4: Evaluating My Skills	<p>Level A – Keep regular family contact and share updates – calls, voice messages.</p> <p>Level B – Organise support from a distance – remittances, school items, simple records.</p> <p>Level C – Coordinate multi-step tasks for reunification – timelines, documents, follow-up.</p>

Amina Supporting her Family During Their Transition



Step	Details
Step 1: Identifying the Activity	Supporting my family members in adapting to a new country.
Step 2: Describing the Activity	<p>What was I doing? I helped my children and my husband adjust to our new life.</p> <p>Which steps did I take? I found schools for my children, supported them with homework, and explained local customs. I also helped my husband register for work and health services. I often had to ask questions, make appointments, and understand official documents.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do?</p> <ul style="list-style-type: none"> – I can help others understand how systems work in a new country. – I can communicate with offices and service providers. – I can support family members emotionally during big changes. <p>What did I learn?</p> <ul style="list-style-type: none"> – I learned how to stay organised and solve problems quickly. – I became more confident in managing paperwork and dealing with new situations.
Step 4: Evaluating My Skills	<p>Level A – I can support others in adapting to new environments – Helping my family understand local systems.</p> <p>Level B – I can manage administrative tasks – Organising appointments, paperwork, and services.</p> <p>Level C – I can guide others in adjusting to a new culture – Supporting newcomers in feeling more at home.</p>

4 Steps

Identify, describe the activity, extract abilities, skills, and knowledge you have used, evaluate your skills

Step	Details
1. IDENTIFY	
2. DESCRIBE THE ACTIVITY What was I doing?	
Which steps did I take?	
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE USED What can I do?	
What did I learn?	
4. EVALUATE MY SKILLS	
A	
B	
C	

Reflection:

Think about how your family experiences have shaped your skills and strengths. Consider whether these experiences have influenced other areas of your life and what role you would like to play in your family in the future.

- Have I used the skills or strengths I developed through activities in my family life in other areas of my life?



"I learned to set boundaries and de-escalate tense situations from difficult experiences with my family in the past. I use these skills now to welcome newcomers in our theatre group, keep check-ins respectful, and help the team feel safe."



- What would I like to strengthen or change about my role in the family in the future?



"I will keep firm boundaries with my family of origin. If it feels safe, I'll reconnect slowly with my sister through short check-ins; otherwise I'll invest my energy in my chosen family."



"Families and the roles we have within them can look very different. Whether you've been deeply involved or more independent, your experiences have shaped who you are today. Take pride in your journey and the strength it has given you."



ACTIVITY 5: HOBBIES, INTERESTS AND FREE TIME ACTIVITIES

Hobbies, Interests and Free Time Activities

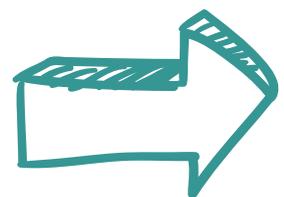
What we do in our free time often says a lot about who we are. Hobbies and personal interests bring joy, balance, and a sense of fulfilment to life. They offer opportunities to relax, be creative, connect with others, and sometimes even learn new things without pressure or obligation. Whether it's something you've done since childhood or a new interest you've recently discovered, these activities shape your experiences and contribute to your personal development.

In this section, you will explore your hobbies and interests—whether done alone or with others—and how they have influenced your skills, knowledge, and well-being. You might realise that activities you consider “just for fun” have helped you develop valuable strengths, like creativity, patience, or teamwork. Reflecting on these experiences can also show you what energises you and brings balance to your life.

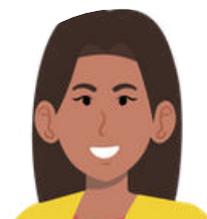


Think about what you enjoy doing in your free time. These activities can be relaxing, creative, social, or help you learn something new. Use the table below to get an overview of your hobbies and interests. (Below you find an example from Mariel)

Think about your free time



My hobbies / free time



Hobby / Free Time Activity	Frequency (Daily / Weekly / Occasionally)	How long have you been doing this? (New / A few months / Several years / Stopped)	Do you do this alone or with others? (Alone / With family / With friends / In a group)
Singing with the parish choir (rehearsals or services)	Fortnightly (rota permitting)	Several years	In a group
Cooking simple recipes in the local language	On rest days	Several years	Mostly alone; sometimes with a neighbour (meal swap)
Flashcards for medical vocabulary	After quiet night shifts	A few months	Alone; sometimes with a ward colleague
Tea after Sunday service	Monthly (when off-duty)	New	With a neighbour or two choir friends
Hobby / Free Time Activity	Frequency	How long have you been doing this?	Do you do this alone or with others?

Reflection:

Take a moment to reflect on your hobbies and interests.

Think about how they have been part of your life, how they may have changed over time, and what they mean to you today.

- How have my hobbies or interests changed throughout my life (for example, before and after migrating)?
- What do I enjoy most about these activities?
- Have these hobbies helped me meet new people or build connections?



How have my hobbies or interests changed throughout my life (for example, before and after migrating)?

I enjoyed singing before, but after migrating the parish choir became a place to belong. I also began cooking by following recipes in the local language to practise and switch off after night shifts.

What do I enjoy most about these activities?

Choir rehearsals help me breathe and focus; learning harmonies gives me calm. Cooking with a clear recipe feels steady and manageable on rest days.

Have these hobbies helped me meet new people or build connections?

Yes. I made two close friends in the choir and met a neighbour I sometimes cook with. In the language circle and at work, a colleague practises with me during breaks. My circle is small, but it's reliable.



Reflection:

Now, take a closer look at what your hobbies and interests mean to you.

Think about the role they play in your life—whether they give you energy, help you through challenges, or allow you to learn something new. This reflection can show you how much these activities contribute to your well-being and personal growth.

- How do my hobbies and interests make me feel? Do they give me energy, help me relax, or offer something else?
- Have my hobbies helped me gain new skills or knowledge, even if that wasn't my original intention?
- Are there moments when my hobbies have played an important role in difficult times or major life changes?
- Do I prefer solo hobbies or activities in groups? And why?



My hobbies and interests meaning:

How do my hobbies and interests make me feel? Do they give me energy, help me relax, or offer something else?

Sewing helps me relax. After a long day at the market, it calms me down. I feel proud when I finish something beautiful with my hands.

Have my hobbies helped me gain new skills or knowledge, even if that wasn't my original intention?

Yes, I've learned to be more precise and patient. Especially when making traditional Malian patterns I had almost forgotten.

Are there moments when my hobbies have played an important role in difficult times or major life changes?

When I first arrived in my new country, sewing was something familiar that helped me feel grounded. It kept me busy when everything else was uncertain.

Do I prefer solo hobbies or activities in groups? And why?

I like both. Sewing alone gives me peace and quiet. But I enjoy meeting other women in the sewing group because we exchange ideas and I can learn new things.



My hobbies and interests meaning:

How do my hobbies and interests make me feel? Do they give me energy, help me relax, or offer something else?

Painting helps me switch off after shifts and focus on one thing. I feel calm and restored when I finish a small piece.

Have my hobbies helped me gain new skills or knowledge, even if that wasn't my original intention?

Yes. I've improved observation, patience, and composition. Group critiques taught me to give and receive feedback clearly.

Are there moments when my hobbies have played an important role in difficult times or major life changes?

During migration and while waiting for recognition, short painting sessions gave my week structure and kept me grounded.

Do I prefer solo hobbies or activities in groups? And why?

I like both. Sewing alone gives me peace and quiet. But I enjoy meeting other women in the sewing group because we exchange ideas and I can learn new things.

My hobbies and interests meaning:

- How do my hobbies and interests make me feel? Do they give me energy, help me relax, or offer something else?
- Have my hobbies helped me gain new skills or knowledge, even if that wasn't my original intention?
- Are there moments when my hobbies have played an important role in difficult times or major life changes?
- Do I prefer solo hobbies or activities in groups? And why?



Have I ever attended a course or workshop related to my hobbies?



Have I ever attended a course or workshop related to my hobbies?

Yes. I joined a weekend acrylics workshop and a short session on framing and hanging; both helped me refine technique and present my work.

Have I participated in any competitions, events, or exhibitions related to my interests?

Yes. I showed two pieces in a small community exhibition and took part in an open-studio day with my art group. No competitions so far.



Have I ever attended a course or workshop related to my hobbies?

Yes. I joined a sewing workshop at the community centre and a short business session on pricing and display for market sellers; both improved my finishing and helped me set fair prices.

Have I participated in any competitions, events, or exhibitions related to my interests?

Yes. I showcased and sold items at a community craft market and displayed traditional outfits at a cultural day. No formal competitions yet.

- Have I ever attended a course or workshop related to my hobbies?

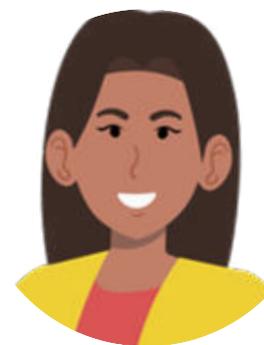


- Have I participated in any competitions, events, or exhibitions related to my interests?



Now that you've reflected on your hobbies and interests, it's time to take a closer look at what you actually do, how you do it, and what you've gained from these activities. The four-step method helps you explore your experiences in more detail.

4 Steps Method



Step	Details
Step 1: Identifying the Activity	Singing in a parish choir as a weekly group activity.
Step 2: Describing the Activity	<p>What was I doing? Rehearsing and performing with the choir.</p> <p>Which steps did I take? Attended rehearsals, followed the conductor, practised my part at home, prepared lyrics in the local language, used recordings to learn harmonies, and performed at services/community events.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? Listen closely, blend my voice, follow cues, keep time, and learn lyrics in the local language.</p> <p>What did I learn? Teamwork, focus under pressure, and clear pronunciation.</p>
Step 4: Evaluating My Skills	<p>Level B – Learn a new choir piece with support – follow recordings and a section lead; use cues for entries and harmonies.</p> <p>Level B – Rehearse and perform reliably in a small group – community events, services.</p> <p>Level C – Support the section by learning parts independently and helping newcomers settle in – rehearsals, informal coaching.</p>

4 Steps Method



Step	Details
Step 1: Identifying the Activity	Painting as a creative and relaxing activity.
Step 2: Describing the Activity	<p>What was I doing? Since childhood, I loved drawing and painting. After moving to my new country, I started painting again as a way to relax and express myself.</p> <p>Which steps did I take? I bought art supplies, experimented with different techniques, and joined a local painting group. I also started displaying my artwork at community events.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? I can create paintings using different techniques.</p> <p>What did I learn? I developed patience, creativity, and attention to detail. I also learned how to communicate emotions through art.</p>
Step 4: Evaluating My Skills	<p>Level B – I can apply different painting techniques to create artwork for personal expression</p> <p>Level B – I can share my work in a group setting and discuss my techniques – in local painting groups or community events.</p> <p>Level C – I can help others explore creative expression through painting – by encouraging others in workshops or informal gatherings.</p>

4 Steps Method



Step	Details
Step 1: Identifying the Activity	Sewing traditional clothes for family and friends.
Step 2: Describing the Activity	<p>What was I doing? I spent several evenings each week designing and sewing traditional outfits, often for special occasions.</p> <p>Which steps did I take? I chose fabrics, created patterns, cut the material, sewed the pieces, and added decorative details. I sometimes adjusted the designs based on the preferences of those I was sewing for.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? I can create clothing from scratch and adjust designs to personal wishes.</p> <p>What did I learn? I developed patience, precision, and creativity. I also learned how to manage my time to complete orders on schedule.</p>
Step 4: Evaluating My Skills	<p>Level - In which situations?</p> <p>A - I can sew simple clothes by myself – at home for family and friends.</p> <p>B - I can create custom designs and finish clothing independently – for special orders or events.</p> <p>C - I can teach others how to sew and design clothes – in community groups or workshops.</p>

4 Steps

Identify, describe the activity, extract abilities, skills, and knowledge you have used, evaluate your skills

Step	Details
1. IDENTIFY	
2. DESCRIBE THE ACTIVITY What was I doing?	
Which steps did I take?	
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE USED What can I do?	
What did I learn?	
4. EVALUATE MY SKILLS	
A	
B	
C	

Reflection:

Reflect on the role your hobbies and interests play in your life. How have they supported your personal development, and how do you feel about making time for yourself and doing things you enjoy?

- Have any of the skills or qualities I use in my hobbies been helpful in other parts of life?



"I use the patience and attention to detail from painting in exam prep and clinical notes. Sketching sharpens observation, which helps with patient assessment. Group critiques taught me to give and receive feedback calmly."



- How do I feel about my ability to enjoy free time and do something just for myself?



"I'm learning to protect small blocks for painting without feeling guilty. Even thirty minutes helps me reset after shifts and stay motivated for the licensing exam. With a simple plan, I can make time for myself."



"Whether your hobbies bring you joy, calm, or connection, they are a valuable part of who you are. Every small moment you take for yourself matters."

ACTIVITY 6: CARING FOR OTHERS

Caring for Others

Caring for family members, friends, neighbours, or members of your community is an important and often invisible part of life. These activities can include looking after children, elderly relatives, people with illnesses or disabilities, or offering support to others in need.

Caring requires patience, empathy, responsibility, and the ability to manage many tasks at once. Sometimes it involves physical support, sometimes emotional presence, and often a combination of both. These roles may be temporary or long-term and can change over time, especially after migration or life transitions.

This section helps you reflect on your caregiving experiences—what you have done, who you cared for, and how these experiences shaped you.



Start by thinking about the people you have cared for and the kind of support you provided. This can be regular help or occasional support, in your home or elsewhere. Use the table below to get an overview of your caregiving activities. (You also find an example from Yasmin below)



Caregiving Activities

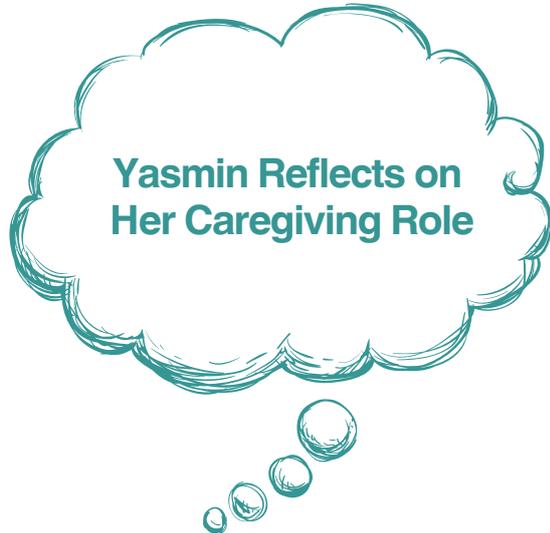


Caregiving Activity	Frequency (Daily / Regular / Occasionally)	Duration (Recently started / A few months / Several years / Stopped)	Who was involved
Supporting my younger cousin with homework and meals	Daily	Two years (before migrating)	My cousin
Helping my elderly neighbour with groceries and errands	Regular (twice a week)	Several months (after migrating)	My neighbour
Volunteering at an animal shelter (feeding and cleaning)	Occasionally	Several years (before and after migrating)	Shelter staff, other volunteers

Caregiving Activity	Frequency (Daily / Regular / Occasionally)	Duration (Recently started / A few months / Several years / Stopped)	Who was involved



Before you start listing and analysing your caregiving experiences, take a moment to reflect on your role in caring for others. This reflection helps you understand how these activities have shaped your daily life and responsibilities.



How do I feel about my role as a caregiver? Am I comfortable with the tasks I take on?

I feel responsible and caring, but sometimes unsure if I am doing things the right way. I want to help, but it can be tiring.

Have my caregiving responsibilities increased or changed over time? How do I feel about that?

Yes, after my aunt got sick, I started visiting her more often. Before, I only helped with small things. Now, I do her shopping and organise her doctor visits. It's more work, but I want to support her.

How do I balance caregiving with other areas of my life (work, hobbies, self-care)?

It's not always easy. I try to plan visits to my aunt on days when I don't have theatre practice. Sometimes I feel like I don't have much time for myself.

Are there caregiving tasks that I particularly enjoy or find meaningful? Which ones do I find difficult or tiring?

I enjoy talking with my aunt and seeing her smile when I bring her favourite food. But managing her paperwork and appointments makes me nervous because I'm afraid of making mistakes.

Reflecting on your experiences as a caregiver

- How do I feel about my role as a caregiver? Am I comfortable with the tasks I take on?
- Who supports me with caregiving tasks, if anyone? How does this support (or the lack of it) affect me?"
- Have my caregiving responsibilities increased or changed over time? How do I feel about that?
- How do I balance caregiving with other areas of my life (work, hobbies, self-care)?
- Are there caregiving tasks that I particularly enjoy or find meaningful? Which ones do I find difficult or tiring?



Reflecting on your experiences as a caregiver



Now take a moment to look deeper into your caregiving experiences. Think about the moments that stood out—whether positive or challenging—and how they shaped you. This reflection can help you understand what caregiving means to you and how it has influenced your life.

What has caregiving taught me about myself?

While I was taking care of my elderly neighbour for a short period of time, it has shown me that I am steady and patient. I can create calm with simple routines—meals on time, a tidy space, a kind word—and people relax when they feel cared for.

Who supports me with caregiving tasks, if anyone? How does this support (or the lack of it) affect me?

The parish team shares visits and keeps a small rota, and a neighbour sometimes checks on the lady I support. This lightens the load; when I try to do everything alone, I get tired and worry I'll forget something.

Have there been moments when I felt especially proud of my caregiving? What made these moments special?

Yes. After a knee operation, my elderly neighbour ate the soft meals I prepared and started to regain strength. Hearing my children say on our Sunday call that they tried my recipe with their grandmother also made me proud—we were caring for each other across distance.

Have I ever felt overwhelmed by caregiving responsibilities? How did I manage those feelings?

Yes, when visits, work, and paperwork in the local language came at once. I made a short list, asked a parish volunteer to take one visit, and rested. Prayer and a quiet cup of tea helped me reset.

If I could change something about how I care for others, what would it be? Why?

I would prepare a simple “who to call” sheet in the local language for each person I help—family contacts, clinic, pharmacy—so support continues smoothly even if I am at work. It would give everyone more confidence.

Think on your caregiving experiences

- What has caregiving taught me about myself?
- Have there been moments when I felt especially proud of my caregiving? What made these moments special?
- Have I ever felt overwhelmed by caregiving responsibilities? How did I manage those feelings?
- If I could change something about how I care for others, what would it be? Why?



4 Steps Method



Now, take a moment to choose one caregiving activity that feels important to you. We will explore it more closely by using the four-step method.

Step	Details
Step 1: Identifying the Activity	Supporting an elderly neighbour with groceries and errands after migrating.
Step 2: Describing the Activity	<p>What was I doing? Helping a neighbour in my building who has limited mobility.</p> <p>Which steps did I take? Set a weekly check-in around theatre rehearsals, made shopping lists together, picked up groceries and medication, carried bags upstairs, sorted post, called the clinic to confirm appointments, and stayed for tea to keep her company.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? Offer practical help, organise small tasks, communicate clearly in the local language, and provide calm emotional support.</p> <p>What did I learn? To plan visits around my schedule, make clear phone calls to services, and keep gentle boundaries while being present.</p>
Step 4: Evaluating My Skills	<p>Level In which situations?</p> <p>A – Accompany someone to an appointment with support – I may need help with forms or transport.</p> <p>B – Independently manage weekly errands and check-ins – lists, shopping, medication pick-ups.</p> <p>C – Coordinate a simple support rota with neighbours/pharmacy and keep emergency contacts up to date.</p>

4 Steps Method

Rosa's Experience in
Caring for Others



Step	Details
Step 1: Identifying the Activity	Helping an elderly neighbour recover after a knee operation
Step 2: Describing the Activity	<p>What was I doing? Setting up light support for two weeks.</p> <p>Which steps did I take? Agreed a simple plan with the parish, visited twice a week, prepared soft meals, bought groceries, arranged a taxi to the clinic, kept a small notebook of needs, and phoned her daughter with short updates.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? Plan a basic care routine, portion meals safely, coordinate with volunteers, keep records, and communicate kindly.</p> <p>What did I learn? To pace visits, confirm appointments, and ask for help early for forms or translations.</p>
Step 4: Evaluating My Skills	<p>Level In which situations?</p> <p>A - Accompany someone to an appointment with support – I may need help with forms in the local language.</p> <p>B - Coordinate a small rota and meal plan independently – shopping, portions, notes.</p> <p>C - Organise multi-week support safely and share clear updates with family/parish, adapting when plans change.</p>

4 Steps Method

Amina's Experience in
Caring for Others



Step	Details
Step 1: Identifying the Activity	Supporting my children's education and well-being while adapting to a new country.
Step 2: Describing the Activity	<p>What was I doing? I helped my children transition into a new school system by assisting them with homework, ensuring they understood lessons, and maintaining communication with teachers. I also supported their emotional well-being by creating a sense of stability at home.</p> <p>Which steps did I take? I learned about the local education system, helped my children adjust to a new language, and encouraged their learning through additional resources. I also participated in school meetings and helped them with social integration.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? I can help children adapt to a new school environment and support their learning.</p> <p>What did I learn? I developed skills in problem-solving, organisation, and emotional support. I also improved my ability to communicate with educators and navigate school systems.</p>
Step 4: Evaluating My Skills	<p>Level In which situations? A - I can assist children with schoolwork and emotional support. B - I can navigate school systems and communicate with teachers. C - I can guide others in helping their children adapt to a new learning environment.</p>

4 Steps

Identify, describe the activity, extract abilities, skills, and knowledge you have used, evaluate your skills

Step	Details
1. IDENTIFY	
2. DESCRIBE THE ACTIVITY What was I doing?	
Which steps did I take?	
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE USED What can I do?	
What did I learn?	
4. EVALUATE MY SKILLS	
A	
B	
C	

Reflection:

Before you move on, take a moment to reflect on what caregiving means to you and how these experiences have shaped different areas of your life.

- Have I used these caring abilities in other areas of my life—like work, friendships, or community settings?



"Yes. Having navigated new systems myself, I know how easily fast or technical language creates confusion. I prefer calm, plain-language explanations, so with other migrant women I take time, check understanding, and agree the next step together."



- How do I feel about my ability to support and care for others?



"I feel capable and steady. When things get complex—appointments, paperwork or difficult conversations—I stay calm, set clear limits, and ask for help when needed. I'm also learning to balance supporting others with looking after my own energy so I can keep going."



"Every act of care matters—whether big or small. It shows your strength, empathy, and commitment. Take pride in what you have done for others and remember to care for yourself, too."



ACTIVITY 7: SETTLING-IN EXPERIENCES IN THE NEW COUNTRY

Settling-in Experiences in the New Country

Moving to a new country brings many changes—new environments, different cultural norms, unfamiliar systems, and the challenge of rebuilding one's life. The process of settling in and adapting can be both exciting and overwhelming. Each person's settling-in experience is unique, shaped by personal circumstances, available support networks, and opportunities for integration.

This section helps you reflect on your experiences of arriving in and adjusting to your new country. By recognising the challenges, you faced and the strategies you used to overcome them, you can gain valuable insights into your resilience, adaptability, and learning journey.

Take a moment to remember your first days and weeks in your new country. What did you notice?

- What were your expectations before migrating?



"I expected to work hard and start below my experience while I proved myself. Everyday conversation might be fine, but clinical and admin terms would be new—so I'd need to study. I anticipated heavy paperwork, careful budgeting, and sending money home. I hoped for one steady routine (choir/language class) and a colleague to practise with, and to ease any loneliness, I set up regular calls with my husband and child and started exploring the new culture by cooking from local-language recipes."



- What were my first impressions when I arrived in my new country?



"When I arrived, I noticed many signs and forms I couldn't yet follow, new brands in the shops, and different ways of arranging appointments for services. At work, handovers and documentation used abbreviations I didn't know. Near my flat I saw a parish and a community noticeboard with a language group, which gave me a place to start."



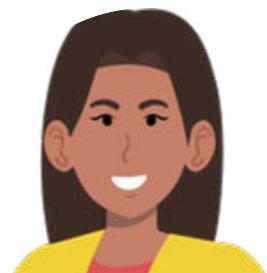
- What was particularly challenging for me in the beginning?



"Sleeping after night shifts while sorting housing, bank and health paperwork was tough. Online portals and forms felt unfamiliar, and I worried about missing something. Understanding accents and fast workplace speech took time, so I began noting key phrases and abbreviations. I set simple routines: a quiet rest window, one small admin step a day, and language practice through recipes and short chats at choir and work."



Think about the first steps you took after arriving in your new country. What practical things did you have to take care of? Who helped you along the way, and what did you handle by yourself? Use the table below to write down some of these experiences. (You find an example from Mariel below)



Mariel's experience

Settling-in Situation or Experience	How did I manage this situation?	Who or what supported me?
Registering at the local authorities	I booked an online appointment and prepared screenshots of each page with translations.	A parish volunteer checked my documents.
Opening a bank account and setting up remittances	I used my employer's letter as proof of address and set a monthly transfer.	Bank advisor; HR provided the letter.
GP registration and occupational health check	I brought my vaccination record and filled in forms after a night shift, then confirmed details by phone.	Ward colleague explained the process; clinic receptionist.
Finding a B1→B2 language course	I noted a poster at the community centre and enrolled for an evening class that fits my rota.	Choir friend reminded me about enrolment dates.
Understanding house rules (bins/quiet hours)	I asked my neighbour to show me the rubbish/recycling system and wrote it down.	Neighbour shared the building notice.



Please mark or outline who or what played an important role in your settling-in situation integration?

Onboarding Situation or Experience	How did I manage this situation?	Who or what supported me?



Reflecting on my Early Settling-in Experiences

Take a moment to reflect on how you felt and what stood out to you when settling into life in your new country.

Mariel reflecting on her early Settling-in Experiences

- **What helped me feel more at home during my first weeks or months?**

Small routines around my rota—quiet rest after nights, a simple recipe, a short walk—and finding the parish choir. A neighbour pointed me to the community noticeboard; voice notes with my family gave me rhythm.

- **What everyday tasks felt easy for me, and which ones were difficult? Why?**

Cooking with step-by-step recipes and short errands with a written list felt manageable. Online portals and fast phone calls were hard, so I kept screenshots, a small vocabulary page, and notes from a colleague.

- **How did I feel about learning a new language and understanding the system—was it exciting, frustrating, or something else?**

Mostly tiring at first; it improved when I did one clear step a day. Each small success—a finished form or a clear handover—made me feel more settled.





And you Clara?



Clara reflecting on her early Settling-in Experiences

- **What helped me feel more at home during my first weeks or months?**

A steady routine with my child, starting on a supportive ward, and joining a small art group. Mapping essentials—school, GP, pharmacy, library—gave me structure.

- **What everyday tasks felt easy for me, and which ones were difficult? Why?**

Planning appointments and organising documents felt natural. Recognition requirements and unfamiliar admin terms were difficult; I built a personal glossary and asked for a quick wording check when needed.

- **How did I feel about learning a new language and understanding the system—was it exciting, frustrating, or something else?**

Both challenging and encouraging: strong in medical language, less sure with everyday admin. An advanced class and practice at work helped; each step towards recognition increased my confidence.

Reflecting on My Early Settling-in Experiences

- What helped me feel more at home during my first weeks or months?
- What everyday tasks felt easy for me, and which ones were difficult? Why?
- How did I feel about learning a new language and understanding the system—was it exciting, frustrating, or something else?



Reflecting on My Settling-in Experiences

Take a moment to reflect on significant moments during your settling-in experience. These might be moments when you felt proud of how you managed a situation or times when things felt difficult. Thinking about these experiences can give you insight into what helped you and what you might want to do differently in the future.

Clara reflecting on her settling-in experiences



- **Was there a moment during my settling-in when I felt especially proud of myself?**

When I managed to have my first full conversation in the local language at the hospital where I work. I felt proud because I had worked hard on my language skills, and it helped me feel more confident.

- **Were there situations that were particularly difficult or overwhelming? How did I experience these moments?**

At first, understanding all the administrative processes was overwhelming. I often felt lost filling out forms or attending official appointments. It made me feel stressed and unsure.

- **Was there a step I took that made a big difference in how settled or comfortable I felt?**

Joining a local painting group helped me feel more at home. It gave me a sense of belonging and a break from the stress of starting over.

- **If I could change something about how I managed my settling-in process, what would it be?**

I would have asked for help sooner instead of trying to do everything on my own. It took me a while to realise that people were willing to support me.

Reflecting on My settling-in Experiences

- Was there a moment during my settling-in when I felt especially proud of myself?
- Were there situations that were particularly difficult or overwhelming? How did I experience these moments?
- Was there a step I took that made a big difference in how settled or comfortable I felt?
- If I could change something about how I managed my settling-in process, what would it be?





And you Mariel?



Mariel reflecting on her settling-in experiences

- **Was there a moment during my settling-in when I felt especially proud of myself?**

When I delivered a clear night-shift handover in the local language without checking my notes. I'd practised key phrases and timings, and it felt like a real step forward.

- **Were there situations that were particularly difficult or overwhelming? How did I experience these moments?**

Balancing night work with paperwork and online portals was overwhelming at first. After little sleep I worried about missing details on forms or phone calls and felt unsure until a colleague showed me the common abbreviations.

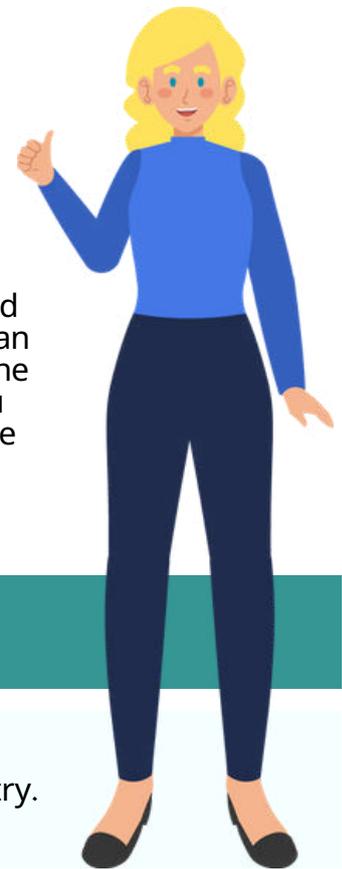
- **Was there a step I took that made a big difference in how settled or comfortable I felt?**

Joining the parish choir. The rhythm of weekly rehearsals and familiar faces made me feel I belonged, offered low-pressure language practice, and gave me people I could ask about everyday things I hadn't understood.

- **If I could change something about how I managed my settling-in process, what would it be?**

I would have enrolled in an evening language course sooner and asked HR for a short orientation on the hospital systems instead of trying to figure everything out after shifts.

4 Steps Method



You have already reflected on your settling-in experiences and the steps you took to settle into your new country. Now, you can take a closer look at one or more of these experiences using the four-step method. This process helps you describe what you did, how you did it, and what abilities supported you along the way. The examples below show how you might approach it.

Step	Details
Step 1: Identifying the Activity	<p>Navigating the healthcare system in my new country.</p>
Step 2: Describing the Activity	<p>What was I doing? I needed medical care shortly after arriving and had to learn how the healthcare system worked.</p> <p>Which steps did I take? I researched online, asked friends for advice, and visited a local support centre where they explained the process. I also registered for health insurance and learned how to book appointments.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? I can find reliable information and understand new systems.</p> <p>What did I learn? I became more confident in handling administrative tasks and asking for help when needed.</p>
Step 4: Evaluating My Skills	<p>Level in which situations?</p> <p>A - I can ask for information and guidance when needed.</p> <p>B - I can navigate basic administrative processes independently.</p> <p>C - I can help others understand how the system works.</p>



4 Steps Method

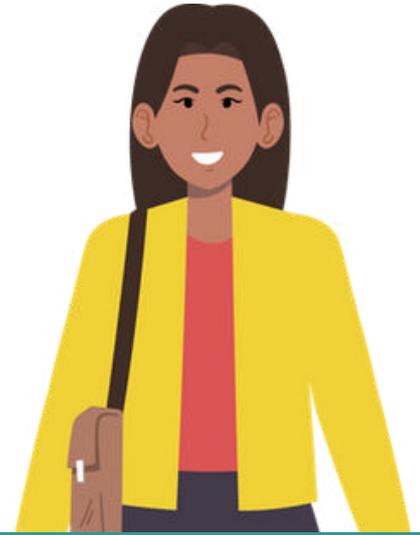
Fatou's Settling-in Experience



Step	Details
Step 1: Identifying the Activity	Learning how to use public transport in my new country.
Step 2: Describing the Activity	<p>What was I doing? At first, I struggled to understand the local transport system. I needed to use buses and trains to get to work and take my children to school.</p> <p>Which steps did I take? I asked other parents for advice, practiced reading maps, and tried different routes to find the easiest way to travel. I also learned how to buy tickets and use a travel app to check schedules.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? I can confidently navigate the public transport system.</p> <p>What did I learn? I developed problem-solving skills, improved my ability to ask for help, and became more independent in my daily routine.</p>
Step 4: Evaluating My Skills	<p>Level In which situations?</p> <p>A - I can find my way with some help.</p> <p>B - I can plan my routes and travel independently.</p> <p>C - I can explain the transport system to others.</p>

4 Steps Method

Mariel's Settling-in Experience



Step	Details
Step 1: Identifying the Activity	Setting up a bank account and regular remittances after arrival
Step 2: Describing the Activity	<p>What was I doing? Opening an account and enabling online banking.</p> <p>Which steps did I take? Gathered passport and proof of address (HR letter), booked an appointment, saved screenshots of key terms, asked the advisor to show me the app, made a small test transfer, compared fees/exchange rates, set a monthly transfer for pay day, and kept receipts in a folder.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? Handle basic admin in the local language, budget with remittances, use a banking app safely, and keep clear records.</p> <p>What did I learn? Which ID is required, how to check fees/rates, how to set notifications, and how to confirm details with a short call if I'm unsure.</p>
Step 4: Evaluating My Skills	<p>Level in which situations?</p> <p>A - Ask a bank advisor to explain terms and guide app set-up.</p> <p>B - Open an account and schedule transfers independently; keep documents organised and resolve minor issues.</p> <p>C - Help a newcomer set up their first safe transfer—explain required ID, do a test payment, and check fees/rates together.</p>

4 Steps

Identify, describe the activity, extract abilities, skills, and knowledge you have used, evaluate your skills

Step	Details
1. IDENTIFY	
2. DESCRIBE THE ACTIVITY What was I doing?	
Which steps did I take?	
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE USED What can I do?	
What did I learn?	
4. EVALUATE MY SKILLS	
A	
B	
C	

Before we move on:

Take a moment to think about how your settling-in experiences have shaped you. Reflect on what these experiences mean for you today and how they may influence your future.

- Have the strategies I used while settling in helped me in other situations—such as at work, in education, or in my personal life?



"Yes. Breaking tasks into small steps and asking for advice early now helps me run my stall: compare prices, keep a simple stock list, and negotiate with suppliers in the local language. The way I note key words from forms also helps with my children's school letters and in short courses at the community centre."



- How do I feel about my ability to settle in new environments and adapt to changes?



"I feel more confident than at the beginning. I can build a routine, find the right person to ask, and keep going even when the system is unfamiliar. Paperwork still tires me, but I plan time for it, bring my notes, and complete one thing at a time."



"Settling into a new country is never easy. Each step you took—no matter how small—shows your courage and strength. Trust in what you've accomplished so far as you look ahead to new possibilities."

ACTIVITY 8: MARKING LIFE EXPERIENCES

Marking Life Experiences

Throughout our lives, there are moments that leave a lasting impression—some joyful, some challenging. These experiences often shape who we are, influence our decisions, and help us grow. Whether it's a life change, a personal success, or a difficult time you overcame, each experience matters.

In this section, you are invited to reflect on those key moments in your life. Think about how they have impacted you, what changed as a result, and who or what supported you along the way.

Think back to important moments in your life that brought change—whether they were joyful, difficult, or unexpected. These experiences often shape who we are and how we move forward. In the table below, note down the life experiences that stand out to you. What changed for you because of these moments? Who or what supported you during that time?





Marking Life Experience	What changed as a result?	Who or what helped you through this experience?
Getting my law degree	I felt proud and more confident in my ability to support women.	My grandfather encouraged me to finish my studies.
Meeting my husband and starting a family	I learned to share responsibilities and build a life together.	We supported each other emotionally and practically.
Giving birth to my children	I discovered a new sense of responsibility and unconditional love.	My aunt and friends supported me during and after childbirth.
Leaving my home country	I had to start over and rebuild my life in a new place.	My cousin helped me settle in and find a language class.
Raising my children on my own after separation	I became stronger and more independent.	My children motivated me to keep going every day.
Volunteering to give legal advice	I regained my sense of purpose and helped other migrant women.	The women's support group welcomed me and gave me trust.

Which of these experiences made you stronger – mark or outline them.

Marking Life Experience	What changed as a result?	Who or what helped you through this experience?

Amina Reflecting on Her Marking Life Experiences



Were there moments in my life that I see as turning points—times when things changed direction for me?

One of the biggest turning points in my life was leaving my home country together with my husband and children. It changed everything for us and forced me to rebuild my life in a completely new place. Later, when I decided to study the legal system in my new country—with encouragement from my husband—it felt like another turning point because it gave me a sense of direction again.

Have I experienced situations that made me see things differently or opened up new perspectives?

There were moments that made me see things differently. When I started volunteering to support other migrant women with legal advice, I realised I still had something valuable to offer. It opened my eyes to how I could use my skills in a new way. Watching my children—and sometimes even my husband—adapt to a new culture gave me a deeper perspective on resilience and on how learning continues for all of us, no matter our age.

Which life experiences influenced the decisions I made about my future?

These experiences have shaped the decisions I made for my future. Losing my career back home was painful, but it made me even more determined to rebuild it. Supporting my family and helping other women motivated me to continue my studies and to work towards becoming a legal advisor again.

Reflecting on My Marking Life Experiences

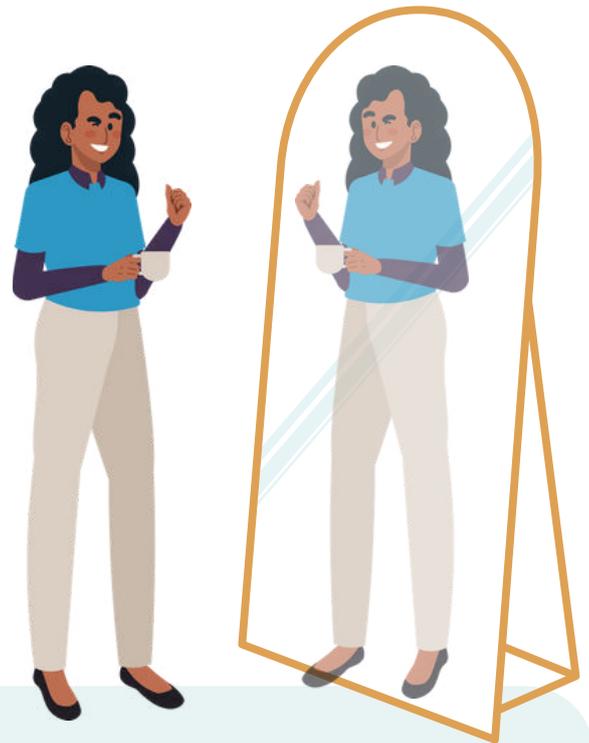
Before moving on to a deeper reflection, take a moment to look at the life experiences you listed.

- Were there moments in my life that I see as turning points—times when things changed direction for me?
- Have I experienced situations that made me see things differently or opened up new perspectives?
- Which life experiences influenced the decisions I made about my future?



Now, take a deeper look at these life experiences. Some moments stay with us because they were especially difficult, rewarding, or changed something inside us. Think about what stands out for you and how these moments influenced who you are today.

Yasmin's reflection on her life experiences



Was there a life experience that changed the way I make decisions or set priorities?

When I left my home country, I realised I had to focus on my safety and personal freedom first. Since then, I always ask myself if a decision will support my independence and well-being.

Have I found new strengths or qualities in myself because of a life-changing experience?

Yes, I discovered that I am much braver than I thought. Moving to a new country on my own and building a life here showed me that I can adapt and stand up for myself.

Was there a turning point when I realised I wanted (or needed) to change something in my life?

Joining the theatre group was a turning point. It made me realise how important it is for me to express myself openly and connect with people who accept me as I am.

If I could give advice to someone going through a similar experience, what would it be?

I would say: trust yourself and take small steps. It's okay to be scared, but don't let fear stop you. Find people who support you and hold on to what makes you feel strong.

Reflecting on My Life Experiences

- Was there a life experience that changed the way I make decisions or set priorities?
- Have I found new strengths or qualities in myself because of a life-changing experience?
- Was there a turning point when I realised I wanted (or needed) to change something in my life?
- If I could give advice to someone going through a similar experience, what would it be?



4 Steps Method

You have already explored important moments in your life and what they mean to you. Now, you can take a closer look at these experiences using the four-step method. This helps you see what you did in those moments, what you learned, and how these experiences have strengthened you. Take your time and focus on one experience that stands out for you.



Step	Details
Step 1: Identifying the Activity	Leaving my home country and starting over in a new place.
Step 2: Describing the Activity	<p>What was I doing? I made the difficult decision to leave my country and seek safety and acceptance elsewhere. The transition was challenging, but I focused on learning the language, finding a support network, and establishing a new routine.</p> <p>Which steps did I take? I sought help from organisations, connected with people in my community, and joined local initiatives where I could contribute and feel included.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? I can adapt to new situations and find solutions in unfamiliar environments.</p> <p>What did I learn? I became more independent, developed problem-solving skills, and built a strong sense of resilience.</p>
Step 4: Evaluating My Skills	<p>Level In which situations?</p> <p>A - I can manage personal challenges and seek help when needed.</p> <p>B - I can build connections and integrate into a new environment.</p> <p>C - I can help others going through similar experiences.</p>

4 Steps Method

Amina's Life Experience



Step	Details
Step 1: Identifying the Activity	Balancing family responsibilities with my personal aspirations.
Step 2: Describing the Activity	<p>What was I doing? After moving to my new country, I supported my children and my husband in adjusting to our new environment, while trying to continue my passion for law. Balancing household duties, childcare, and my personal goals was challenging. I often had to discuss and negotiate responsibilities with my husband to ensure we could share the tasks fairly.</p> <p>Which steps did I take? I carefully organised my time, sought out legal workshops and online courses, and volunteered in the community to stay connected to my profession. Through regular conversations with my husband, we found ways to better coordinate our family duties and support each other's activities.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? I can manage multiple responsibilities, communicate effectively within my family, and stay committed to my personal and professional goals.</p> <p>What did I learn? I developed strong time-management and negotiation skills, resilience, and the ability to find flexible solutions for balancing family and personal development.</p>
Step 4: Evaluating My Skills	<p>Level In which situations?</p> <ul style="list-style-type: none"> B - I can manage family responsibilities independently. B - I can negotiate responsibilities with family members. C - I can organise my time effectively C - I can support others in continuing their education or career paths.

4 Steps Method

Rosa's Life Experience



Step	Details
Step 1: Identifying the Activity	Leaving Peru and arranging care for my children so I could migrate to support them.
Step 2: Describing the Activity	<p>What was I doing? Planning a safe transition for my children and starting over abroad.</p> <p>Which steps did I take? Spoke with my mother and agreed a routine for the children; gathered school papers and health records; prepared a simple weekly plan (meals, homework, church); set fixed call times and saved emergency contacts; completed visa paperwork with help from a parish contact; travelled and found work while keeping our call routine.</p>
Step 3: Extracting Abilities, Skills, and Knowledge Used	<p>What can I do? Make difficult decisions carefully, plan across distance and time zones, keep documents in order, and hold steady routines under stress.</p> <p>What did I learn? To ask for help early with forms, to break big changes into small steps, and to stay connected through simple traditions and regular calls.</p>
Step 4: Evaluating My Skills	<p>Level In which situations?</p> <p>B - Check legal terms and forms with support before submitting.</p> <p>B - Organise documents and family routines independently—lists, call schedule, school needs.</p> <p>C - Share a clear checklist with another newcomer mother (papers, routines, safe contacts) so she can plan her own transition</p>

4 Steps

Identify, describe the activity, extract abilities, skills, and knowledge you have used, evaluate your skills

Step	Details
1. IDENTIFY	
2. DESCRIBE THE ACTIVITY What was I doing?	
Which steps did I take?	
3. EXTRACT ABILITIES, SKILLS, AND KNOWLEDGE USED What can I do?	
What did I learn?	
4. EVALUATE MY SKILLS	
A	
B	
C	

Reflection:

Before you move on, take a moment to reflect on what these life experiences mean for you today. Think about how they have influenced the person you are now and how they might guide you in the future.

- Do the strengths I developed in those life experiences help me in other parts of my life today?



"Yes. The same planning and steady routines help me coordinate cleaning jobs across households, prepare small orders for neighbours' birthdays, and keep remittances and bills on time. Writing lists, checking product information at the shop, and asking for a quick review at the library advice desk means paperwork and everyday tasks run more smoothly."



- How do I feel about my ability to navigate important life changes and challenges?

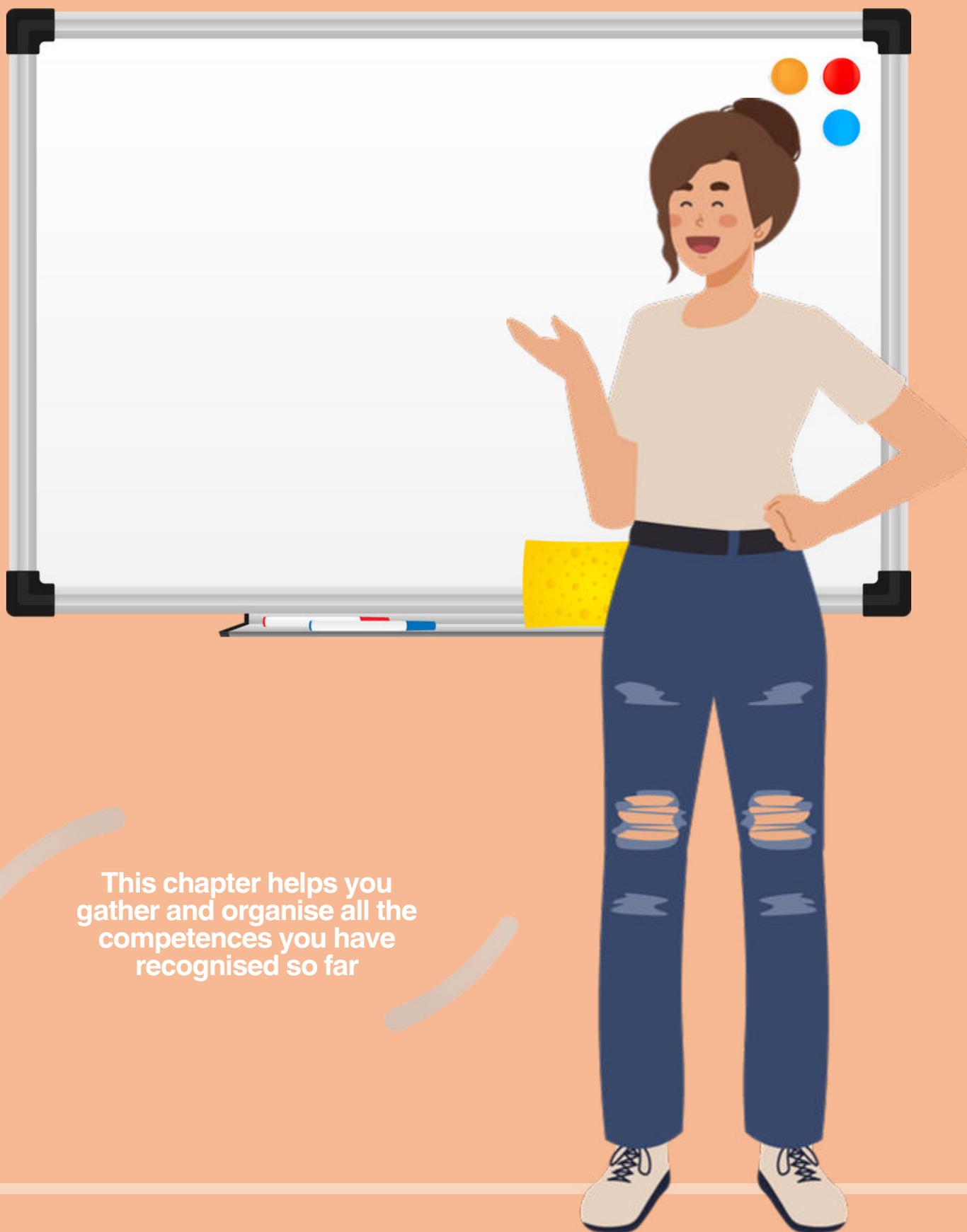


"Steady and hopeful. I know I can take one step at a time, keep my family connected across distance, and lean on faith and community when I need support."



"Every experience you have had—whether big or small, joyful or challenging—has shaped your skills and strengths. You have already accomplished a lot!"

FIRST SUMMARY OF MY COMPETENCES



This chapter helps you gather and organise all the competences you have recognised so far

FIRST SUMMARY OF MY COMPETENCES

What is this chapter about?

Over the last chapters, you have reflected on many activities in your life. You have discovered your experiences, abilities, and qualities—whether from learning, working, caring for others, or navigating life in a new country. Now it's time to take a step back and look at everything together.

This chapter will help you to gather and organise all the skills you have identified so far. Flip through your pages again, collect your results and compile them here.. You can see which skills and strengths you use again and again, and which ones you might want to develop further.

Why is this important?

Knowing your competences helps you to:

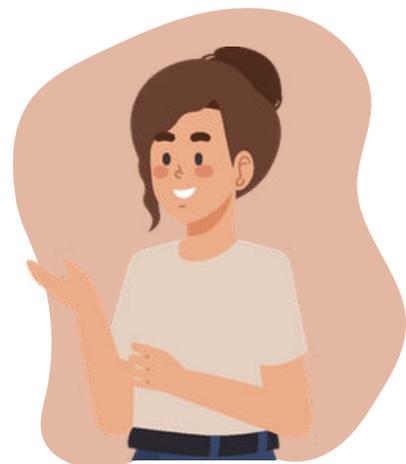
- ✓ Understand what you are capable of.
- ✓ Gain confidence in your skills and knowledge.
- ✓ Plan your next steps for work, learning, or personal goals.
- ✓ Share your competences with others—for example, in job applications or in conversations with potential employers or training providers.

Collect Your Competences

Look at all the competences you have written down in the previous activities. Go through:

- Your activities (Learning and Education, Work and Voluntary Experiences, etc.)
- Your transformational competences (Digital competence, Communication, etc.)
- Your special qualities

Now gather all the competences in this table. Don't worry if a competence appears more than once—that shows it is an important part of your life!

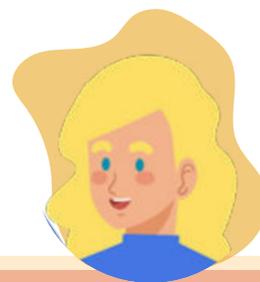


Fatou's competences:



ACTIVITY FIELD	COMPETENCES (SKILLS AND KNOWLEDGE)	LEVEL (A/B/C)	SITUATIONS WHERE I CAN USE THEM
Learning and Education	I can explain how to sew traditional patterns.	B	In community groups, in sewing workshops
Work and Voluntary Experiences	I can organise a small business and serve customers.	C	At my grocery stall, in community markets
Activities in my Household	I can manage a household budget and plan daily routines.	B	At home, when balancing housework and business
My Family Activities	I can support my children's learning and guide their daily routines.	B	At home, when helping with homework or planning the week
Caring for Others	I can take care of children and elderly neighbours with patience and care.	C	At home, in the community
Settling-in Experiences in the New Country	I can find support services and register for important appointments.	B	When supporting other migrant women, in everyday situations
Marking Life Experiences	I can stay strong and adapt in difficult situations.	B	During business challenges, in personal crises
Transformational Competences	I can connect with people from different cultures and show empathy.	C	In my shop, in women's groups, in the community

Clara's competences:



ACTIVITY FIELD	COMPETENCES (SKILLS AND KNOWLEDGE)	LEVEL (A/B/C)	SITUATIONS WHERE I CAN USE THEM
Learning & Education (A1)	I can explain how to sew traditional patterns.	C	In community groups, in sewing workshops
Work & Voluntary Experiences (A2)	I can organise a small business and serve customers.	B	At my grocery stall, in community markets
Activities in my Household (A3)	I can manage a household budget and plan daily routines.	B	At home, when balancing housework and business
My Family Activities (A4)	I can support my children's learning and guide their daily routines.	B	At home, when helping with homework or planning the week
Hobbies & Free Time (A5)	I can take care of children and elderly neighbours with patience and care.	B	At home, in the community
Caring for Others (A6)	I can stay strong and adapt in difficult situations.	B	During business challenges, in personal crises
Settling-in Experiences (A7)	I can connect with people from different cultures and show empathy.	C	In my shop, in women's groups, in the community
Marking Life Experiences (A8)	I can adapt after major changes and rebuild a professional path.	B	Migration transitions, career re-entry

TABLE TO COLLECT THE COMPETENCES

ACTIVITY FIELD	COMPETENCES (SKILLS AND KNOWLEDGE)	LEVEL (A/B/C)	SITUATIONS WHERE I CAN USE THEM
Learning and Education			
Work and Voluntary Experiences			
Activities in my Household			
My Family Activities			
Caring for Others			
Onboarding Experiences in the New Country			
Marking Life Experiences			
Transformational Competences			

Highlight Your Strengths

Now look at your competences list and mark the skills you feel especially proud of. These are your key strengths. Think about which competences you enjoy using and where you feel most confident.

Which competences appear often in your list?

Which competences do you enjoy using?

Which competences give you confidence or pride?

Mark these competences or outline them in your list.

Competences I Want to Develop Further

Some competences might still feel new or need improvement. That's okay! In this step, think about which skills you would like to grow and write them down here.

Are there competences you marked at Level A (I can do it with help) that you'd like to develop further?



Are there competences you would like to use more often?



Are there any other competences you'd like to improve or learn for the first time?





“What you’ve gathered here is more than a list—it’s a true picture of your strengths. Every competence was earned in real life and says something powerful about you. Let this collection remind you of your resilience, care, and courage—at work, in learning, and in everyday life. There is room to grow, and you already know how. Be proud of what you bring.”

LANGUAGES I SPEAK



*What Languages
do you speak?*

LANGUAGES



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

_____ 

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

I can communicate in _____ I ...

	LITTLE	QUITE WELL	VERY WELL	EXCELLENT
UNDERSTAND	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPEAK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
READ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WRITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

I can communicate in _____ I ...

	LITTLE	QUITE WELL	VERY WELL	EXCELLENT
UNDERSTAND	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPEAK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
READ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WRITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

I can communicate in _____ I ...

	LITTLE	QUITE WELL	VERY WELL	EXCELLENT
UNDERSTAND	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPEAK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
READ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WRITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

MY FUTURE-ORIENTED COMPETENCES



In this part, you will evaluate
your competences



Why Do We Look at Future-Oriented Competences?

In a changing world, some competences help us find our way, adapt to new situations, and actively shape our future. In this section, you will explore different competences that are important for learning, work, and everyday life.

We look at:

- ✓ **Digital Competence** – Using digital tools in everyday life and at work
- ✓ **Communication Competence** – Expressing yourself clearly and understanding others
- ✓ **Cooperation Competence** – Working together with others towards shared goals
- ✓ **Problem-Solving Competence** – Finding solutions and managing challenges flexibly
- ✓ **Cultural Sensitivity Competence** – Respecting and navigating cultural differences

Each of these areas highlights skills that you already use in your daily life—sometimes without even realising it.

By recognising these competences, you can build your confidence and better plan your next steps for your personal and professional journey.



You have more skills and strengths than you think!

DIGITAL COMPETENCES

Why?

Digital competences are becoming more and more important in everyday life and work. Whether using a smartphone, managing digital communication, or accessing online services, these skills help us stay connected, informed, and independent in today's world.

In this section, all examples of digital competences come from Fatou's experiences. They show how she uses digital tools in her daily life and for her business.

Everyday Use of Digital Devices:

Which digital devices do you use regularly in your everyday life?

Digital Devices

- telephone
- mobile phone/smartphone
- laptop/computer
- tablet
- printer
- headphones
- webcams
- _____
- _____
- _____



If you don't use any digital devices, that's absolutely fine.
Could you share why this is the case?





Use of Social Media and Online Platforms:

Do you use social media or other digital platforms/forums? If yes, which ones? (e.g., Facebook, Instagram, LinkedIn, Twitter, TikTok, WhatsApp, online communities, etc.)

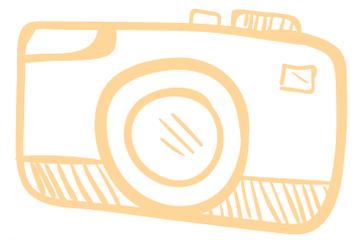


What purposes do these platforms serve in your life? (e.g., staying informed, exploring hobbies and interests, maintaining relationships, building professional networks, or for entertainment.)



"I am a member of a WhatsApp group for migrant women where we share tips about managing small businesses and supporting each other. Recently, I shared advice on how to find reliable suppliers for fresh produce."





Content Creation and Engagement:

When using digital platforms, do you actively create content (e.g., videos, posts, blogs) or do you primarily consume content created by others?



"I have a TikTok account where I post videos about my life as a migrant and my grocery business. It helps me connect with other migrants, promote my produce, and share my journey to inspire others."



If you create content, what motivates you to share your ideas or creations online?



"I enjoy creating short videos about sewing traditional clothes and share them on Instagram. It helps me connect with others who love sewing."



How do you use the internet in your daily life?



"I use the internet to look for new recipes to try, stay in touch with my family back home, and compare prices when shopping online."





Apps and Digital Tools

Which apps or programs do you use regularly?

(e.g., Zoom, Skype, Teams, Canva, Google Docs, banking apps, etc.)



Are there specific tools you feel particularly confident using? If so, please list them.



"I feel confident to use WhatsApp for messaging, Zoom for online meetings, and Google Docs to write and share documents with my group." I feel confident using Canva to design posters for my grocery business"





Artificial Intelligence (AI) Usage and Experience

Have you ever used Artificial Intelligence (AI) tools or applications in your daily life or work? (e.g., translation apps, chatbots, automated design tools, or AI-driven customer service support.)

Answer Options (choose one): Please choose yours :

- I often use AI tools, and they make my daily tasks easier.
- I sometimes use AI, but I'm still learning how it works.
- I have heard about AI, but I haven't used any tools yet.
- I don't feel comfortable using AI tools.
- Other:

Which AI tools or applications have you used, and for what purpose? (e.g., Google Translate, ChatGPT, Canva with AI functions, virtual assistants like Siri or Alexa.)



"I use an AI-powered translation app to help me communicate with customers at my grocery stall who speak different languages. Sometimes, I also use AI in Canva to create simple posters for my shop."



Digital Collaboration and Communication:

Have you ever used digital tools to collaborate with others (e.g., for group projects, work, or personal tasks)? If yes, which tools or methods did you find most effective?



"I worked with a group of friends using Google Drive to create a community event plan. It was easy to share and edit documents together."



Take Care of Technical Devices:

How well can you use and take care of your technical devices? Have you ever fixed a problem with your phone, computer, or other equipment by yourself or with someone's help?" (Please tick one of the boxes that describes your ability to take care of technical devices)



I am very confident with technical devices:

"I can solve most problems by myself and even help others with their devices."



I am somewhat confident with technical devices:

"I can handle basic tasks and solve some problems with a little guidance."



I need help with technical problems:

"I can use devices for simple tasks but rely on others to fix issues."



I do not know how to fix technical problems:

"I use my devices but cannot fix any issues by myself."

Data Privacy and Security Awareness

Question:

How aware are you of protecting your personal data when using digital tools (for example, social media, email, or online services)? What steps do you take to keep your information safe?

Answer Options Please choose your answer:

- I actively protect my personal data (e.g., use strong passwords, update privacy settings, avoid sharing personal information).
- I try to be careful but find it difficult to understand how to protect my data.
- I rarely think about data protection and could learn more about it.
- Other:

What is your approach to data privacy and security in your daily digital activities?





"I am careful about what personal information I share online. For example, I don't post my address or phone number on social media. I also use strong passwords and change them regularly, especially for my email and online banking accounts."

Question:

"Do you think about how digital media affects people and society? If yes, what concerns you the most (e.g., sharing personal information, fake news)?"





"I worry about how much personal data is collected online and whether it's being used without my knowledge."

Scale from 1-10:

Try to assess yourself – how highly do you rate your **DIGITAL COMPETENCE**?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



"Using digital tools helps us stay connected, learn new things, and make our everyday tasks easier. Every small step you take in the digital world builds your confidence and opens new opportunities."

COMMUNICATION COMPETENCE

Communication competence is about expressing yourself clearly and understanding others—whether in conversations with family, at work, or in new social situations. It helps to build trust, avoid misunderstandings, and connect with people from different backgrounds.

In this section, all examples of communication competence are based on Clara's experiences. They show how she uses communication in her personal life, professional situations, and creative activities.

Everyday Communication:

Question:

How do you communicate with others in your daily life?
(e.g., face-to-face, by phone, via messaging apps, or email.)



"I communicate with my colleagues face-to-face at the clinic and use email to send reports. I also use messaging apps like WhatsApp to stay in touch with friends and family back home."



Understanding Non-Verbal Communication in Others

Question:

When you talk to other people, do you pay attention to their body language, facial expressions, or tone of voice? Do you include these signals in how you understand what the other person is feeling or thinking?



How easy is it for you to understand what others feel by including their body language and tone of voice?

Answer Options. Please choose your answer:

- It's easy for me, and I often understand people better this way.
- Sometimes I include this, but I'm not always sure what it means.
- It's difficult for me, and I focus more on what people say.
- Other:

Presentation Skills:

Question:

Have you ever presented an idea, project, or product to others? If yes, in what context? (e.g., at work, in community meetings, during events.)



Ex: "At a cultural event in my new community, I gave a short presentation about traditional crafts from Ukraine. I showed some handmade decorations and explained their meaning and history. It felt good to share something from my culture."



Question:

How do you feel about speaking in front of groups?

Answer Options. Please choose your answer:

- I feel confident and enjoy sharing my ideas with a group.
- I feel nervous but can manage when I am well-prepared.
- I find it difficult and prefer not to speak in front of groups.
- Other:

Dialogue and Collaboration:

Question:

Have you been in discussions where people had different opinions? How did you handle it? (e.g., at work, in family meetings, or with friends.)



Ex: "At the clinic, I was part of a discussion about how to improve patient care. I listened to my colleagues' ideas and suggested small but practical changes that everyone agreed on."



Conflict Resolution and Feedback:

Question:

Have you ever given or received feedback? How did it go? (e.g., constructive criticism, praise, or suggestions for improvement.)



"I received feedback from a senior doctor on how to organise patient records more efficiently. I appreciated the advice and used it to improve my workflow."



How comfortable are you with giving constructive feedback to others?

Answer Options Please choose your answer:

- I feel comfortable giving constructive feedback in most situations.
- I try, but sometimes I worry about how the other person will react.
- I find it challenging and prefer to avoid giving feedback.
- Other:

Strategic Communication:

Question:

Do you plan what to say before important conversations or meetings? How do you prepare? (e.g., making notes, practicing, or asking for advice.)



"Before discussing my career goals with the hospital administration, I prepared by writing down my qualifications and explaining how I could contribute as a specialist doctor."



Adapting to Different Situations:

Question:

Have you ever changed the way you communicate depending on who you are talking to? (e.g., speaking more formally in an office or customer service role, and more casually with friends or family..)



"At the clinic, I speak clearly and politely with patients to make them feel safe. In my art group, I use a friendly and casual tone to encourage open conversation."



Question:

Do you find it easy to adjust your communication style to different situations?

Answer Options Please choose your answer:

- Yes, I can easily adapt how I communicate depending on the situation.
- Sometimes, but I need to think about it first.
- No, I find it difficult to change my communication style.
- Other:

Active Listening and Questioning:

Question:

When someone talks to you, do you ask questions or summarize to make sure you understand them?



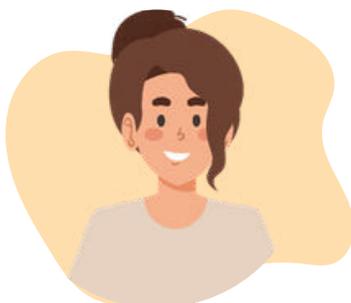
"When patients describe their symptoms, I ask follow-up questions to ensure I fully understand their condition and can provide the best care."



Scale from 1-10:

Try to assess yourself – how highly do you rate your COMMUNICATION COMPETENCE?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



"Good communication is more than just speaking—it's about listening, understanding, and connecting. Every conversation you have is a chance to build stronger relationships and express who you are."

COOPERATION COMPETENCE

Working with others is an important part of many areas of life—whether at work, in learning, or within your community. Cooperation means communicating clearly, showing respect, and working towards shared goals. In this section, you will reflect on how you collaborate with others and how these experiences have strengthened your cooperation skills.

All examples in this section are based on Yasmin's story and experiences.

Teamwork in Everyday Life:

Question:

Have you worked with others to complete a task or solve a problem? If yes, in what context? (e.g., at work, in volunteer projects, or community activities.)



"On the ward we had a last-minute discharge. I updated the notes and meds list while my colleague arranged transport. We cross-checked each step and finished on time."



"That sounds familiar. After a neighbour's illness, our small team split tasks: I cooked two trays of food, another person bought groceries, and someone handled delivery. We coordinated portions so everyone ate."

Do you find it easy to work in a team? Why or why not?

Answer Options Please choose your answer:

- I enjoy working in a team and feel comfortable sharing ideas.
- I like working with others but sometimes find it hard to express my thoughts.
- I prefer working alone but can collaborate when needed.
- Other:

Which role do you prefer to take in a team? (You can choose the one that fits you best.)

Answer Options Please choose your answer:

- I like to take the lead and organise tasks for the group.
- I prefer to support others by helping where I'm needed.
- I enjoy coming up with new ideas and creative solutions.
- I focus on making sure everyone gets along and feels included.
- I prefer doing specific tasks on my own and contributing my part quietly.
- Other:

Consensus-Building

Question:

Have you ever been in a group where people had different ideas or opinions? How did you help the group come to an agreement?



"In choir, some wanted a faster tempo, others slower. I suggested we try both once, then choose the version that blended best. After a quick vote, everyone agreed."



"I like that trial approach. At a fundraiser, some preferred a spicy dish, others mild. I proposed a mild base with a separate salsa. We covered both tastes without extra cost."

How do you usually support finding agreement in a group?

Answer Options Please choose your answer:

- I try to listen to everyone and suggest a solution that includes different ideas.
- I prefer to give my opinion and let others decide what to do.
- I find it difficult when people don't agree, and I wait for someone else to make the decision.
- I encourage the group to vote or find another fair way to make a choice.
- Other:

Task Prioritisation and Time Management – Alone or in a Team

Question:

How do you prioritise your tasks when working on your own, and how do you do it when working in a team? (For example, deciding what is most urgent, or organising tasks in a group project.)



“Alone after night shifts, I do a short triage: sleep, essential errands, then messages. In a team, we start with a two-minute huddle and assign who does notes, calls, and supplies.”



“I like your huddle idea. When I’m alone, I group cleaning and shopping by location to save time. In a kitchen team, I make a simple ‘who does what’ list—prep, cooking, serving, clean-up.”

Do you prefer prioritising tasks by yourself or together with a team? And why?

Answer Options. Please choose your answer:

- I prefer working on my own because I can organise tasks in my own way.
- I prefer working in a team because it helps to share ideas and responsibilities.
- It depends on the situation—sometimes I like working alone, sometimes in a team.
- Other:

Intercultural Collaboration:

Question:

Have you worked with people from different cultural or social backgrounds? How did you find the experience?

“Yes. On our mixed ward we had slips from abbreviations and different communication styles; a task was missed because I didn’t recognise a term. I suggested we switch to plain words for key steps, confirm actions with closed-loop handovers, and add a tiny shared glossary. We also checked everyone’s preferred name and pronunciation. Result: fewer omissions, quicker handovers, and a more respectful tone.”



“Yes. In the community kitchen, diets and spice levels clashed and people weren’t sure what they could eat. I proposed a mild base with clearly labelled add-ons (icons + simple local words), separate utensils, and a short announcement of options. Once people understood the choices, the queue moved faster and complaints dropped.”



What do you think is important for working successfully with people from diverse backgrounds?

Answer Options Please choose your answer:

- Being open and respectful to different ideas and traditions.
- Asking questions to understand their perspective better.
- Focusing on common goals rather than differences.
- Other:

Conflict Resolution and Mediation:

Question:

Have you ever helped resolve a disagreement in a group? What did you do?

"We kept duplicating discharge tasks—ownership was unclear and tempers rose when a prescription was entered twice. I called a two-minute pause, mapped who is primary/backup, set a rotation by shift, and wrote a one-line checklist on the whiteboard with closed-loop confirmation. The next week we had no duplicates and handovers felt calmer."



"Volunteers argued over portion sizes—some feared running out, others felt small servings were disrespectful. I did a quick stock count, set a fair rule of two ladles on the first round with priority for elderly/parents, then seconds if food remained, and put up a simple sign. The line settled, food stretched to the end, and people said the system felt fair."



Using Media for Collaboration:

Question:

Have you ever used digital tools or social media to collaborate with others?

"I created a WhatsApp group for the volunteers at the animal shelter to share updates and organise schedules."

Answer Options. Please choose your answer:

- Yes, I often use digital tools for teamwork.
- I use digital tools sometimes but prefer face-to-face communication.
- I rarely use digital tools for collaboration.
- Other:

Question:

Do you feel comfortable using digital tools to communicate and collaborate?



Building Connections:

Question:

How do you build trust and strong connections with people in your group?



“Night shifts taught me that trust feels like calm and predictability. I arrive on time (or message if I’m delayed), use a quick ‘who does what’ check-in, and give clear updates at the end. I say names correctly, repeat key actions back, and apologise fast if I miss something. When people know I’ll keep my word—even when I’m tired—the team relaxes and I feel I belong.”



“For me, trust grows in small, steady routines. I greet people by name, remember details—an allergy, a child’s pick-up time—and I follow through exactly as promised. We keep a simple list on the table (who preps, who serves, who tidies) and I send a short confirmation message the evening before. When I show up reliably, the room gets quieter, people breathe out, and we work together more gently.”

Creating Inclusive Spaces:

Question:

Have you ever worked to make a group or activity more inclusive for everyone?

“In the language circle, I suggested a slower round with sentence starters so shy newcomers could join in.”



“And at a community meal, I added a vegetarian option and used simple local words and icons on labels so everyone could choose safely.”



What steps would you take to make sure everyone feels included in a group?

Answer Options Please choose your answer:

- Encouraging everyone to share their ideas.
- Making sure no one feels left out or judged.
- Celebrating the differences that people bring to the group.
- Other:

Scale from 1-10:

Try to assess yourself – how highly do you rate your COOPERATION COMPETENCE?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



"Cooperation is about growing together. Every shared effort, big or small, helps build trust and strong connections with others."

PROBLEM-SOLVING COMPETENCE

Problem-solving competence means finding practical solutions to challenges—whether in daily life, at work, or in new and unfamiliar situations. It involves analysing a problem, thinking through different options, and taking action, even when things are uncertain or complicated. Problem-solving is not just about fixing things; it's about staying flexible, resourceful, and confident when facing difficulties.

In this section, all examples are based on Amina's experiences. They show how she has developed her problem-solving skills in different areas of her life—through family responsibilities, navigating new systems, and supporting her community.

Problem Analysis:

Question:

When you face a problem, how do you usually start solving it?

(e.g., breaking it into smaller parts, identifying the root cause, or asking for help.)

"When I had difficulty understanding the school forms for my children, I asked a bilingual neighbour to explain them step by step. This helped me complete the forms correctly."

Answer Options Please choose your answer:

- I break the problem into smaller, manageable parts.
- I try to identify the root cause before acting.
- I ask others for advice or guidance.
- I try different solutions without much planning.
- Other:



Developing Solutions:

Question:

How do you come up with possible solutions to a problem?

"When I needed to sew a dress for a cultural event but didn't have the right fabric, I repurposed an old garment and added new details to make it look special."



Answer Options Please choose your answer:

- I brainstorm multiple ideas before deciding on the best one.
- I look for examples of how others solved similar problems.
- I usually focus on one idea and try to make it work.
- I find it hard to come up with solutions on my own.
- Other:

Problem-Solving in a Multicultural Environment:

Question:

Have you ever solved a problem in a group where people had different cultural backgrounds? If yes, how did cultural differences influence the way you approached the problem or found a solution?



"In my community group, we organised a family event. Some women preferred not to speak in front of men, so we planned separate spaces where everyone felt comfortable sharing ideas. We found a solution that respected everyone's traditions."



What helps you stay calm when you feel stressed while solving a problem?

Answer Options Please choose your answer:

- I take a short break and calm myself before continuing.
- I talk to someone I trust to reduce stress and get support.
- I focus on small steps rather than the whole problem.
- I remind myself of similar situations I have managed successfully before.
- I use breathing exercises or relaxation techniques to reduce tension.
- Other:

Decision-Making:

Question:

How do you decide which solution to choose when you have multiple options?

"When deciding which sewing project to complete first, I prioritised the one needed for my children's school event because it had a deadline."



Answer Options Please choose your answer:

- I weigh the pros and cons of each option.
- I discuss the options with others to get their input.
- I choose the first option that seems practical.
- I sometimes struggle to decide and delay making a choice.
- Other:

Self-Regulation and Adaptation:

Question:

How do you monitor your progress when solving a problem?

"When volunteering at the food bank, I divided the tasks into stages, like sorting donations and organizing shelves, and checked after each stage to see how much was left to do."



Answer Options Please choose your answer:

- I regularly check if I am moving in the right direction.
- I adjust my approach if something isn't working.
- I usually stick to my initial plan, even if it's not going well.
- I find it hard to know if I'm making progress.
- Other:

Dealing with Setbacks:

Question:



How do you handle difficulties or setbacks during the problem-solving process?

"When my sewing machine stopped working before a big project, I borrowed a machine from a friend to finish on time."

Answer Options Please choose your answer:

- I stay calm and think of alternative solutions.
- I ask for support or advice when I face challenges.
- I feel frustrated but try to keep going.
- I often feel stuck and unsure how to continue.
- Other:

Reflection on Problem-Solving:

Question:

After solving a problem, do you reflect on what worked well and what could be improved?

"After organising a community sewing workshop, I realized that setting up earlier would have saved time and reduced stress for everyone."



Answer Options. Please choose your answer:

- Yes, I always reflect on what I could do better.
- Sometimes, but only if the outcome wasn't as expected.
- Rarely, because I move on to the next task quickly.
- No, I don't usually think about it afterward.
- Other:

Emotional and Motivational Aspects:

Question:



What helps you stay motivated when solving difficult problems?

"I think about the positive impact of my work, like how a small legal consultation can make a big difference in a migrant woman's life."



Collaborative Problem-Solving:

Question:

Have you ever worked with others to solve a problem? How did you contribute to the solution?

"In the sewing group, we worked together to create costumes for a cultural event. I helped by cutting fabric and organizing the materials to keep everything on schedule."



Helping Others Solve Problems:

Question:

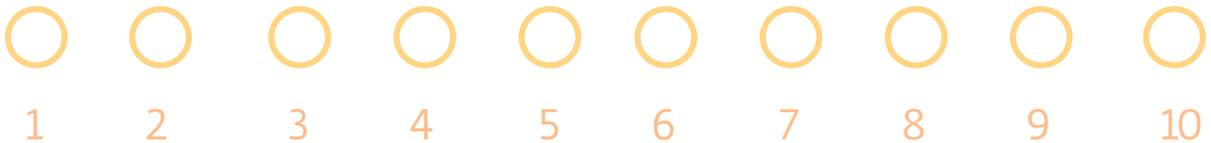
Have you ever helped someone else solve a problem? What did you do to support them?

"A neighbour couldn't understand the registration process for her children's school. I went with her to the school office, explained the process in simple terms, and helped her fill out the forms."



Scale from 1-10:

Try to assess yourself – how highly do you rate your **COMPETENCE OF PROBLEM SOLVING**?



"Finding solutions isn't always easy, but every problem you've overcome shows your strength and creativity. Trust in your ability to handle challenges—one step at a time."

CULTURAL SENSIVITY COMPETENCE

Cultural sensitivity competence is about recognising, understanding, and respecting cultural differences. It helps you navigate diverse social settings with openness and empathy. Being culturally sensitive allows you to connect with others in respectful and meaningful ways—whether in your community, workplace, or personal life.

In this section, all examples are based on Yasmin’s experiences. They show how she developed her cultural sensitivity while building a new life in a different country.

Exploring My Culture

Before we begin reflecting on cultural sensitivity, take a moment to think about your own culture. Culture is more than traditions or holidays—it includes language, values, beliefs, habits, and the way we interact with others.

Questions to reflect on:

How would I describe my culture?

(For example: traditions, language, clothing, celebrations, or ways of thinking.)



What parts of my culture are most important to me?



How does my culture influence the way I live my life today?



You can write down single words, short sentences, or tell a little story. There is no right or wrong—this is about your personal view.

"My culture is about family gatherings, Persian food, and poetry. I grew up learning to respect my elders and offer tea to guests as a sign of hospitality. Even now, I like to cook traditional meals because it reminds me of home."



After thinking about your own culture, take some time to reflect on different aspects of cultural sensitivity. The following questions invite you to explore how you experience, understand, and navigate cultural differences in everyday life. Focus on what feels true and meaningful for you.

Cultural Awareness:

Question:

How aware are you of how culture influences your perceptions, values, and actions?

(e.g., recognising how traditions or upbringing shape your behaviour.)

Answer Options. Please choose your answer:

- I often think about how my culture shapes my actions and values.
- I sometimes notice how culture influences my behaviour.
- I rarely think about the role of culture in my actions.
- Other:



"I realised that in my culture, direct eye contact is often seen as disrespectful, while in my host country, it is considered polite and shows confidence."



"I learned that in some cultures, bringing a small gift when visiting someone's home is a sign of respect."

Cultural Knowledge:

Question:

How familiar are you with the traditions, customs, and communication styles of other cultures?

(e.g., holidays, social norms, or dining etiquette.)

Answer Options. Please choose your answer:

- I actively learn about other cultures and their traditions.
- I know a few things about other cultures but would like to learn more.
- I have little knowledge about other cultures.
- Other:

Empathy in Intercultural Situations:

Question:

Imagine you are in a group activity, and someone new joins who doesn't speak the language well or seems unsure about what to do. How would you make them feel welcome and included?

Answer Options. Please choose your answer:

- I actively learn about other cultures and their traditions.
- I know a few things about other cultures but would like to learn more.
- I have little knowledge about other cultures.
- I know a few things about other cultures but would like to learn more.
- I have little knowledge about other cultures.
- Other:

“In our community theatre group, a new person joined who seemed unsure and spoke little of the local language. I smiled, invited them to stand next to me, and demonstrated the warm-up with simple words and gestures. During the break, I introduced them to others and made sure they knew when we meet next.”



Empathy doesn't always look the same. It's about meeting others with respect—whether through a kind gesture, a quiet presence, or simply being open, even when we have different views or backgrounds.

Respect for Diversity:

Question:

How do you demonstrate respect for cultural diversity in your daily life?

(e.g., avoiding stereotypes or acknowledging cultural differences.)

Answer Options. Please choose your answer:

- I make an effort to show respect for cultural differences in my actions and words.
- I respect diversity but sometimes struggle to avoid stereotypes.
- I find it difficult to understand and respect cultural differences.

Other:

Social and Emotional Intelligence:

Question:

How do you handle situations where someone in the group has a different opinion or approach?



"In the theatre group, we sometimes disagree about how to stage a scene. I try to listen to everyone's ideas and suggest combining the best parts of each idea."

Do you find it easy to understand and respect other people's feelings and opinions?

Answer Options Please choose your answer:

- Yes, I can usually understand and respect others' perspectives.
- Sometimes, but it depends on the situation.
- No, I find it difficult to deal with differing opinions.
- Other:

Adaptability:

Question:

Have you ever adjusted how you act, speak, or use gestures to feel more comfortable or respectful in a different environment or situation?



"When I first attended a parents' meeting at my children's school, I noticed that people greeted each other with a handshake and smiled a lot. In my home country, we didn't usually shake hands in such situations. I decided to follow their example and started greeting people the same way. It felt natural and not difficult for me to adopt this habit. But I know that there are other situations where adapting is much harder for me."

Intercultural Communication:

Question:

How do you approach communication with someone who has a different cultural background?

(e.g., being aware of language barriers or nonverbal cues.)



"When speaking to someone with limited knowledge of the local language, I use simple words, gestures, and a friendly tone to make communication easier."

Answer Options. Please choose your answer:

- I make an effort to communicate clearly and respectfully.
- I try to communicate well but sometimes face challenges with language or gestures.
- I find it difficult to communicate across cultural differences.
- Other:

Self-Reflection:

Question:

How often do you reflect on how your cultural background influences your interactions with others?

Answer Options. Please choose your answer:

- I frequently reflect on how my culture affects my interactions
- I sometimes think about the influence of my cultural background.
- I rarely reflect on how culture impacts my relationships.
- Other:

"After a group discussion, I realized I often hesitate to share my opinions because, in my culture, it's more common to listen than to speak up."



Open-Mindedness:

Question:

Describe an experience where learning about another culture changed the way you thought about something. What did you learn?



Have you ever changed your opinion about a cultural group or tradition after learning more about it or meeting people with different backgrounds?

Answer Options Please choose your answer:

- Yes, I often realise my first impressions are not always right, and I enjoy learning more.
- Sometimes I notice I have assumptions, but meeting people helps me see things differently.
- It's not always easy for me to change my view, but I try to stay open and respectful.
- Whenever possible, I like to ask questions and listen before I form any impressions about someone.
- Other:



"In our theatre group, I assumed an older local woman with a cross necklace would be distant toward me as an LGBTQ+ migrant. After rehearsals, she shared stories about her activist daughter and invited me to a queer-friendly play. I stopped judging people by first impressions."

Handling Ambiguity:

Question:

Can you think of a situation where you felt uncertain about a cultural difference? How did you deal with it?



"When I was invited to a celebration, I didn't know if it was appropriate to bring a gift. I felt unsure but decided to ask another guest beforehand. They told me that bringing flowers would be appreciated, and it helped me feel more confident."

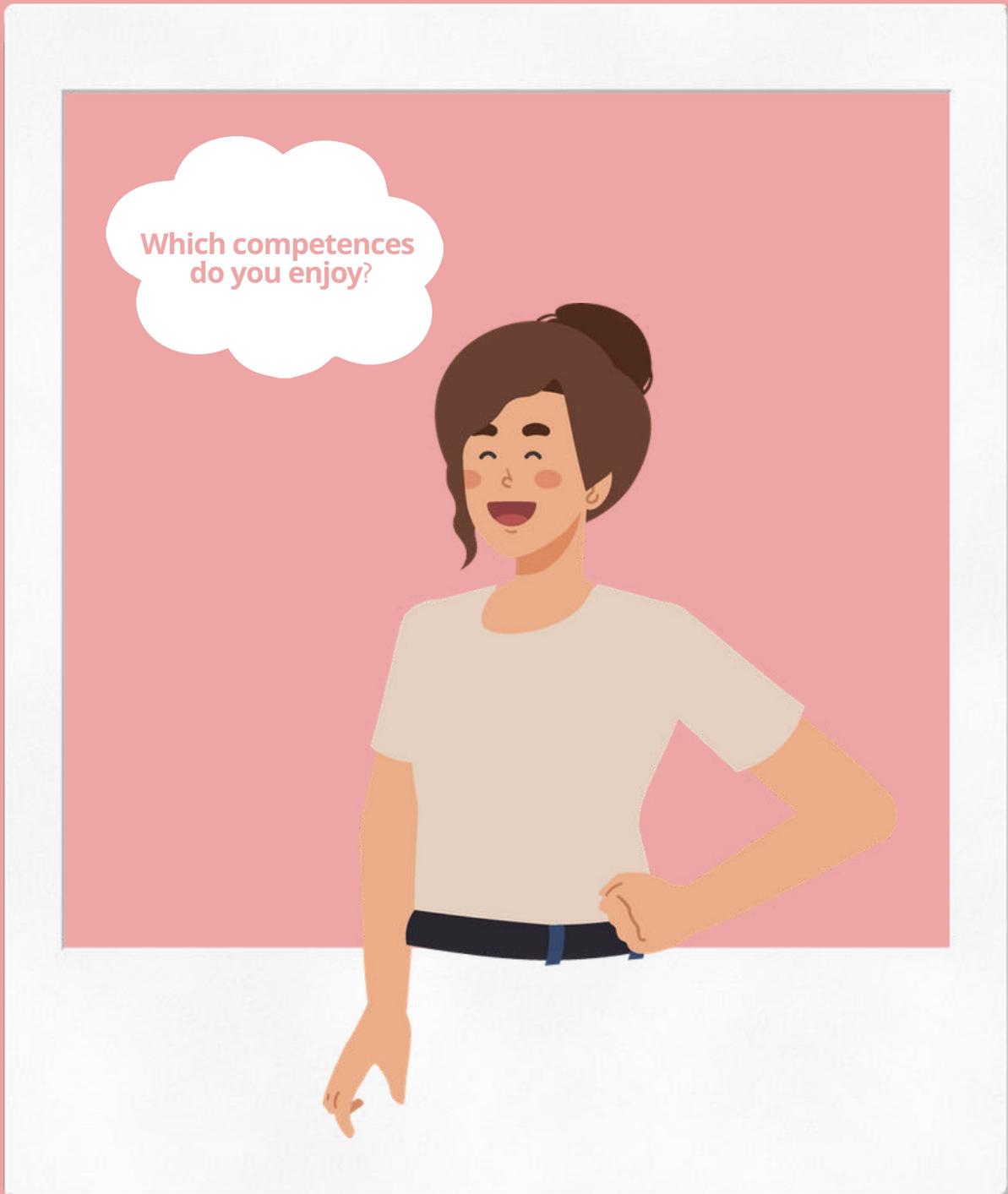
Scale from 1-10:

Try to assess yourself – how highly do you rate your **COMPETENCE OF CULTURAL SENSITIVITY**?



"Being open to different cultures and ways of life can enrich your own journey. Every small experience adds to your understanding and helps you connect with others in meaningful ways."

MY COMPETENCES – A FULL PICTURE



MY COMPETENCES – A FULL PICTURE

Which competences do you enjoy?

Now that you have reflected on some of your competences, languages skills, daily routines and a lot of other things. Look back at everything you have written. Which qualities have come up several times or seem important to you? And which competences you enjoy a lot?

Write your qualities that best describe who you are down.

These are your special qualities.



"Your special qualities make you unique. Keep them in mind as you move forward— they will help you in many situations!"



LOOKING AHEAD – MY PLANS FOR THE FUTURE

“Build
your
own
Future”



LOOKING AHEAD – MY PLANS FOR THE FUTURE

Introduction

Planning for the future is an important step in shaping the life you want to lead. This chapter helps you reflect on what truly matters to you, set goals, and take concrete steps toward achieving them. By looking at your past experiences, strengths, and interests, you can gain a clearer vision of where you want to go and what actions you can take to move forward.

Initial Reflection

Before setting specific goals, take a moment to reflect on what is truly important to you. Your future is shaped by your experiences, skills, and aspirations. This section will help you think about your values, interests, and priorities.

Reflection Questions:

What topics or activities have always interested me?



Caring work, clear routines on the ward, choir singing, learning the local language through everyday tasks.



What strengths have I developed that can help me shape my future?



Discipline around night shifts, calm handovers, plain-language communication, planning around a rota.



What kind of life do I want to build for myself in the next few years?



A recognised healthcare role with steady progress, a small reliable circle, and strong, regular connection with my family.



Setting Goals

Now that you have reflected on your future, let's take a step further and define your goals. Setting both short-term and long-term goals helps create a clear direction and makes it easier to take action. Try to set realistic and achievable goals that align with your personal and professional aspirations.

Ask yourself:

- What do I want to achieve in the next year? In five years?
- What steps can I take now to get closer to my goals?
- What challenges might I face, and how can I prepare for them?
- Who or what can support me in reaching my goals?



My Goal	Time Frame	First Steps	Possible Challenges	Support Available
Open a small legal advice service for migrant women	In 3-5 years	Attend legal workshops, improve my language skills, network with local organisations	Understanding local laws, getting official recognition, building trust in the community	Local women's centre, language exchange partner, a mentor from the legal field

My Goal	Time Frame	First Steps	Possible Challenges	Support Available

Planning My Professional Future

Now, let's focus on your professional future. Whether you want to return to a job you once had, start something new, or explore different career options, this is your space to think ahead. Even small steps can lead to big changes.

Example of Amina:



I want to return to the legal field—working as a legal adviser or caseworker supporting migrant women with rights, procedures and access to services. To do this, I need stronger language skills (especially plain legal language), a clear grasp of local procedures, and training in ethics/data protection; if required, I'll follow the recognition route or take a short paralegal/advice course.

My legal background helps me analyse documents, stay calm and explain next steps clearly. The volunteering I already do—reading letters together, clarifying procedures, preparing for appointments—translates directly to community advice work. My next steps are: keep a weekly intake shift, ask for a mentor, sit the next language exam, enrol in an advice/casework course, observe a legal clinic, and keep building a small glossary of key terms.

If my first choice isn't possible yet, I'll seek roles close to the field: NGO paralegal/caseworker, community liaison, court/office admin, or advocacy and outreach.

Reflection Questions:

What kind of job or profession would I like to have?



What skills or qualifications do I need for this job?



How can I use my past work experience in my new country?



What steps can I take to gain additional experience (e.g., volunteering, internships, training)?



What are possible alternative career paths if my first choice is not possible right now?



Now that you've reflected on your professional future, it's time to organise your ideas and make a concrete plan. Use this table to write down your goals, think about the first steps you can take, and consider any challenges you might face. Also, think about who or what could support you along the way.

My Professional Goal Plan

My professional Goal	Time Frame	First Steps	Possible Challenges	Support Available
What do I want to achieve?	When do I want to achieve this? (e.g., within 1 year, 5 years)	What small actions can I take now?	What might be difficult? How can I deal with it?	Who or what can help me? (e.g., people, organisations, resources)

Amina who plans to return to the legal field and, in the long term, to establish a counselling centre for migrant women.

My professional Goal	Time Frame	First Steps	Possible Challenges	Support Available
Start working as a legal advisor for migrant women	3 years	Improve language skills; take part in local law workshops; volunteer at a migrant support organisation	Understanding local legal system; getting recognition for previous qualifications	Local women's centre; language partner; mentor in legal community



Planning My Private Life:

Your personal life is just as important as your professional life. Think about what makes you feel good, safe, and fulfilled in your daily life. This is about creating balance and happiness for yourself.

Reflection Questions:

What personal relationships and connections are important to me?

My children come first. Around us I'm building a small circle I can rely on: two mothers from the school, a neighbour who speaks my language, and a few market vendors I trade tips with. The women's group at the community centre gives me courage and ideas.



What do I need to feel at home in my new country?

A steady routine helps me feel at home—school drop-off, stall hours, homework after dinner. Simple conversations in the local language make everyday life easier. Cooking familiar food at the weekend and watching my children settle at school gives me a sense of belonging.

How do I want to balance my personal and professional life?

To keep balance, I plan fixed opening hours for the stall and keep one evening free each week. If a week is too busy, I will reduce extra orders rather than lose sleep, so I can be present for my children and still keep the business running.

What hobbies, interests, or activities would I like to develop?

I'd like to sew traditional patterns with other women again, take short walks on market-free mornings, and join a language café twice a month to practise speaking without pressure.

What kind of support system do I need to feel strong and confident in my daily life?

For support, I'm building a practical net: a school mum who can do an emergency pick-up, the community-centre coordinator for course information, a language buddy for forms, and one vendor I can swap stall cover with for appointments. With this support and my routine, I can grow a stronger network and use my free time in a way that truly helps us.

Reflection Questions:

What personal relationships and connections are important to me?



What do I need to feel at home in my new country?



How do I want to balance my personal and professional life?



What hobbies, interests, or activities would I like to develop?



What kind of support system do I need to feel strong and confident in my daily life?



Take a moment to think about your personal life and what you would like to focus on in the future. Use this table to write down your personal goals, plan small steps you can take, and reflect on possible challenges. You can also note who or what might support you as you move forward.

My Personal Life Goal

My personal Goal	Time Frame	First Steps	Possible Challenges	Support Available
What do I want to achieve?	When do I want to achieve this? (e.g., within 1 year, 5 years)	What small actions can I take now?	What might be difficult? How can I deal with it?	Who or what can help me? (e.g., people, organisations, resources)

Fatou who would like to improve her personal quality of life by expanding her social network and making meaningful use of her free time.

My personal goal	Time Frame	First Steps	Possible Challenges	Support Available
Build a supportive social network in my new town	12 months	Join a women's group at the community centre; attend local events like markets and workshops	Feeling shy in new groups; language barriers	Community centre coordinator; neighbour who speaks the same language



Moving Towards My Goals

Now that you've thought about what matters to you and set some goals, it's time to plan how to move forward—step by step, in a way that works for you. No matter how small the action, each step counts and brings you closer to where you want to be. Some things may take time, and that's okay. What matters is to stay kind to yourself, flexible, and focused on your path.



Planning My Next Steps

You can use this table to note your next actions. Try to be specific about what you want to do, when, and how much time you can give to it. Think about who or what can help you and what might make it easier to stay on track.

Describe your action	By when do I want to start?	How much time will I need?
First small step: Register for a language course	This week	A few minutes to register, ongoing for 3–6 months
Next step: Prepare my CV	By next month	Around 1–2 weeks, including getting feedback
Future action: Apply for an internship	Within the next six months	Ongoing – depends on opportunities
Next step: Research companies in my area	In the next two weeks	1–2 hours for initial search, ongoing updates



Goal: Gain a food-hygiene certificate and start paid kitchen-assistant work (e.g., school canteen/community kitchen)

Describe your action	Start?	How much time will I need?
First small step: Ask the community centre/college about a low-cost Level 1 Food Hygiene course and register (ask about fee reductions).	This week	15–30 minutes to enquire; course 1 day or short online module
Next step: Update my CV with kitchen volunteering and home catering; ask two references (neighbour; community-centre coordinator).	Within 2 weeks	1–2 hours to update; 10–15 minutes to request each reference
Next step: Practise kitchen vocabulary and allergen terms; prepare a simple two-dish menu with portion plan.	Start this week	20 minutes/day for vocab; 1–2 hours to draft menu/portions
Future action: Shadow two shifts at a community kitchen/school canteen to observe routines (HACCP basics, cleaning checklists).	Within 1 month	2 half-days (plus 30 minutes to arrange)
Next step: Print a basic allergen-label template at the library; buy a pocket thermometer; set up a simple cleaning log.	Within 1 month	30 minutes to print; 30 minutes to set up log
Future action: Apply to three local kitchens; prepare for a short trial shift; write an availability schedule around current cleaning jobs.	Within 6–8 weeks	2–3 hours for applications; 1 hour to plan availability; trial shift as scheduled
Next step: Start a small savings pot for work shoes/knife roll/uniform (set aside €10 per week)	This month	5 minutes to set up; ongoing
Future action: Test two menu items for neighbours' small events (costing, photos, order sheet).	In 2–3 months	One weekend to cook/test; 1 hour to make a one-page menu/order form



Goal: Get her medical qualifications recognised and work as a specialist doctor

Clara wants to return to her profession and gain recognition as a medical professional in her new country.

Describe your action	By when do I want to start?	How much time will I need?
First small step: Research the requirements for recognition of foreign medical qualifications.	This week	2 weeks to gather all necessary information.
Next step: Collect and translate all academic documents and certificates as required by the authorities.	Within 1 month	4-6 weeks, depending on the translation process.
Next step: Register for the medical language proficiency exam (specific to the healthcare sector).	Within 2 months	3 months of preparation, plus exam date.
Future action: Enroll in a bridging course for foreign-trained doctors to meet local medical standards.	Within 6 months	The course lasts 6-12 months, depending on the program.
Next step: Volunteer at a local clinic or hospital to gain practical experience and improve language skills.	Within 3 months	Ongoing; 5-10 hours per week, flexible schedule.
Future action: Apply for a residency or specialist training position after completing the recognition process.	Within 1-2 years	Application period varies; plan 3-6 months.



Goal: Run a small storytelling & theatre workshop (6 weeks) for migrants/LGBTQ+ and perform a short piece at a community event; build towards part-time work as a community arts facilitator

Describe your action	Start?	How much time?
First small step: Draft a simple 6-session outline (warm-ups, story prompts, short scenes) and ground rules (consent, inclusion, pronouns).	In 2 weeks	2-3 hours planning
Next step: Ask the theatre group leader to mentor me and enquire about a free/low-cost room at the community centre; check insurance/safeguarding needs.	This month	30 minutes for emails; 1-hour meeting
Next step: Take a short Safeguarding Basics online module and read the centre's safety policy.	Within 1 month	3 hours total
Future action: Create a short call-out (bilingual flyer + WhatsApp group); share at the language café and local LGBTQ+ centre.	In 4 weeks	2-3 hours to design/post; 15 minutes to set up group
Next step: Co-lead one session with my mentor to practise facilitation; ask for quick feedback.	Within 6 weeks	2 hours prep + session time
Future action: Prepare a 10-minute showcase (select scenes, music cues, simple props); confirm photo/recording consent.	In 2 months	3-4 hours spread over two evenings
Next step: Collect participant quotes (with consent) and photos to build a one-page portfolio/CV for arts roles.	In 2-3 months	2-3 hours
Future action: Apply for a small community arts micro-grant to run a second round (budget for room, print, refreshments)	Within 3 months	4-6 hours for the application
Alternative step: If scheduling or funding is tight, audition for a community production or apply as a sessional assistant at the youth/LGBTQ+ centre.	In 2-3 months	2h to prep monologue; 1-2h for applications

Moving Towards My Goals

Describe your action	By when do I want to start?	How much time will I need?

As you finish this journey of reflection and planning, take a moment to appreciate everything you have already achieved. Your experiences, strengths, and dreams will guide you as you move forward. Trust in yourself and take each step at your own pace. I wish you courage, joy, and success as you shape the future you want. You are capable of more than you think —believe in your path and stay true to yourself!

My commitment to myself:

(Here you can write a sentence or thought about what you wish for yourself in the future or the first step you will take.)





Profile 1: Amina from Afghanistan

Characteristics:

- **Level of Education:** Bachelor degree in Law
- **Level of Knowledge of the Local Language:** Basic level
- **General Characteristics:** Veiled woman
- **Migration Reasons:** Escaped war, migrated with her family
- **Country of Origin:** Afghanistan
- **Profession:** Lawyer, currently unemployed but qualified
- **Family Conditions:** Married, mother of two children
- **Family Background:** Grew up in a large family, including grandparents and cousins
- **Hobbies:** Sewing and attending cultural events
- **Social Interests:** Volunteering at a food bank and helping at her children's school events
- **Wishes for her Future:** Dreams of becoming self-employed as a legal consultant for migrant women



Amina fled Afghanistan due to the escalating conflict and sought refuge in her host country with her husband and children. She has a strong legal background but faces challenges in practicing her profession due to limited language proficiency. She has joined a sewing group at a local community center, where she found support among other women. Amina is determined to contribute to her new community by using her legal skills to assist other migrants, especially women in vulnerable situations.

Full Story

Amina, a former lawyer with a bachelor's degree in law, fled Afghanistan with her husband and two young children due to the ongoing conflict that threatened their safety and future. Growing up in a large, close-knit family, Amina was the first in her family to attend university, a milestone she was immensely proud of. She worked as a legal advocate for women's rights in Afghanistan, a role that placed her at significant risk.

When she arrived in her host country, Amina faced the dual challenges of limited proficiency in the local language and navigating a new legal system vastly different from what she was familiar with. Unable to practice as a lawyer, she focused on building a new life for her family, joining sewing groups at the community center and participating in her children's school events.

Determined not to let her skills go to waste, Amina began volunteering at a food bank, where she provided informal advice to other migrant women on their legal and personal challenges. Her dream is to become a self-employed legal consultant for women in her community, helping them understand their rights and navigate complex legal systems. Amina's resilience, intelligence, and deep empathy for others make her a beacon of hope and strength.

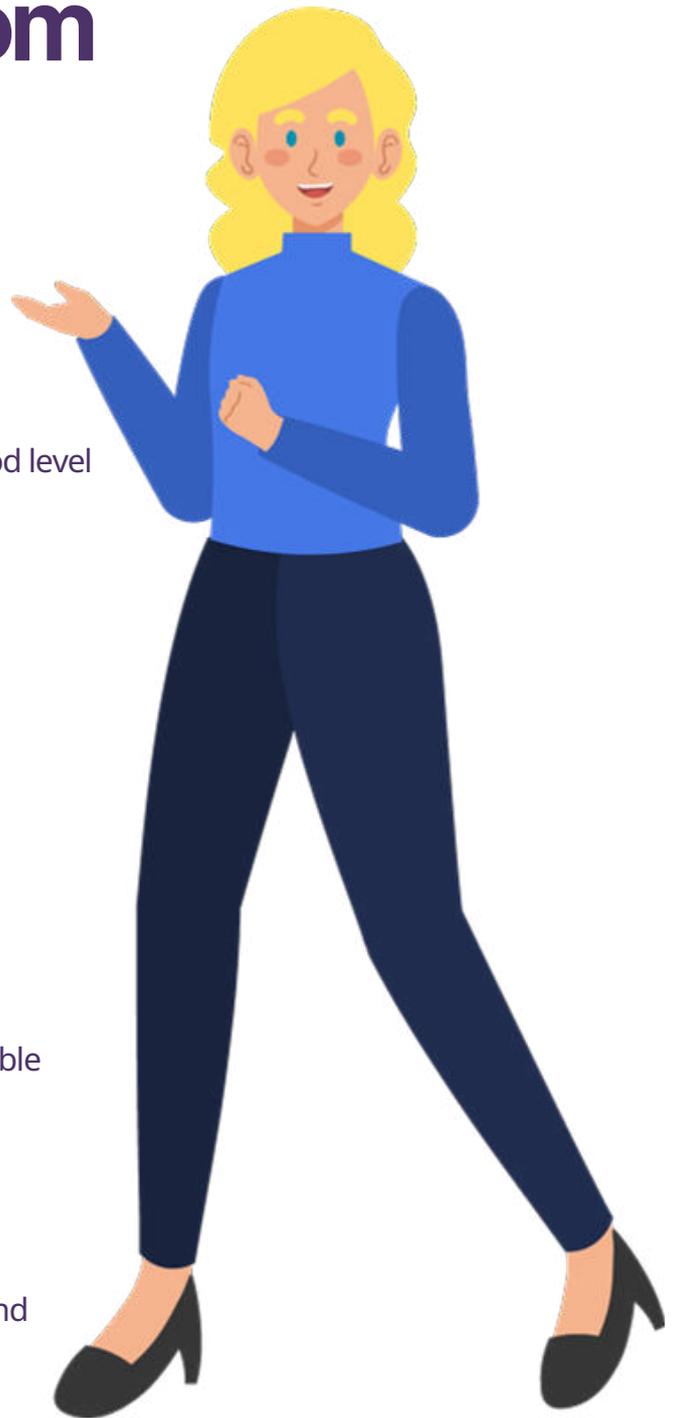


Amina - Afghanistan

Profile 2: Clara from Ukraine

Characteristics:

- **Level of Education:** Master degree in Medicine
- **Level of Knowledge of the Local Language:** Good level
- **General Characteristics:** Fashionista
- **Migration Reasons:** Continued education
- **Country of Origin:** Ukraine
- **Profession:** Doctor working as a nurse
- **Family Conditions:** Single
- **Family Background:** No siblings; grew up in a stable household but moved for studies
- **Hobbies:** Painting and skiing
- **Social Interests:** Participating in cultural events and organizing health-awareness campaigns
- **Wishes for her Future:** Dreams of qualifying as a specialist doctor in her host country



Clara came to her host country with the ambition of advancing her medical career. Although she works as a nurse due to the difficulty of getting her foreign qualifications recognized, she hasn't given up on becoming a licensed doctor. Known for her impeccable style and love for painting, Clara has built a small network of friends through art exhibitions. She uses her medical expertise to volunteer at local health fairs and community clinics, showcasing her commitment to giving back.

Full Story

Clara, a vibrant and ambitious young woman, left Ukraine with dreams of furthering her medical career. After earning her master's degree in medicine, Clara migrated alone to her host country to complete her specialization as a doctor. However, she quickly realized that her foreign qualifications were not immediately recognized, and she had to work as a nurse while preparing to pass the necessary exams to qualify as a doctor.

Known for her impeccable sense of style, Clara has earned the nickname "the fashionista" among her colleagues, who admire her for balancing her demanding job with her passion for painting and skiing. Her weekends are often spent attending art exhibitions or practicing her strokes on canvas, where she finds an escape from the challenges of her migration journey.

Clara has built a close circle of friends through cultural events and medical volunteering. She participates in health-awareness campaigns to educate both locals and migrants, combining her medical expertise with her love for community engagement. Her ultimate dream is to qualify as a specialist doctor in her host country and eventually open a clinic focused on providing care to underserved communities. Clara's energy, determination, and compassion have made her a valued member of her community.

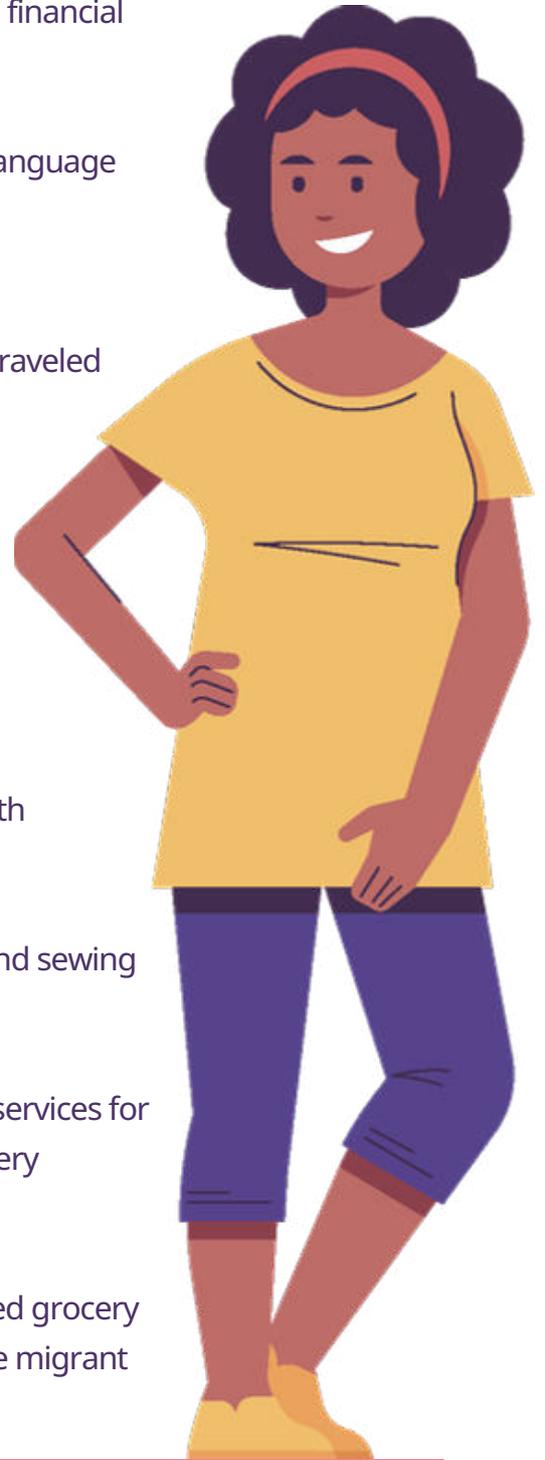


Clara - Ukraine

Profile 3: Fatou from Mali

Characteristics:

- **Level of Education:** School education (left school early due to financial hardships)
- **Level of Knowledge of the Local Language:** A2 of the local language
- **General Characteristics:** Black woman
- **Migration Reasons:** Migrated recently for financial reasons, traveled alone to support her children
- **Country of Origin:** Mali
- **Profession:** Green grocer, running a small produce business
- **Family Conditions:** Single mother of three children
- **Family Background:** Grew up in a large, supportive family with frequent relocations
- **Hobbies:** Creating TikTok videos about her life as a migrant and sewing traditional and modern clothes
- **Social Interests:** Advocating for better access to community services for migrants and connecting with her community through her grocery business
- **Wishes for her Future:** Expand her business into a full-fledged grocery store to ensure financial stability and create jobs for others in the migrant community



Fatou's journey to her host country was driven by necessity, as she sought to build a better future for her children. Despite significant challenges like language barriers and cultural differences, she found a way to contribute to her community through her entrepreneurial spirit and social media presence. She uses her creative talents to foster connections while dreaming of a brighter, more stable future for her family.

Full Story

Fatou, a resilient and hardworking single mother, grew up in Mali in a large household filled with siblings, aunts, uncles, and grandparents. Life in her family was chaotic but supportive, with frequent relocations as her parents sought better opportunities. Despite her strong family ties, Fatou's education was interrupted at an early age due to financial hardships. She never had the chance to continue schooling but developed excellent interpersonal skills and a knack for business from helping her mother sell produce at the local market.

Driven by the need to provide a better future for her three children, Fatou made the difficult decision to migrate on her own to a new country. She hoped to find stable work that could support her family back home and the children who eventually joined her. However, arriving in her host country, she faced significant challenges, including a complete lack of familiarity with the local language and culture. She took on menial jobs at first but eventually managed to set up a small green grocery business where she sells fresh produce, including African vegetables that appeal to the migrant community.

Though life is demanding, Fatou finds joy and connection through social media. She creates short, humorous TikTok videos about her journey as a migrant mother and small business owner. Her videos have gained a modest following, allowing her to showcase her heritage and share her struggles and triumphs with others. In her free time, Fatou enjoys sewing clothes for her children and herself, blending traditional African patterns with modern designs.

Fatou's ultimate goal is to grow her business into a thriving grocery store that not only provides financial stability but also creates job opportunities for others in the migrant community. Despite the language barrier, her determination, entrepreneurial spirit, and ability to connect with people make her a respected figure in her neighbourhood.

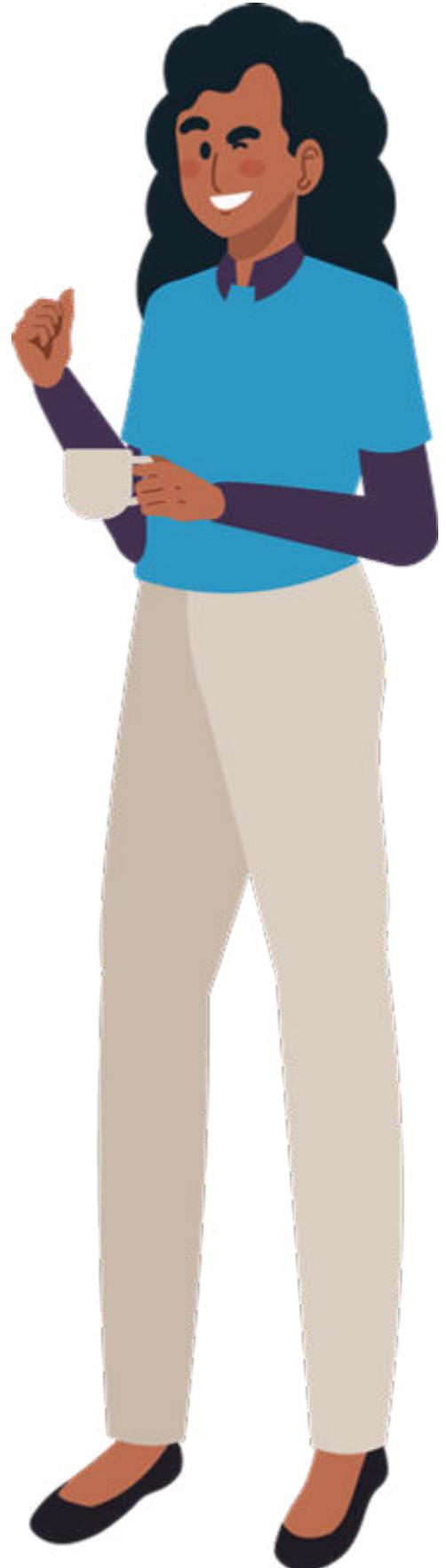


Fatou - Mali

Profile 4: Yasmin from Iran

Characteristics:

- **Level of Education:** Illiterate (school dropout)
- **Level of Knowledge of the Local Language:** Mastering the language
- **General Characteristics:** LGBTQ+
- **Migration Reasons:** Fled societal oppression for personal safety and freedom
- **Country of Origin:** Iran
- **Profession:** Unemployed, no formal qualifications but takes occasional cleaning jobs
- **Family Conditions:** Single, estranged from her family due to her identity
- **Family Background:** The youngest of five siblings, grew up in a conservative family with strict societal expectations
- **Hobbies:** Theatre (acting), using creative expression to cope with her struggles
- **Social Interests:** Volunteering at an animal shelter, finding solace in caring for abandoned pets
- **Wishes for her Future:** Dreams of creating a safe space for marginalized individuals, including LGBTQ+ people and migrants

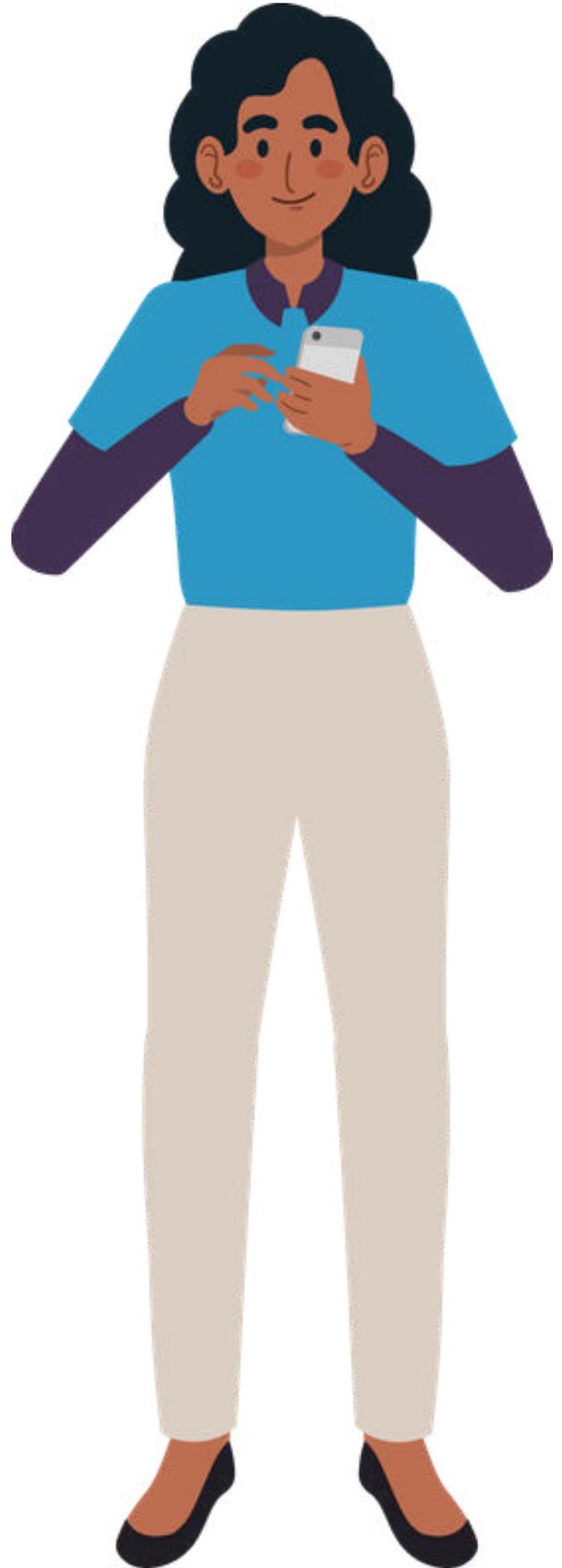


Full Story

Yasmin grew up in a conservative household in Iran, the youngest of five siblings. From an early age, she felt different but had to keep her identity hidden due to the severe societal and legal repercussions of being LGBTQ+. The pressure to conform was overwhelming, and she was unable to finish her education as she struggled with her sense of self and the fear of being discovered. Her family tried to marry her off, but Yasmin refused, leading to estrangement and worsening tensions.

Fearing for her safety and yearning for freedom, Yasmin decided to flee Iran alone. Upon arriving in her host country, she faced the daunting challenge of starting a new life with no qualifications or formal education. However, she was deeply motivated to learn the local language to access resources, build connections, and share her story. Yasmin joined free community language classes and practiced daily with locals, eventually mastering the language. This skill not only helps her navigate daily life but has also opened doors to her participation in community activities like theatre and volunteering.

The theatre became a transformative outlet for Yasmin, allowing her to channel her emotions, tell her story, and build a support network of people who value her for who she is. Caring for abandoned animals at a shelter gives her peace and a sense of purpose. While she takes occasional cleaning jobs to make ends meet, Yasmin's dreams extend far beyond survival. She envisions creating a safe and inclusive community space where people like her—migrants, LGBTQ+ individuals, and others facing adversity—can find acceptance, share experiences, and build a brighter future together.

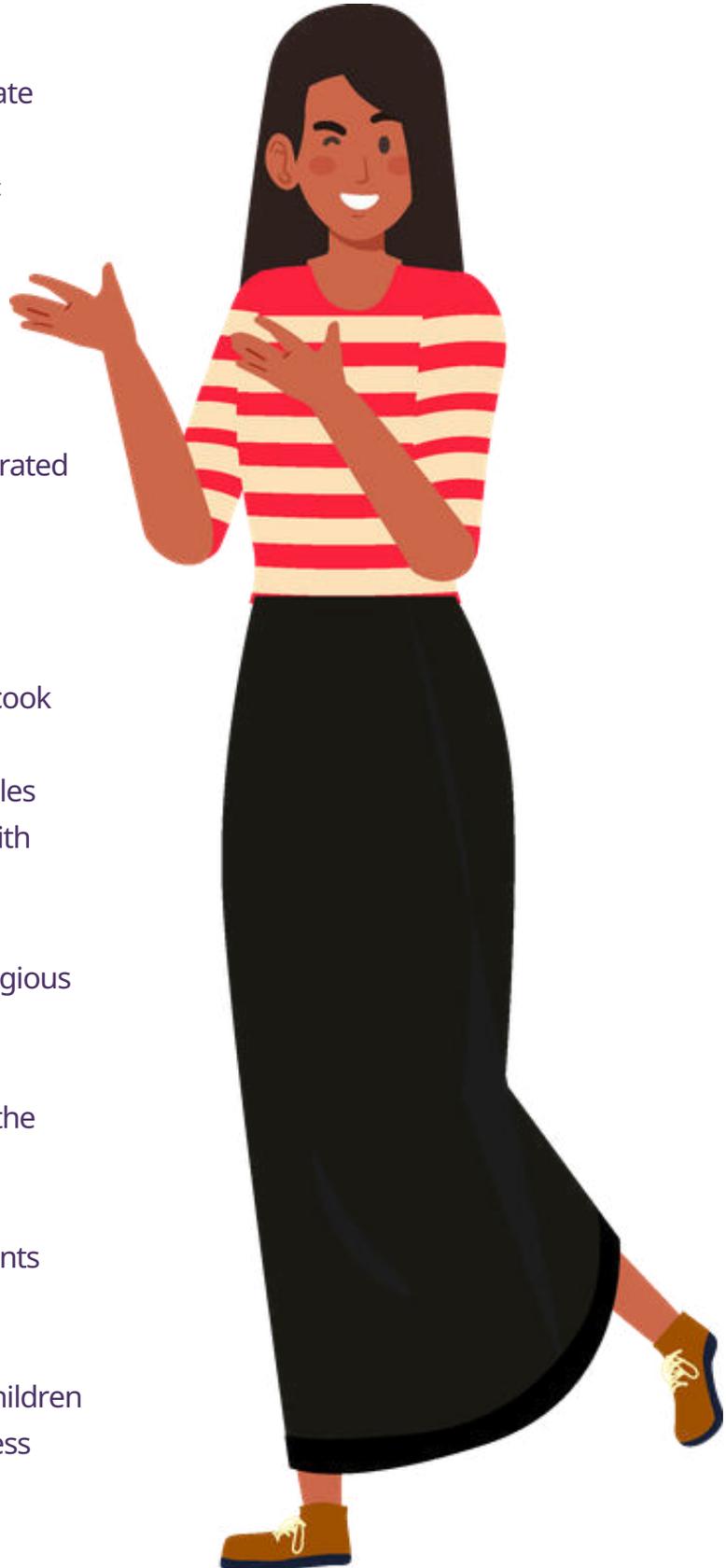


Yasmin - Iran

Profile 5: Rosa from Peru

Characteristics:

- **Level of Education:** Secondary school graduate
- **Level of Knowledge of the Local Language:** Mastering the language
- **General Characteristics:** Devout Catholic woman, warm and resilient
- **Migration Reasons:** Economic hardship, migrated alone to support her children
- **Country of Origin:** Peru
- **Profession:** Domestic worker and part-time cook
- **Family Conditions:** Married; husband struggles with alcoholism; mother of two children living with their grandmother
- **Family Background:** Grew up in a deeply religious family with strong community values
- **Hobbies:** Attending church services, praying the rosary, cooking traditional Peruvian dishes
- **Social Interests:** Volunteering for church events and helping in soup kitchens
- **Wishes for her Future:** Hopes to bring her children to live with her and open a small catering business from home



Rosa, a devout Catholic woman from a small town in Peru, migrated one year ago to her host country to escape worsening financial hardship and give her children a better life. Life at home has become increasingly difficult. Her husband, once reliable, fell into alcoholism after losing his job, and Rosa could no longer support the family on his unstable income. With a heavy heart, she left her two children in the care of their grandmother and moved abroad on her own.

After months of navigating confusing bureaucracy and long queues, Rosa successfully completed the migration paperwork process and now holds legal residency. This milestone gave her a renewed sense of stability and hope.

Back home, Rosa had completed her secondary education but never had the opportunity to pursue formal work. In her host country, she found employment as a domestic cleaner and part-time cook, preparing traditional meals for families in her neighbourhood. Despite the challenges, she holds tightly to her faith—attending mass weekly and finding peace in prayer and community gatherings at the local church.

Language has been a major barrier for Rosa, but she has enrolled in community language classes and practices every day to improve. She finds comfort in the support of her parish and sometimes volunteers at the church's soup kitchen, offering both food and a listening ear to others in need.

Her greatest dream is to reunite with her children and provide them with a stable, loving home. Rosa hopes to save enough to bring them over and open a small catering business from her kitchen, serving authentic Peruvian food. Through her quiet determination, deep spirituality, and nurturing nature, Rosa continues to build a new life, step by step—one that reflects her strength and unwavering love for her family.

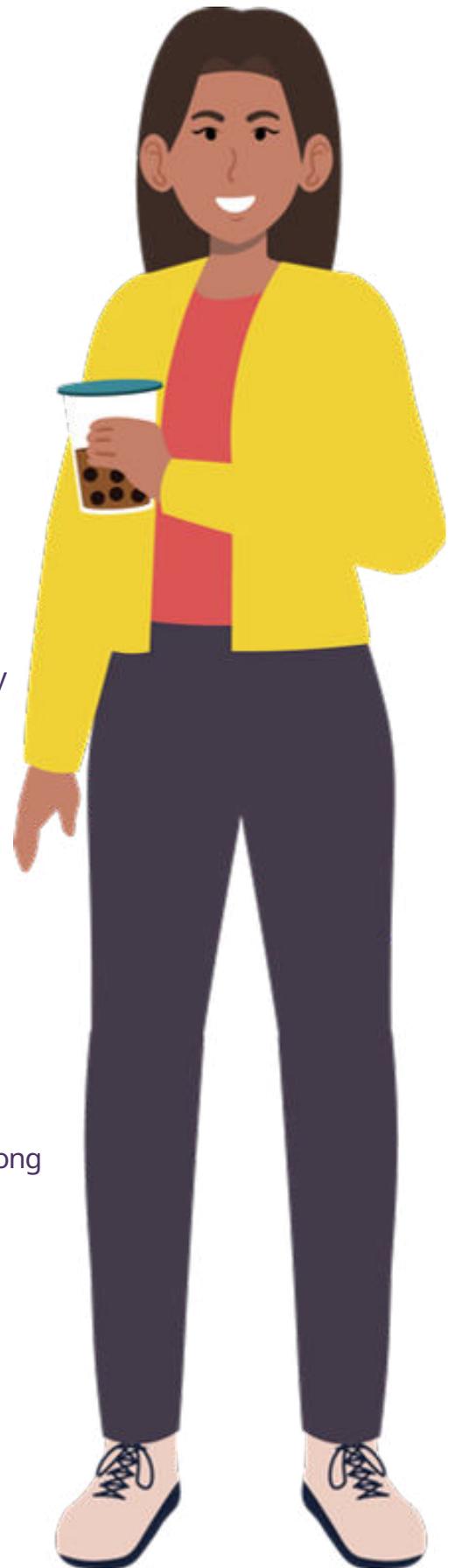


Rosa - Peru

Profile 6: Mariel from Philippines

Characteristics:

- **Level of Education:** Vocational certificate in caregiving
- **Level of Knowledge of the Local Language:** Intermediate (B1), studying towards B2
- **General Characteristics:** Family-centred, budget-conscious (remittance-first), calm under pressure
- **Migration Reasons:** Economic opportunity to support family through remittances
- **Country of Origin:** Philippines
- **Profession:** Night-shift healthcare assistant
- **Family Conditions:** Married; husband works abroad as a seafarer on rotating contracts; one child living with the grandmother in the Philippines
- **Family Background:** Multi-generational household with strong shared caregiving and church community ties
- **Hobbies:** Singing in a church choir, maintaining a household/remittance budget planner, journaling
- **Social Interests:** Mentoring newcomers (paperwork and language-class guidance), organising information sessions and donation drives through diaspora/church groups
- **Wishes for her Future:** Family reunification; recognition of skills to progress towards practical nursing; eventually co-found a small home-care cooperative employing migrant women



Mariel migrated to her new home to secure steady income and send regular remittances for her child and parents. With a caregiving certificate and experience from private home care and a small clinic, she found night-shift work in a geriatric ward. Her husband spends months at sea on international contracts, so day-to-day care for their child is shared with Mariel's mother. Mariel is known for her reliability, careful budgeting, and willingness to help other newcomers navigate essential services.



Full Story

Mariel grew up in a close, multi-generational household where grandparents, parents, and cousins shared responsibilities. After earning a vocational caregiving certificate, she worked in private home care and at a small clinic, but local wages were not enough to meet family needs. She decided to migrate to her new home, plan her finances carefully, and send remittances each month for school fees and her parents' medicines.

On arrival, Mariel discovered that language proficiency would be key to advancement. She enrolled in evening classes and took night shifts in a geriatric ward, learning documentation standards, infection-control routines, and calm de-escalation during emergencies. Colleagues value her steady presence during busy handovers and her methodical approach to patient care.

Outside work, Mariel keeps a remittance-first household budget to balance rent, living costs, and regular transfers. She does not yet hold savings and would welcome support with financial planning and beginner-level investment options suitable for small, irregular balances.

Mariel's immediate goals are to reach B2 in the local language and secure formal recognition of her skills. In the medium term, she aims to progress towards a practical nursing qualification or co-found a small home-care cooperative that offers dignified employment, fair schedules, and mentoring for other migrant women. Above all, she hopes to reunite her family under one roof in her new home.

Mariel - Philippines

IMPORTANT COMPETENCES FOR LIFELONG LEARNING AND DEVELOPMENT

About

Across Europe and beyond, different frameworks describe which competences people need to live, learn, and work successfully in today's world. These frameworks highlight how learning is more than gaining knowledge—it's also about applying what we know in real life. This section introduces two recognised competence models that can help you understand how your own strengths and experiences connect to broader ideas of learning and personal development.

Competences are more than knowledge and skills. They include the ability to apply what we know in real life—to adapt, solve problems, and work with others. Across Europe and internationally, different competence frameworks help guide lifelong learning and personal development. These frameworks support social inclusion, active participation in society, and personal and professional growth.

They show us which competences are important for shaping our lives today and in the future.

Two widely recognised frameworks are:

1. **The European Key Competences for Lifelong Learning (EU, 2018)**
2. **The Future Skills Concept by Ehlers (2020/2022)**

Both describe essential competences that help people actively engage in learning, work, and society.



1. The European Key Competences for Lifelong Learning (EU, 2018)

These eight competences from the European Key Competences for Lifelong Learning are essential for personal development, social inclusion, active citizenship, and employment.

1. Literacy Competence

- Understanding and expressing ideas through reading, writing, listening, and speaking.
- Communication in different contexts, respecting cultural and social diversity.

2. Multilingual Competence

- Ability to use different languages to communicate effectively.
- Understanding cultural identity through language learning.

3. Mathematical Competence and Competence in Science, Technology and Engineering (STEM)

- Applying mathematical thinking and reasoning.
- Understanding and applying scientific knowledge to explain and improve the world.

4. Digital Competence

- Using digital technologies critically, safely, and effectively for work, learning, and participation in society.
- Understanding digital risks (privacy, security) and opportunities.

5. Personal, Social and Learning to Learn Competence

- Managing personal well-being, social relationships, and self-learning processes.
- Developing autonomy, self-reflection, and resilience.

6. Citizenship Competence

- Acting as a responsible citizen in democratic and intercultural societies.
- Understanding human rights, social justice, and sustainability.

7. Entrepreneurship Competence

- Taking initiative, developing ideas, and turning them into action.
- Creativity, problem-solving, risk-taking, and teamwork.

8. Cultural Awareness and Expression Competence

- Understanding and appreciating creative expression and cultural diversity.
- Participating in cultural life and fostering intercultural dialogue.

2. Future Skills by Ehlers (2020/2022)

Future Skills describe the abilities needed to self-organise, cooperate, and innovate in complex, unpredictable environments. Ehlers identifies three main competence areas, each with a focus on empowerment and adaptability.

Area 1: Future Skills for Self-Organisation

Competences that help people manage themselves and their learning in changing contexts.

- Self-Competence: Managing one's own learning, emotions, and goals autonomously.
- Reflexivity: Reflecting on personal actions, values, and learning processes to improve them.
- Ambiguity Competence: Dealing with uncertainty, contradictions, and complexity without losing orientation.
- Self-Efficacy: Believing in one's own ability to make decisions and act effectively.
- Learning to Learn: Continuously developing one's competences through self-directed learning.

Area 2: Future Skills for Cooperation in Social Contexts

Competences that enable effective interaction and cooperation in diverse teams and communities.

- Communication Competence: Expressing oneself clearly, listening actively, and adapting messages to different contexts.
- Collaboration Competence: Working productively in teams, including conflict resolution and shared responsibility.
- Cultural Sensitivity Competence: Understanding and respecting cultural differences, showing empathy, and adapting behaviour in intercultural situations.
- Empathy and Perspective-Taking: Understanding the emotions and viewpoints of others to foster trust and cooperation.

Area 3: Future Skills for Innovation and Transformation

Competences that support innovation and contribute to sustainable development and social transformation.

- Creativity and Design Thinking: Developing innovative solutions and rethinking existing processes.
- Digital Literacy: Using digital technologies to solve problems, create knowledge, and drive innovation.
- Problem Solving and Decision Making: Analysing complex problems and making responsible, evidence-based decisions.
- Sustainability Competence: Acting with awareness of ecological, social, and economic impacts.
- Initiative and Entrepreneurship: Turning ideas into actions, taking calculated risks, and creating value in society.



The European Key Competences for Lifelong Learning (EU, 2018) and the Future Skills concept by Ehlers (2020/2022) both describe the abilities and attitudes people need to actively participate in society, shape their personal development, and respond to the challenges of an increasingly complex world. Despite their different perspectives, both frameworks share a common vision: they promote competences that empower individuals to act autonomously, take social responsibility, and navigate a rapidly changing, digital, and globalised environment.

Both approaches emphasise the importance of personal self-regulation, critical thinking, and reflection as foundations for responsible learning and action. For example, the EU's "Personal, Social and Learning to Learn" competence closely aligns with Ehlers' "Self-Organisation" and "Reflexivity". These competences highlight the ability to manage one's own learning, pursue personal goals, and deal constructively with uncertainty and complexity.

Similarly, both frameworks stress the role of digital competence. While the EU framework refers to "Digital Competence", Ehlers expands this idea with "Digital Literacy", which focuses on actively using digital technologies to create knowledge, solve problems, and drive innovation.

A strong connection can also be seen in the focus on social responsibility and intercultural competence. The EU framework includes "Citizenship Competence" and "Cultural Awareness and Expression", while Ehlers highlights "Cultural Sensitivity", "Empathy", and "Sustainability Competence". Both stress the need for individuals to act responsibly in diverse, multicultural societies and to make sustainable, ethical decisions.

Additionally, both frameworks underline the importance of entrepreneurial thinking and innovation skills. The EU's "Entrepreneurship Competence" and Ehlers' "Innovation Competence", "Design Thinking", and "Problem Solving" encourage individuals to develop creative ideas and turn them into action—whether in their professional careers, voluntary work, or personal lives.

In summary, both competence frameworks aim to enable people to take an active role in shaping their own futures, assume responsibility for themselves and others, and contribute to positive transformation in society and the workplace. The EmpowerHer version of the ProfilPASS draws inspiration from both concepts, helping women with a emigrational background to make their competences visible, recognise their potential, and confidently pursue their personal and professional goals.

“

"You don't need to know all of this by heart —but it's good to see how much your daily life, learning, and work experiences already reflect these competences. These frameworks show that your knowledge, strengths, and growth truly matter. Take a moment to recognise how far you've already come."



The ProfilPASS - System

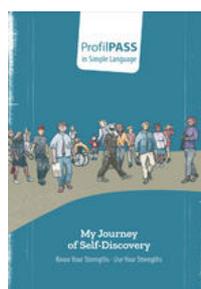
The ProfilPASS is a biographical process that can be used to identify and document an individual's competences. This means that the focus is on the individual's life and experience stations. By analyzing these, users can identify what they are particularly good at and what their strengths are. There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

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

The German Federal Ministry for Education and Research provided funding for the ProfilPASS in the scope of the joint project "Further education pass with certification of informal learning" as part of the pilot programme "Lifelong Learning". The ProfilPASS was developed in 2006 by the "German Institute for Adult Education – Leibniz Centre for Lifelong Learning" and by the "Institute for Development Planning and Structural Research". The tool is established nationwide in Germany through an active ProfilPASS network and is used by certified ProfilPASS counsellors. Within EU-funded projects, the ProfilPASS was adopted for specific target groups.



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



The ProfilPASS in Simple Language was developed as part of the project SCOUT – "aSsessing Competences fOR fUTure" and is available in English, German, Greek, Slovenian, Spanish and Swedish and since 2022 also in Ukrainian.



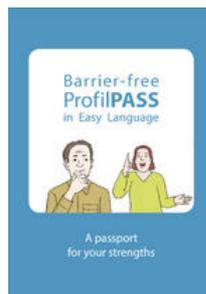
The ProfilPASS for young people, which is available in English, German, French and Spanish



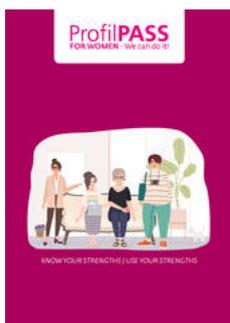
A ProfilPASS for Start-ups is available in English, German, Spanish, Polish and Romanian and was developed through the project DISCOVER – "Identify your entrepreneurial skills and start-up!".



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



A Barrier-free ProfilPASS in Easy Language was developed during the project COCOU – “Competence Oriented COUnselling for cognitively impaired people” and is available in English, German, Greek, Swedish, Slovenian and Spanish.



The ProfilPASS for Women was developed in the HOPE project - ‘Helping wOMen gain PowER in their lives’ and is available in English, German, Serbian, Macedonian and Slovenian.

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

ProfilPASS



The EU-Project Empower Her

EmpowerHer: Inclusive Pathways for Skills Development of Migrant Women for Integration into the Labour Market is a European cooperation project funded by the Erasmus+ programme. It focuses on strengthening the skills and employability of migrant women to support their successful integration into the labour market and society. Migrant women often face multiple challenges in their new countries, including difficulties in recognising their existing competences, limited access to further education, and barriers to employment. Despite their motivation and diverse talents, they are frequently underrepresented in the labour market or employed in roles that do not reflect their qualifications and potential. EmpowerHer addresses these challenges by providing tailored training and support measures that enable migrant women to identify their skills, build new competences, and develop clear pathways toward employment. The project combines personal empowerment with professional development, promoting both social inclusion and labour market integration.

As part of the project, the EmpowerHer ProfilPASS for Migrant Women was developed. This tool helps users reflect on their life experiences, discover their strengths, and recognise their formal, non-formal, and informal learning. Through structured activities and personal guidance, the tool supports migrant women in documenting their competences and planning their next steps toward education, employment, or self-employment.

In addition to the ProfilPASS, EmpowerHer offers:

- **A modular training programme that focuses on skills for employability, digital literacy, communication, and cultural sensitivity.**
- **A gaming web app designed to strengthen competences in a playful and accessible way.**
- **Practical onboarding materials for employers and labour market stakeholders, encouraging inclusive recruitment practices and supportive working environments.**

EmpowerHer builds bridges between migrant women, adult educators, and employers, fostering collaboration and mutual understanding. The project highlights the valuable contributions that migrant women make to the labour market and society and promotes diversity as a strength.

EmpowerHer is implemented by a consortium of six partner organisations from Germany, France, Cyprus, Spain, Portugal, and Belgium, each bringing extensive experience in adult education, migration support, and labour market integration.

PUBLISHING INFORMATION

The ProfilPASS for migrant women – Empower Her!

German Institute for Adult Education
Leibniz Centre for Lifelong Learning (DIE)

1. Edition 2025

Typesetting and illustrations

APIDI Portugal

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ProfilPASS

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



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**EMPOWER Yourself - Unlocking Potential,
Building Skills, Shaping Careers**



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