



BasicEDU - Development of Model for Strengthening Competences of Disadvantaged Women Through Basic Education

MENTORING AND EMPOWERMENT PROGRAMME



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



BASICEDU

Project number: 2020-1-TR01-KA204-093850

Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.



BASICEDU

Authors and Editors

Omer DUZGUN,
Tanja GRAF,
COMPASS GMBH

Senem GÜRKAN,
ONDOKUZ MAYIS UNIVERSITY

Mina MIJAILOVIC,
OAZA SIGURNOSTI

Ana Maria Leal GRANADOS,
Danny FRANKE,
ZENTRUM FÜR INTERKULTURELLE
BILDUNG UND ARBEIT E. V.

Zekeriya ÖZKAN,
CANIK HALK EGITIMI MERKEZI

Graphic design

Zentrum für interkulturelle Bildung und
Arbeit (ZIB)

Publisher

The „BasicEDU“ Project:

www.basicedudwe.com

Coordination: OMÜ Sağlık Kültür ve Spor
Daire Başkanlığı, Türkiye
www.omu.edu.tr

*This Handbook can be downloaded freely
from www.basicedudwe.com*

All the material developed by BasicEDU is
licensed under a Creative Commons
Attribution 4.0 International License.



**Creative Commons
Attribution 4.0 International**



BASICEDU



Table of Contents

1. Training course 4
2. Introduction 6
3. Target group 7
4. Module 1: Learning to learn competence 8
5. Module 2: Language & communication skills15
6. Module 3: Mathematical skills19
7. Module 4: Digital skills25
8. Module 5: Labour market orientation, job searching tools and strategies36



Training Course

This training course has been developed in the framework of the Erasmus+ project BasicEDU.

The project proposal BASICEDU is addressing the needs of a very specific and vulnerable target group - disadvantaged women because of their educational, social and economic background and at the risk of discrimination because of gender stereotypes, which is the most important agenda in EU recently. Fundamental socio-cultural barriers impede the economic integration of women. In addition, there are institutional and legal barriers, such as poor access to vocational training or jobs in the formal (particularly private) sector, a lack of child care provision, inflexible working times and negative incentives in employment market policy.

Moreover, women who live in rural areas have a higher probability of being unemployed and live farther from opportunities in the labour market and also they face a set of challenges in their social life and are not equal in recognition of their engagement in general. To enable women living in rural areas to integrate in vocational opportunities in the best way possible, a more cohesive integration approach is needed starting from guidance and support from the arrival, through the identification of appropriate educational and professional opportunities, up to accompanying, empowering and mentoring disadvantaged women not only to embrace the EU fundamental values but also to feel free to develop their potential to be involved in the labour market. This is a process which requires also active contribution and strong cooperation among EU countries to offer such support and guidance aimed at disadvantaged women at transnational level.

Vocational integration of women needs vary widely depending on their educational and professional background. Women living in rural areas face specific problems, such as vulnerability resulting from being exposed to discrimination or violence experienced, lack of skills and competences, encounter cultural and language barriers as well as risks of social exclusion and/or gender discrimination. However, this diversity in disadvantaged women' background is not enough reflected in the labour market integration programs, which the framework for inclusion of disadvantaged women is not being shaped considering different needs and interests of disadvantaged women. So, it is needed to identify women's active participation in economic life and at developing specific initiatives and approaches in favour of rural women.

On this point, it is necessary to create a gender-sensitive approach at EU level through cooperation with selected rural sub-sectors and provide professional orientation for women in higher and lower-qualified segments and supports the development of new measures to demonstrate the advantages of the greater employment of women living in rural areas.

Against this background, the BASICEDU project overall goal is to enable more effective labour market integration of disadvantaged women and women living in rural areas within the EU through the following sub-objectives:



Training Course

1. Empowering disadvantaged women and women living in rural areas through enhancing their further professional opportunities and thus facilitating their access to the labour market;
2. Establishing Mentoring and Empowering relationships between disadvantaged women and opportunities in the local and regional fields;
3. Fostering the process of skills assessment of disadvantaged women and women living in rural areas with a tailor-made methodology considering their specific needs;

Considering the fact that the situation of disadvantaged women is neither tackled sufficiently nor individualised enough in any of the EU member states or holistically at EU level, the project consortium aims at elaborating a thorough Empowering and Mentoring approach that will be applicable in all countries in the EU. In order to ensure this transferability, the project partners will combine efforts, exploring specifics of the target groups in different regions of Europe, and creating a unified Assessment Methodology, which will be the basis for the Empowering and Mentoring Programme. And all these resources will be made interactive and easily available online through the Online Learning Platform.



Introduction

The BASICEDU MENTORING & EMPOWERMENT PROGRAMME is a programme that enables mentors to learn about the key competencies of disadvantaged women and methods to work with the target group in order to help them improve their key competences.

Each of the five modules is divided into 2 parts:

- Theoretical background on the topic which the mentors should know about this topic and what is relevant.
- Practical part: The practical exercises are exemplary and can be selected according to the needs and adapted to the backgrounds of the participants. Exemplary activities can be extended and adjusted from simple to more specific tasks.

Target group

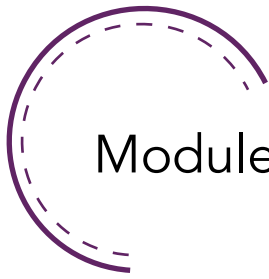
The target group is disadvantaged women in general and women living in rural areas who need support in terms of getting access to the labour market.

The range of disadvantage is manifold and can refer to

- women of different age
- women re-entering the workforce after having raised children
- migrant women

The educational background can vary from low educational level due to rather short school careers or school dropouts to medium educational level when it comes to migrant women whose local language and other skills are not yet sufficiently available.

Some women may not rely on strong social support networks. Their self-esteem and self-confidence can be very low which makes them perceive themselves as unworthy and unable to learn new skills, get a job and become economically independent.



Module 1: Learning to learn competence

1.1. Learning objectives

- To manage and learn new information in an effective way.
- To manage the own time in the process of learning.
- To become aware of one's own skills, learning needs and what opportunities and resources are available.
- To develop effective concentration skills.
- To develop basic oral expression skills.
- To identify one's aim and the main aim of a specific learning.
- To develop group learning and managing feedback.
- To manage time and work-life-balance.

1.2. Learning to learn: definition

According to the [Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning \(2006/962/EC\)](#), learning to learn is “the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups.

This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training”.

1.3. Learning to learn: its importance

We live in a constantly changing world in which it is necessary to keep up with the pace, to update ourselves and to continue to develop as professionals and also as people. It is not enough to learn one thing, study or attend a training course and consider that we already know it all, but we must continue to acquire knowledge and develop skills in order **to reach our full potential**, as well as future development opportunities in the current context in which the pace of life and evolution of society, science and other areas is dizzying.



Module 1: Learning to learn competence



Therefore, we must all be ready to integrate brand new information or to update the information on a topic that we already have, as well as being aware that learning is not a goal, but a way of life; the goal is **lifelong learning**.

1.3.1. Learn how to learn

To achieve optimal performance, any person needs to know how to learn, to be ready to integrate entirely new information or to update existing information on a subject.

Learning to learn requires knowledge and control of one's own learning processes in order to adjust them to the times and demands of the tasks and activities leading to learning, which makes learning increasingly effective and autonomous from a given moment onwards.

This competence includes a series of skills that require reflection and awareness of one's own learning processes.

Motivation and confidence are essential for the acquisition of this competence. Both are enhanced by setting realistic goals, and achieving this goals increases the perception of self-efficacy, which leads to better learning.

1.3.2. First step: self-assessment

In order to learn how to learn, an essential step is to do a self-assessment, that is, to evaluate one's own knowledge, skills and competences in order to know where we are, and thus to be able to draw up a learning plan to reach the proposed goal.

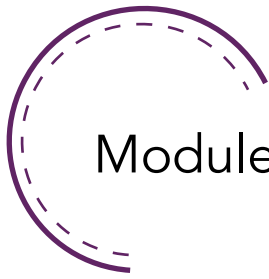
The following questionnaire is about **your learning to learn competency**: <http://www.learntolearn.eu/test/the-learn-to-learn-competency-self-assessment-questionnaire/>

1.4. Learning theories

There is no universal consensus on what learning is and how it happens, and there are also different **learning theories**, all with their pros and cons. It is important to be aware of them because they help us to understand people's behaviour, as well as to develop learning strategies adapted and directed to our target group.

According to various sources, we can name the following 5 as the most relevant ones:

- **Behaviorism** learning theory.
- **Cognitive** learning theory.



Module 1: Learning to learn competence

- **Constructivism** learning theory.
- **Humanism** learning theory.
- **Connectivism** learning theory.

You can complete the information by clicking [here](#).

1.5. Learning styles

There are different approaches to learning styles, here we will focus on Kolb's approach, which not only focuses on the external aspects of learning (auditory, visual, kinesthetic) but also includes perception and processing.

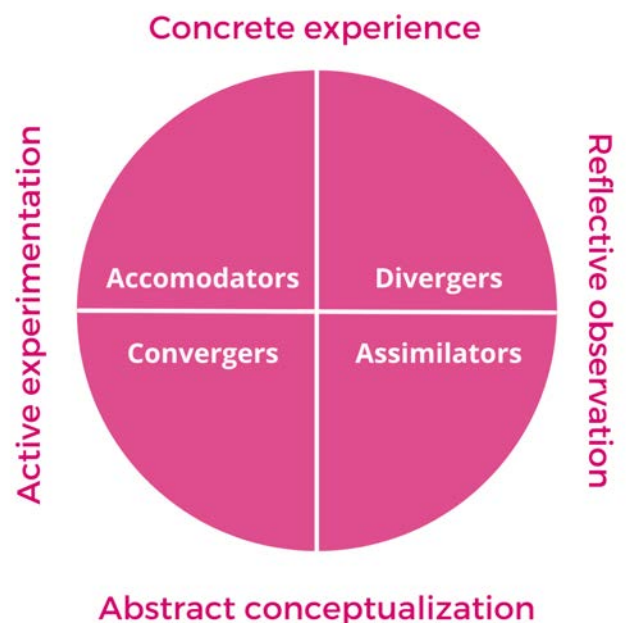
Kolb sets out 4 **learning stages**:

1. **Concrete experience**: having an experience.
2. **Reflective observation**: reflecting on the experience.
3. **Abstract conceptualization**: learning from the experience.
4. **Active experimentation**: trying out what has been learned.

According to this approach, **learning styles** would be as follows:

- **Divergers** (Concrete experienter/Reflective observer).
- **Convergers** (Abstract conceptualiser/Active experimenter).
- **Accomodators** (Concrete experienter/Active experimenter).
- **Assimilators** (Abstract conceptualiser/Reflective observer).

You can complete the information and fill in a questionnaire to check **your learning style** by clicking [here](#).



Module 1: Learning to learn competence



1.6. Get ready to learn

Once you know the theory, you have done a self-assessment and you know through which approach you learn best, it is time to move on to practice and start on the learning path. To do this, it is useful to introduce the following **simple techniques** into your day-to-day life:

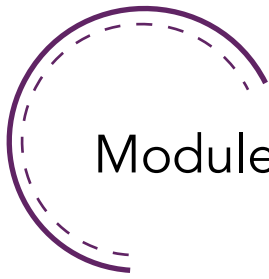
- Create a learning routine and stick to it, as well as a break. Do this so that you take advantage of the hours when you are most productive mentally, and respect your sleep hours.
- Make outlines and summaries (flash cards).
- Prepare your learning material and organise it, setting realistic goals for yourself.
- Prepare a learning space and avoid distractions, such as social media.
- Try not to simply memorise what you have to learn but make sure you understand it
- Self-assess yourself and prepare questionnaires to check your progress.
- Look for a real application to what you are learning.
- Don't multi-task and focus on what you have set yourself at any given moment.

1.7. How to organise information

Ordering information after having selected it is essential, as it helps us to achieve good learning. This is because it is easier to retain and retrieve information from our memory when it is organized, and a good way to do this is through **schemes** and **graphic organisers**, which are graphical representations of knowledge that present information by highlighting important aspects of a concept or subject. Some of them are the following:

1. **Concept map**: diagram for understanding a specific topic by making visual connections between the elements that make up that topic.
2. **Mind map**: graphical representation of topics that helps to make connections between different ideas.
3. **Cause-effect diagram**: graphically represents the factors involved in the execution of a process.
4. **Flowchart**: graphic representation that shows the steps of a process in a visual and easy-to-understand way.
5. **Timeline**: graphical representation of a period of time to provide a visual overview of chronological events.

Organisation chart: diagram of a hierarchical structure.



Module 1: Learning to learn competence

It also works to **summarise**, i.e. to make a selection of information and create a shorter text from another text with its most important ideas in one's own words. They are not only useful for explaining complex concepts, but are also a method of study.

On the other hand, **flash cards** are a study method in which the content to be memorised is synthesised on cardboard cards (although they can also be made in digital format). The question is placed on one side and the answer on the other. To make it more visual, they can be sorted by colour. It is important to prepare them after studying a subject, and to review them daily for a few minutes, so that the information is recorded in our long-term memory.

You can learn more about flash cards by watching

<https://www.youtube.com/watch?v=mzCEJVtED0U&feature=youtu.be>



Module 1: Learning to learn competence

1.8. Practical activities

Activity 1:

What do you need? Pens, colour pencils, provided templates (or you can create your own).

How much time do you have? 50 minutes.

Learning objectives: To train organisation skills and to manage the own time and work-life-balance.

What do you have to do? You have to enumerate things that are needed to do during your week, and distribute them in a sensible way throughout the days and the week, always taking into account the degree of importance and urgency of each task and the time you estimate each task will take. As a suggestion, you can use different colours for your work tasks, to distinguish them from leisure or household tasks, so is more visual. To do this, you will use the provided templates. Then, draw up a plan and spend the next week following it to find out if it suits you.

Templates:

			URGENT	Not urgent	TIME
MONDAY	TUESDAY	WEDNESDAY	IMPORTANT		
THURSDAY	FRIDAY	SATURDAY			
SUNDAY			Not important		

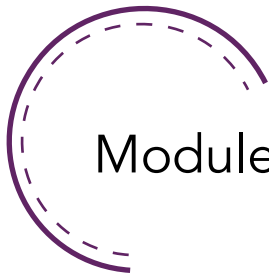
Activity 2:

What do you need? Computer or smartphone, internet access, PowerPoint or similar.

How much time do you have? 60 minutes.

Learning objectives: To develop concentration skills, to learn to identify the main idea of a specific learning and to develop oral expression skills.

What do you have to do? You need to look up some relevant details about labour rights in your country, or the Universal Declaration of Human Rights, and make some slides to help you give an oral presentation on that regulation.



Module 1: Learning to learn competence

Activity 3:

What do you need? A piece of news, internet access, computer or smartphone, paper, pens, pencils, flipcharts.

How much time do you have? 40 minutes.

Learning objectives: To manage and process new learning, to develop critical skills and group learning, and to manage feedback.

What do you have to do? You have to work in at least 2 groups and each group has to investigate about a specific and recent news article (the articles for each group are different). They can be true or false, and each group has to get to a conclusion after searching for reasons against and reasons for the truthfulness. Then, each group will develop effective methods to research and detect if a news article is true or false.

After 15 minutes of research, each group explains to the rest their findings and their final conclusion. In their explanation they should explain how they got to this conclusion: What did they think at the beginning? What evidence did they find for their conclusion? Is there any evidence against this?

After each group have stated their final conclusion and their reasons for and against, there will be a positive debate between the large group. There may be a final answer. If not, each group can have their own opinion respecting the others.

Activity 4:

What do you need? Pens, pencils, paper, flipchart, post-its.

How much time do you have? 45 minutes.

Learning objectives: To be aware of your own skills and to develop oral expression skills.

What do you have to do? Think of a learning experience you have had, either through formal education or a learning or life experience that has shaped you, and take a few minutes to think about it. Make a list of what that experience has meant to you, what you have learned and what new skills you have acquired as a result of it. Then take a flipchart and draw a tree with as many branches as the number of new learnings and skills you have noted down. Once you have done this, stick coloured post-its with these notes on each branch, or draw a picture representing each of them. You have now created your Skills Tree. Finally, explain out loud your learning and acquired skills.



Module 2: Language & Communication skills



2.1. Statistics

- According to data from EUROSTAT, in the 17 EU Member States examined, 87 % of EU-migrants declaring a good or proficient level of competence in the official language of the host country (or in at least one of its official languages) are employed, 13% are unemployed.
- By contrast, 78% of EU-migrants declaring no knowledge or only a fair level of knowledge of the official language have a job; 22% are unemployed.
- (https://www.researchgate.net/publication/315442649_Language_skills_and_employment_status_of_adult_migrants_in_Europe)

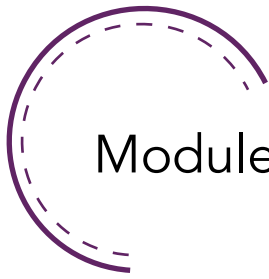
2.2. Importance

Language and communication skills in relation with labour market integration

- There is a relation between language and communication skills and employment status.
- This is true for women with a migrant background as well as for women who are so called natives.
- Good and very good language skills are associated with a better occupational status, both for EU and for non-EU migrants.

2.3. Why language skills?

- Language is used to express one's emotional status, providing the counterpart with necessary information on the otherwise unobservable inner state of mind, as well as expressing one's own identity and demands. Language is used as the main medium of social interaction providing the basic conditions for a productive environment (Crystal, 2010).
- There is a growing importance of language and literacy skills in the labour market because of a reduced demand for manual labour and the ongoing transformation towards a drastic increase of information-based production.
- ICT usage has emerged into any niche of the labour market, almost all occupations do require a minimum of speaking, writing and reading skills. (<https://www.econstor.eu/bitstream/10419/104646/1/dp8572.pdf>)



Module 2: Language & Communication skills

2.4. Language levels

- Language skills are defined by the Common European Framework of Reference for Languages (CEFR).
- The Council of Europe introduced the CEFR in order to “provide a comprehensive and transparent system for describing levels of language proficiency and for the easy comparison of language qualifications.”
- The CEFR is now widely used as a standard by educational establishments, language testing systems and publishers of language-learning materials throughout Europe.
- The system describes what a person or learner should be able to do in listening, speaking, reading and writing at six levels of language proficiency as follows” (<https://talkwithmyneighbor.com/levels-of-language-proficiency/>)

2.4.1. Basic levels

- A1 and A2 level refer to basic users or beginners.
- A1 means being able to “understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.”
- A2 level means being able to understand sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

2.4.2. Advanced levels

- The B levels describe independent language users who can understand the main points of either a standard or a complex text which allows him or her to also produce simple connected text on topics which are familiar or of personal interest or event – for B2 – produce detailed text on a wide range of subjects, etc.
- The C levels refer to advanced and very advanced language knowledge which is required to pass successfully at A-level.



Module 2: Language & Communication skills



Classification of language levels:

https://www.jobline.uni-muenchen.de/app_language/describing_language_skills/index.html

<https://talkwithmyneighbor.com/levels-of-language-proficiency/>

<https://www.ncsall.net/index.html?id=574.html>

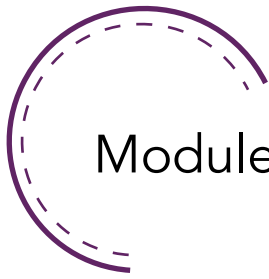
https://www.researchgate.net/publication/354463700_adult_education_and_training_in_europe_2020_21

2.4.3. Conclusions

- The different skills of the women may vary: some have a B level with speaking and listening but only an A level with writing or reading.
- The assessment of the language level of the target group of disadvantaged women and what needs to be promoted must be defined beforehand in order to be able to work with the target group.
- Not only non-native women may have problems with reading and writing but also natives. A focus must be placed on the skills of reading comprehension and writing.

2.5. Communication skills

- Communication is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.
- On a practical level, this competence also includes the abilities to distinguish and use different types of texts, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context (<http://keyconet.eun.org>).
- Communication is seen as a 'soft' skill—because it is not easily quantifiable.
- Communication exercises can help us develop our interpersonal skills and improve our capacity to relate.
- Positive psychology stresses out importance of communication as "Communication is a whole lot more than just talking—although, that is a fundamental part of relationship-building and knowledge-transfer (<https://positivepsychology.com>).



Module 2: Language & Communication skills

- Our focus is on what is heard and what comes across as a message to the other person. The productive communication skills specifically related to job and work are more elaborated/ practised in Module 5 (job interview, job application, self-presentation).
- Talking is essentially a form of content delivery, and it is not really communication unless we listen. Active listening involves engaging with our co-workers and bringing empathy to the table to enhance the quality of our dialogue by:
 - 'Reflective questioning', "restating a paraphrased version of the speaker's message, asking questions when appropriate, and maintaining moderate to high nonverbal conversational involvement".
 - (Weger, Jr et al., Active Listening in Peer Interviews: The Influence of Message Paraphrasing on Perceptions of Listening Skill, 2014)
 - (<https://www.mindtools.com/CommSkill/ActiveListening.htm>)



Module 3: Mathematical skills



3.1. Mathematical skills

Numeracy is the ability to grasp mathematical concepts to deal with quantities and other situations in daily lives. Mathematics is a field of study that involves numbers, space, and concepts that correlate objects and their qualities.

Therefore, mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations.

Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts). Studies have shown that the importance of mathematical skills is strongly linked with employability in adulthood and improved socio-economic prosperity (Bregant, 2016).

The range of mathematical skills extends from everyday practical mathematics such as dealing with time and space and recognising the meaning of numbers and measures to the application of numbers and measures, whether for recognising and describing facts, for solving problems or - at a higher level - for recognising mathematical relationships in facts and a solution-oriented presentation of mathematical facts

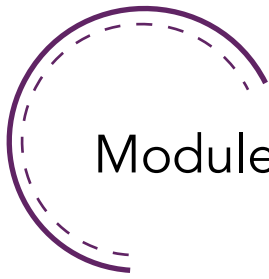
Everyday practical mathematics includes dealing with time and time planning, orientation in space, dealing with money, understanding elementary number relationships such as comparisons, estimations, dealing with quantities at an elementary level, elementary dealing with measures relevant to everyday life. On higher levels of mathematical competence are good command of the basic arithmetic operations as well as in the area of applying numbers, measurements, geometric representations and functional relationships.

3.2. Numeracy skills

Numeracy skills refer to the ability to use, interpret and communicate mathematical information to solve real-world problems such as:

- Basic knowledge of numbers
- Calculation skills
- Budgeting
- Interpreting mathematical information
- Understanding the relationships between numbers

Being able to calculate the numbers most important to you will help you make better decisions about where to work and how much you can afford to spend in your personal life.



Module 3: Mathematical skills

3.3. Arithmetic

To do anything involving math, you will need to know how to add, subtract, multiply and divide basic numbers. Knowing these basics is extremely helpful, especially when dealing with money. For example:

adding prices, monthly spendings or subtracting a

Addition: adding prices or adding monthly spendings of your household budget

Subtraction: having a specific sum at your disposal and finding out how much you can spend or how much is left

Multiplication: multiply a price per kilo to find out how much cost several kilos of a food

Division: calculate installment payments

3.4. Decimals and fractions

The understanding of decimals is much needed for using money. One should be able to add and subtract simple decimals numbers without a calculator, like

$15.65 - 3.45 = ?$ This is important to be certain that proper change has been received or returned for a purchase.

The importance of fundamental knowledge of fractions is crucial, too. If it is needed to be doubled a recipe, then adding or multiplying two fractions have to be performed. Implications of fractions outside cooking are also needed for reducing fractions to lowest terms and recognizing equivalent fractions.

3.5. Percentages

Knowing how to calculate the percentage of a number is a fundamental component of many aspects of life. Percentage calculations are also important in business and are used in various professional settings, such as when calculating taxes or employee raises. A percentage is a portion of a whole, per 100. You'll need percentages for tasks like figuring out tip amounts, municipal tax discounts, calculating raises of your salary among others.

Calculating salary and raises

How to calculate for themselves what their earnings will be - this primarily refers to the salary you will receive from your employer. Does the salary cover the costs they have, which means the cost of transportation to work and how many working days they have and how many days off? Is work paid during the holidays as required by law?



Module 3: Mathematical skills

3.6. Algebra

Solving for an unknown

Solving for an unknown variable is a basic algebra problem. Algebra is a part of math that uses letters and other symbols to represent numbers and quantities in a formula or equation. A variable is an alphabetic character (A, B, etc.) that represents a number in an equation. Solving for the unknown might be as simple of $B = 20 + 20$. The unknown variable (B) is the sum of the two numbers, or 40.

3.7. Time estimates

Determining time estimates

You can use your basic math skills to keep tasks to schedule.

For example, you have a project due that has 10 equal tasks/parts. You have already completed three parts in nine days. When your manager asks how long the rest of the project will take, you can use basic math skills to provide them with an estimate of three days per task or 21 workdays in total.

What does the arithmetic operation look like?

3 tasks = 9 days -> 3 days per task

7 tasks = 21 days still needed

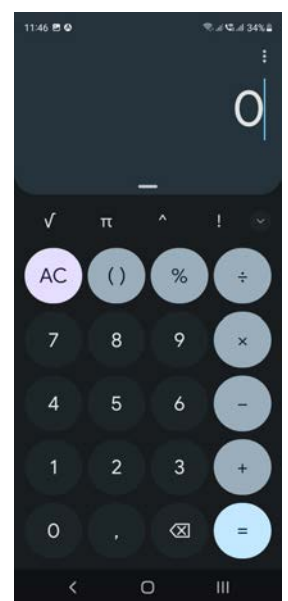
10 tasks = 30 days in total

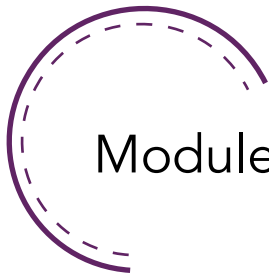
3.8. Calculator on mobile phone

The use of mobile phones is widespread and almost every person has such a device and every phone has a calculator.

The knowledge of using this device in a proper way is important.

- Open the App drawer.
- Search and tap on the Calculator icon, after that the calculator will be shown on the display.
- Tap the calculator keys to enter numbers and arithmetic operators on the calculator's display, just like you would use a normal calculator.
- Tap the Delete Key or delete the last number or operator you entered.
- Tap the Clear Key (AC) to clear the calculator's display





Module 3: Mathematical skills

3.9. Fiscal cash registers

What is a cash register?

A business machine that usually has a money drawer, indicates the amount of each sale, and records the amount of money received.

A machine used in a business to calculate the amount of cash due for a sale and having a drawer to hold money.



What for?

Fiscal cash registers are now used in green markets, so it is important to have knowledge about the use of these cash registers if somebody is planning to look for a job as a saleswoman.

There are different types of cash registers on the market and each manufacturer will instruct you on who to use it properly.

3.10. Fiscalisation

Fiscalization is fiscal law designed to avoid retailer fraud. Fiscal law about cash registers has been introduced in countries to control the grey economy by enforcing all mandatory transaction reporting to the authorities. According to fiscal law, an appropriate fiscal receipt has to be printed and given to the customer.

Fiscal law mostly covers:

- how the electronic cash register should work (functions),
- how the related retail processes should be designed,
- which data should be saved and how,
- which reports for the authorities should be created,
- how and when should reporting be done.

Fiscal law is, in many cases, linked to other laws, such as laws related to accounting, taxation, consumer protection, data protection and privacy.

In case of **fiscal laws**, every government is basically following the same philosophy:

- The tax-related data of every transaction should be stored safely in a manner in which data manipulation is not possible after the transaction is closed



Module 3: Mathematical skills



- Reporting to the tax authority about stored tax related data should be possible any time and without any data manipulation

Based on this philosophy, there are different regulations that must be implemented in the different areas of the retailer's environment.

3.11. Practical Activities

Activity 1:

Addition: list and add your spendings for rent and operational spendings, food, health insurance and mobility (car or tickets for public transportation): How much is left for buying clothes, hygiene articles and leisure activities.

Subtraction: You have got 10 Euros at your disposal, you want to buy 1 kg of oranges (1.99), 1 kg of bananas (1.40), 200g of peppers (1.99), 180g of cheese (4.19): Is there money left?

Multiplication: The price per kilo is 1,50. How much is 3 kilos?

Division: You want to buy a new washing machine. It costs 448.99 Euro. There is an offer for 14 Euros monthly payment over a term of 46 months. How much is the total sum you have to pay?

Activity 2: Fractions:

How many pieces of cake can be cut from a round cake pan ?

How do I prepare a splashed apple juice: 1/3 apple juice and 2/3 mineral water?

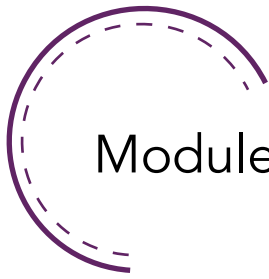
Activity 3: Calculating salary and raises

For example, Ivana needs to earn 600 € this month and earns 20 € every time she walks a dog for one of his neighbors. The “unknown variable” Ivana wants to solve for is how many dog walks she needs to earn the required amount. With basic algebra skills, Ivana would be able to create a simple formula for this equation ($20 \times Y = 600$) and solve for the unknown variable of Y.

$$20 \times Y = 600$$

$$Y = 600 \div 20$$

$$Y = 30$$



Module 3: Mathematical skills

Activity 4:

For example, you have a project due that has 10 equal tasks/parts. You have already completed three parts in nine days. When your manager asks how long the rest of the project will take, you can use basic math skills to provide them with an estimate of three days per task or 21 workdays in total.

What does the arithmetic operation look like?

3 tasks = 9 days → 3 days per task

7 tasks = 21 days still needed

10 tasks = 30 days in total

Activity 5:

Sudoku is one of the most popular puzzle games of all time.

The goal of Sudoku is to fill a 9×9 grid with numbers so that each row, column and 3×3 section contain all of the digits between 1 and 9.

As a logic puzzle, Sudoku is also an excellent brain game. The game improves concentration and focus on problem-solving skills.

It can be played online versions as well as paper versions are available for several levels. It is recommended for practitioners to explain the rules, and give some examples of how game is played.



Module 4: Digital skills

4.1. Digital competence

Digital competence includes all the skills an individual needs to navigate, learn, work and participate in a digital society. Digital literacy includes more than just computer application skills and "encompasses a wide range of behaviours, strategies and identities that are important in a particular digital environment".

(A. Holdener, S. Bellanger, S. Mohr: "Digitale Kompetenz" als hochschulweiter Bezugsrahmen in einem Strategieentwicklungsprozess. Hrsg.: Wachtler Josef. Waxmann Verlag, Münster 2016.)

Digital competence is one of the key competences for lifelong learning. This module prepares you to acquire these competence and includes exercises to test what you have learned.

4.2. What is technology made for?

Technology was created to make many processes easier. Faster processing and retrieval is the main benefit we get from the different devices and applications. It is possible to communicate faster and better over long distances than with previous methods and to make communication more personal through image transmission. Conferences and conversations, for example, can now be conducted virtually instead of requiring a long journey. Messages and invoices can be sent in seconds instead of days. Forms can be used over and over again through templates. Many everyday things are also simplified, read more in the following chapters.

4.3. Devices

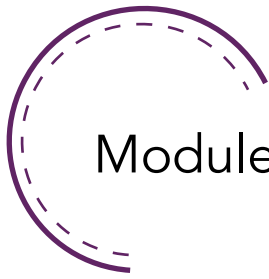
4.3.1. Smartphone

Smartphones have a very **high resolution** compared to their size and you can use them without any input devices. The smartphones are designed to be a permanent companion. Because of that all components are of high quality. The most important functions are the **camera** to make photos and videos, **navigation system, time planner, internet, social media, games** and many other purposes, clock with alarm and nearly any other function you can imagine. All these functions are realised via **applications (apps)**.

Most important operating systems are Android from Google and iOS from Apple.

4.3.2. Tablet

Tablets have nearly all functions a smartphone has, but because of their **bigger size** they are not so portable. Because of that it is not very common that they have their **own mobile connection** and are mostly used via wireless lan. Without the mobile connection they also have not the ability to use them



Module 4: Digital skills

for calls via the telephone network, but they can be used for **video calls** with an app. For the tablet there are many accessories available like a keyboard, which make a notebook out of them.

4.3.3. Personal Computer

The Personal Computer or short **PC** consists normally of 4 devices, the **monitor**, **case** with the computer, a **keyboard** and a **mouse**. Thus, it is not easily portable and designed for a stationary use.

The mouse and the keyboard are used to operate the computer. The keyboards have different layouts, which are named after the first line of letters on the keyboard: England/Spain QWERTY.

In general the PC has the highest computing power of the different devices to access the internet. If you need high power or a large screen, the PC would be your best choice.

4.3.4. Notebook/Laptop

The portable version of a personal computer is called Notebook or Laptop and is available from a size of about 10 inches display diagonal up to 21 inches. Most common is a size of about 15 inches, larger ones are not so easily portable any more.

Notebooks have **all functions** a computer has, but are portable, because the screen and a battery as power unit are already integrated. Some notebooks also have a **touch screen** which makes them as comfortable as tablets, they are only heavier. Every notebook can connect via WIFI to the **internet** some also to mobile networks like smartphones.

4.4. The Internet

1. Browser
2. Important sites
3. Security notes

Today the usage of the internet or world wide web is essential for many purposes.

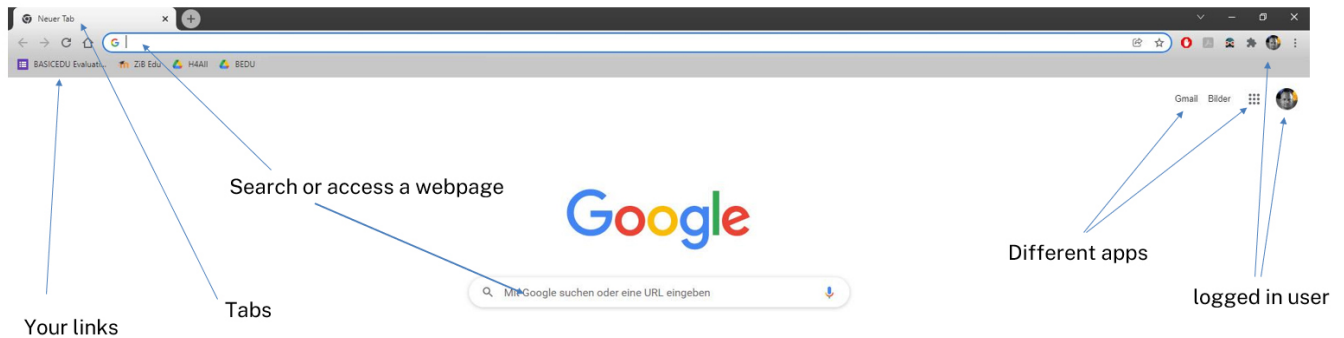
The access to the internet enables everyone to get information from all over the world - if there are no restriction. You can get the latest news, declare taxes, call someone far away, watch movies or sports, read publications, chat or play with people far away. You can get in touch with everyone on the planet using it.

To use it you only need a browser or a programme/application which has similar functions. The most common browsers are Google Chrome, Microsoft Edge, Mozilla Firefox and Apple Safari.



Module 4: Digital skills

4.4.1. Browser



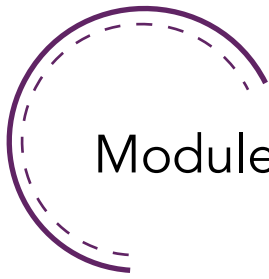
This is the starting screen of the Chrome Browser. To access a website you can use one of the search fields or click on one of the links. If you log in all your links will be saved in your profile. If you are using a public computer, never forget to log out afterwards, because sometimes also your passwords are saved. You can find several tutorials on YouTube how to use the browser of your choice.

4.4.2. Important sites

In the Internet you will find many sources of information, you can get in touch with other people on social networks, buy wares and goods and much more.

Recommendable sites:

- **Wikipedia.org** is a free encyclopaedia which contains a huge amount of articles, but it is editable by anyone, so not everything must be 100% correct.
- **Facebook** is the most used social network in the world and you can use it to connect to friends and other people.
- **WhatsApp** (subsidiary of Facebook) or other messengers such as Signal or Telegram are messenger platforms which also have a business version to send short messages to friends, colleagues and customers or phone or video chat with them with no extra cost.
- **Instagram** (subsidiary of Facebook) is a platform where you can upload photos and or advertise your company.
- **YouTube** (subsidiary of Google) is a platform to upload videos and tutorials, or language lessons.
- **Email** platform: You should register an email address to be able to receive and send emails to other people. You can choose international companies like Google, Microsoft or Apple which



Module 4: Digital skills

have the problem that US government agencies may access them or European companies like German GMX where your data is under European law.

- **Internet shopping:** There are big sites where you can get nearly everything but it can be useful to also look on smaller sites to get better prices. To compare process you can use websites you will find in your search engine.
- **LinkedIn:** is a social network oriented to business use, business and employment. Each user reveals his work experience in addition to his/her skills, the web connects millions of companies and employees.
- **Xing:** is a professional social network. It is also called an online networking platform, since its main utility is to manage contacts and establish new connections between professionals in any sector.

There are many more interesting sites, you just need to enter something inside the search engine and find out.

4.4.3. Security notes

If you are using a device in the internet always try to use a firewall and a virus protection software. If you don't have this attackers can steal your personal data and get onto your device and get your stored data.

Please be careful entering your personal data on websites, because something you once put inside the internet might stay there forever.

If you are using a password use secure ones. You have the possibility to use password generators like <https://passwordsgenerator.net/>

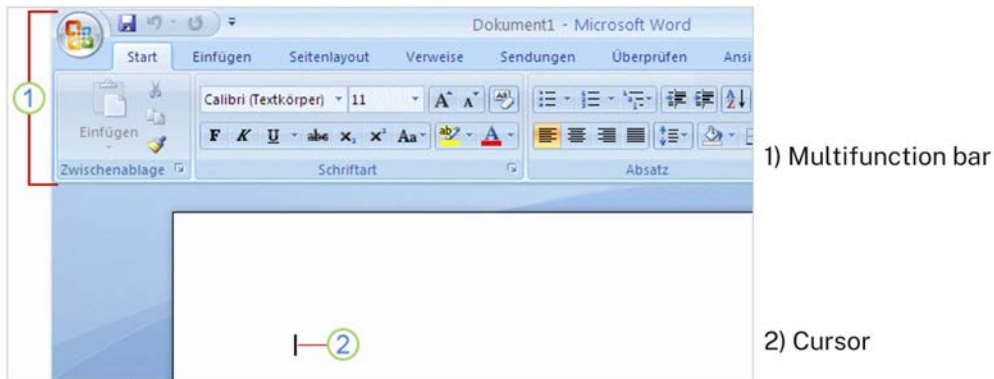
An example for a secure password is this: Sj3b\$7b9dgYG it includes numbers, symbols, large and small letters.



Module 4: Digital skills

4.5. Programmes

4.5.1. Word processing



A word processor is a very useful tool. You can write text like your CV and applications and also save them to open them for later use again.

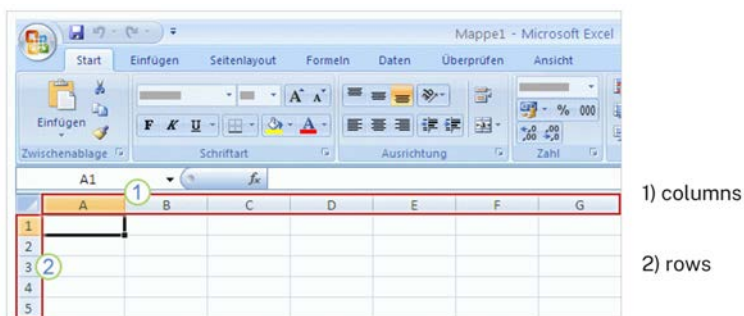
To get to know all the functions of the software I recommend to visit the site of the producer.

Tutorials about Microsoft Word you can find under this link:

https://support.microsoft.com/en-gb/office/word-for-windows-training-7bcd85e6-2c3d-4c3c-a2a5-5ed8847eae73?wt.mc_id=otc_home

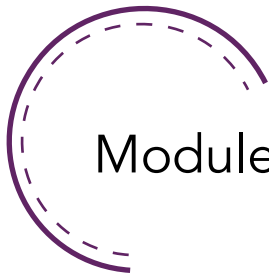
Tutorials about Google Docs you can find under this link: <https://support.google.com/a/users/answer/9282664?hl=en>

4.5.2. Spreadsheet



To get to know all the functions of the software I recommend to visit the site of the producer.

Tutorials about Microsoft Excel you can find under this link:

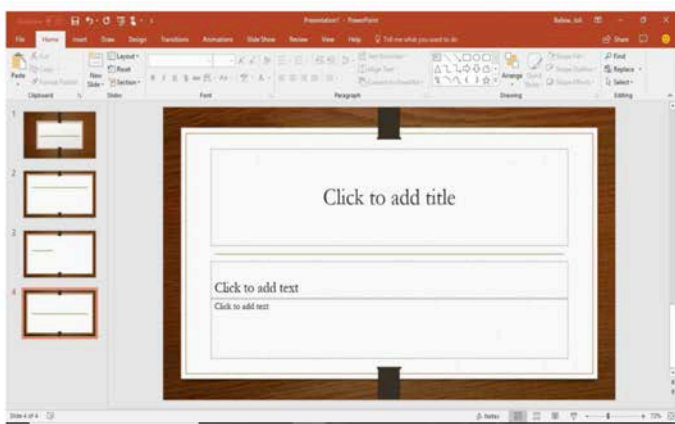


Module 4: Digital skills

https://support.microsoft.com/en-gb/office/excel-video-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb?wt.mc_id=otc_home

Tutorials about Google Sheets you can find under this link: https://support.google.com/a/users/answer/9282959?visit_id=637752582917090053-3644478488&rd=1&hl=en

4.5.3. Presentation



An example for a presentation software is PowerPoint, on which this presentation is made.

A presentation programme gives you the opportunity to show your ideas on slides with different templates to a group of people. You can include text, images, videos, charts and much more.

To get to know all the functions of the software I recommend to visit the site of the producer.

Tutorials about Microsoft PowerPoint you can find under this link:

<https://support.microsoft.com/en-gb/office/create-a-presentation-in-powerpoint-422250f8-5721-4cea-92cc-202fa7b89617>

Tutorials about Google Slides you can find under this link: https://support.google.com/a/users/answer/9282488?visit_id=637752582917090053-3644478488&hl=en&rd=1

4.5.4. Navigation Software

There are many apps to get from one place to another if you don't know the way. A software/app which is available everywhere if you have internet is Google Maps. You can use it to calculate the duration to a destination by foot, bicycle, train and car.

If you have no internet available at the destination you can also use an app where you can download the map before, like maps.me or Offline Organic Maps Hike&Bike and many more.

Module 4: Digital skills

4.6. Practical activities

Don't forget to watch the Tutorials of the programmes which are interesting for you:

Tutorials about Microsoft Word you can find under this link:

https://support.microsoft.com/en-gb/office/word-for-windows-training-7bcd85e6-2c3d-4c3c-a2a5-5ed8847eae73?wt.mc_id=otc_home

Tutorials about Google Docs you can find under this link: <https://support.google.com/a/users/answer/9282664?hl=en>

Tutorials about Microsoft Excel you can find under this link:

https://support.microsoft.com/en-gb/office/excel-video-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb?wt.mc_id=otc_home

Tutorials about Google Sheets you can find under this link: https://support.google.com/a/users/answer/9282959?visit_id=637752582917090053-3644478488&rd=1&hl=en

Tutorials about Microsoft PowerPoint you can find under this link:

<https://support.microsoft.com/en-gb/office/create-a-presentation-in-powerpoint-422250f8-5721-4cea-92cc-202fa7b89617>

Tutorials about Google Slides you can find under this link: https://support.google.com/a/users/answer/9282488?visit_id=637752582917090053-3644478488&hl=en&rd=1

After watching the Excel/Sheets Tutorial, you are ready for a lesson.

4.6.1. Word lesson

Exercise on how to use Microsoft Word

Task 1:

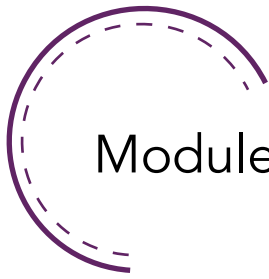
Change the font sizes in the following texts:

Write me in size 8.

Write me in size 12.

Write me in size 24.

Write me in size 27.



Module 4: Digital skills

Task 2:

Change the fonts in the following texts:

Write me in "Times New Roman"

Write me in "Bookman Old Style"

Write me in "Arial"

Write me in "Ashley"

Task 3:

This text should be exactly in the middle of the page.

Task 4:

This text should be right-justified.

Task 5:

This line should be in italics.

This line should be bold.

This line should be underlined.

This line should be all together.

Task 6:

Let the font colour of this line be green.

The font colour of this line should be red.

This line should have a green background.

This line should have a red background.

Task 7:

Write some short lines and:

Indent them a little

(but please don't just write spaces in front of them)



Module 4: Digital skills



Task 8:

There is a writing error here! Windows shows it like this. You can improve it by hand, or look what Windows suggests. Sometimes you can take over this suggestion directly.

Try it out!

Task 9:

With Word you can easily

choose fonts

choose font sizes

and make bulleted lists

(the previous three lines are to be formatted as bulleted lists)

Change the

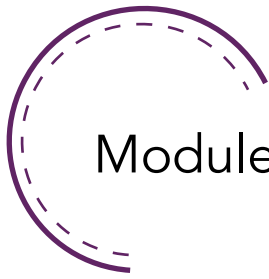
- type of enumeration.
- It should
- be a numbered enumeration.

1. and this
2. should be an
3. unnumbered enumeration.
4. but not with the dots ("bullets"), but with a different bullet character.

Create your own bullet formatting below:

Task 10:

Change the column width in this column - it should be wider.	Change the background colour in this column.	Change the cell alignment in this column. This text should be right-aligned and at the bottom.
connect the cells above		



Module 4: Digital skills

Task 11:

Mark this line with the mouse
and then click under Start -> Cut
Select this text, click Start -> Paste.
Undo the action by Control-Z and repeat it.

Task 12:

Insert a page number.

Task 13:

Insert an image.

Module 4: Digital skills

4.6.2. Excel lesson

Exercise on how to use Microsoft Excel

Exercise on formulas with relative and absolute references:

How does Thomas Edison's salary change if you change the number of hours or if you change the hourly rate?

Name	Vorname	Hourly rate	hours	salary
Edison	Thomas	€ 21.00	160	
Meier	Peter	€ 19.00	162	
Detlefsen	Detlef	€ 15.00	165	
Müller	Michael	€ 12.00	160	
Wulfson	Walburga	€ 21.00	160	
Totti	Regina	€ 15.00	160	
Evangelista	Angela	€ 13.00	161	

Salary : Thomas Edison

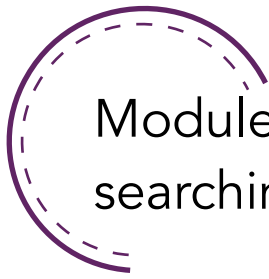
	€ 18.00	€ 19.00	€ 20.00	€ 21.00	€ 22.00	€ 23.00	€ 22.00	€ 23.00
130								
140								
150								
160								
170								
180								
190								
200								

Solution:

Name	First name	Hourly rate	Hours	Salary
Edison	Thomas	€ 21.00	160	€ 3,360.00
Meier	Peter	€ 19.00	162	€ 3,078.00
Detlefsen	Detlef	€ 15.00	165	€ 2,475.00
Müller	Michael	€ 12.00	160	€ 1,920.00
Wulfson	Walburga	€ 21.00	160	€ 3,360.00
Totti	Regina	€ 15.00	160	€ 2,400.00
Evangelista	Angela	€ 13.00	161	€ 2,093.00

Salary : Thomas Edison

	€ 18.00	€ 19.00	€ 20.00	€ 21.00	€ 22.00	€ 23.00	€ 22.00	€ 23.00
130	€ 2,340.00	€ 2,470.00	€ 2,600.00	€ 2,730.00	€ 2,860.00	€ 2,990.00	€ 2,860.00	€ 2,990.00
140	€ 2,520.00	€ 2,660.00	€ 2,800.00	€ 2,940.00	€ 3,080.00	€ 3,220.00	€ 3,080.00	€ 3,220.00
150	€ 2,700.00	€ 2,850.00	€ 3,000.00	€ 3,150.00	€ 3,300.00	€ 3,450.00	€ 3,300.00	€ 3,450.00
160	€ 2,880.00	€ 3,040.00	€ 3,200.00	€ 3,360.00	€ 3,520.00	€ 3,680.00	€ 3,520.00	€ 3,680.00
170	€ 3,060.00	€ 3,230.00	€ 3,400.00	€ 3,570.00	€ 3,740.00	€ 3,910.00	€ 3,740.00	€ 3,910.00
180	€ 3,240.00	€ 3,420.00	€ 3,600.00	€ 3,780.00	€ 3,960.00	€ 4,140.00	€ 3,960.00	€ 4,140.00
190	€ 3,420.00	€ 3,610.00	€ 3,800.00	€ 3,990.00	€ 4,180.00	€ 4,370.00	€ 4,180.00	€ 4,370.00
200	€ 3,600.00	€ 3,800.00	€ 4,000.00	€ 4,200.00	€ 4,400.00	€ 4,600.00	€ 4,400.00	€ 4,600.00



Module 5: Labour market orientation Job searching tools and strategies

5.1. Definition

A labour market is the place where workers and employees interact with each other. In the labour market, employers compete to hire the best, and the workers compete for the best satisfying job.

Both developed and developing countries have been experiencing transformations in their labour market structures as a result of globalization and economic framework.

In order to keep step with the transformations occurring in the labour market and ensure full employment, it is essential to have a better understanding on the dynamics in the labour market and the actors of the labour market.

5.2. Statistics

- 2021: 402,000 people registered with the Employment Agency AMS as unemployed or in training. This is 119,000 or 22.8% less compared to December 2020 and 5,000 less 2019.
- Labour force participation 2020: 81 percent for men and 72.1 percent for women. <https://de.statista.com/statistik/daten/studie/292880/umfrage/erwerbsquote-in-oesterreich-nach-geschlechtern/>
- December 2021: increase of job vacancies by 101.9% in comparison to 2020 <https://www.ams.at/arbeitsmarktdaten-und-medien/arbeitsmarkt-daten-und-arbeitsmarkt-forschung/arbeitsmarktdaten#tirol>.
- Relevant industries in Tyrol: production of material goods (industry and trade) - public sector (public administration, education, health and social services) - trade - construction - accommodation and catering/tourism https://www.meinbezirk.at/tirol/c-lokales/welche-branche-traegt-am-meisten-zum-tiroler-gesamteinkommen-bei_a3553260

5.3. Labour market legislation

- Employment contracts regulate all rights, responsibilities, duties and conditions of employment that make up the legal relationship between employer and employee.
- Dienstzettel with minimum of information is compulsory
- Type of employment contract depend on the type of employment:
 - permanent employment: regular salary or hourly rate; run until they are terminated by employer or employee; full employment right
 - full-time employment - part-time employment - marginal employment



Module 5: Labour market orientation Job searching tools and strategies



- fixed-term employment: fixed end date; basic employment rights;
- seasonal employment: catering, construction, agriculture
- casual employment: no fixed hours per week
- temporary work: labour leasing
- self employment
- Normal working hours is 8 hours per day or 40 hours per week. Depending on the collective agreement, there is also less hours per week (full time) or more (catering and hotel and construction industry etc.)
- Overtime: when working more than the full working hours according to the collective agreement. There are overtime limits. When working part-time it is called extra hours. Overtime and extra hours have to be either paid or compensated it in the form of extra time off.
- Holidays: 5 weeks paid leave per working year
- Termination: employee resignation, my mutual agreement or employer's notice;
- Dismissal: termination of employment by the employer without notice according to very special rules

Unions and supporting organisations

Austrian Federation of Trade Unions ÖGB: with 7 different trade unions, depending on the occupational sector; separate provincial organisation with an own office in each Austrian province.

Website: <https://www.oegb.at>

Request for membership: website; registration form available in several languages

Membership cost: usually 1 per cent of the gross income per month.

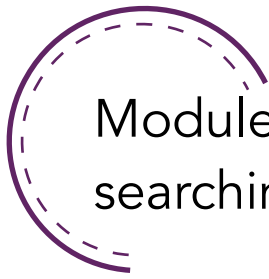
Chamber of Labour (Arbeiterkammer) with offices in all Austrian provinces

Website: <https://www.arbeiterkammer.at/index.html>

Membership is for free and automatic as soon as you are employed.

Ombudsman's office for equal treatment

For many different areas to which people can turn if they want to claim their rights.



Module 5: Labour market orientation Job searching tools and strategies

Health and safety legislation

Everyone in Austria has equal access to all health services due to a solidary social insurance system based on the model of compulsory insurance.

All employed persons in Austria are compulsorily insured. Exception: marginally employed persons.

Co-insurance for family members or life partners Special regulations for pensioners, the unemployed, recipients of minimum benefits, social assistance and asylum seekers.

Safety at the workplace: The employer is responsible for the preventive measures. There are regulations for the protection of working people e.g. workplace evaluation and health and safety document which are compulsory.

5.4. Educational & professional qualification

There are approx. 200 apprenticeships in Austria:

<https://www.lehrstellenportal.at/berufe/>

[https://www.google.com/search?](https://www.google.com/search?client=safari&rls=en&q=Wer+darf+eine+Lehre+machen%3F&ie=UTF-8&oe=UTF-8)

[client=safari&rls=en&q=Wer+darf+eine+Lehre+machen%3F&ie=UTF-8&oe=UTF-8](https://www.google.com/search?client=safari&rls=en&q=Wer+darf+eine+Lehre+machen%3F&ie=UTF-8&oe=UTF-8)

<https://erwachsenenbildung.at/bildungsinfo/kursfoerderung/10822-lehre-fuer-erwachsene.php>

Short training courses

Health care: certified nursing assistant, nursing assistant, home help: <https://www.senecura.at/berufsbilder/>

Childcare: assistant for kindergarten, crèche and after-school care:

<https://www.tirol.wifi.at/kurs/10141x-ausbildung-fuer-assistenzkraefte-in-kinderbetreuungseinrichtungen>

https://www.bfi.tirol/kursprogramm/elementarpaedagogik/elementarpaedagogik.html?tx_bfitirol_kurse%5Bkurse%5D=29744&tx_bfitirol_kurse%5Baction%5D=show&tx_bfitirol_kurse%5Bcontroller%5D=Kurse&cHash=1a9e01712b4c333fa67f777b2f444db2

<https://www.kinderbetreuung-tirol.at/ausbildung/ausbildung-assistentin/assistentkraft-fur-kinderkrippe-kindergarten-und-hort>



Module 5: Labour market orientation Job searching tools and strategies



Short training courses

Catering:

<https://www.aubi-plus.at/berufe/thema/berufe-in-der-gastronomie-und-im-hotel-4/>

<https://www.bfi.wien/tourismus-raumgestaltung/hotellerie-gastronomie/>

<https://www.ausbildungskompass.at>

School assistance: for school, kindergarten etc.; no standardised training;

Intercultural translators for asylum procedures: <https://uepo.de/2019/09/12/quada-vhs-wien-startet-fuenfmonatigen-lehrgang-fuer-dolmetscher-im-asylverfahren/>

Recognition of qualifications acquired abroad: ZeMiT: <https://www.zemit.at/de/>

Consulting services

Innovia: <https://bildungsberatung.innovia.at/>

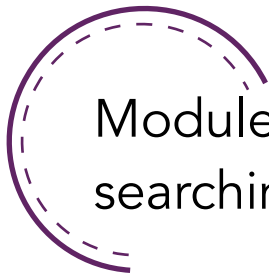
ITWORKS Jobservice Tirol: ...

KAOS: http://www.kaos4all.com/home_wofuerwirstehen.html

5.5. Required competences and skills

That are the 10 key skills of tomorrow's labour market

- Analytical thinking and innovation
- Active learning and learning strategies
- Complex problem-solving
- Critical thinking and analysis
- Creativity, originality and initiative
- Leadership and social influence
- Technology use, monitoring and control
- Technology design and programming
- Resilience, stress tolerance and flexibility
- Reasoning, problem-solving and ideation
- Basic skills: literacy skills, mathematical skills, digital competence, organizational skills, learning competence



Module 5: Labour market orientation Job searching tools and strategies

5.6. Job search and application process

CV is an important part of job search because it is a document where you can gather all your competencies, experiences and qualifications in one place.

A resume summary is a professional statement at the top of a resume. It describes the candidate's relevant experience, skills, and achievements. The purpose of this career summary is to explain your qualifications for the job in 3-5 sentences and convince the manager to read the whole resume document.

Along with helping with your layout, resume examples can show you what kind of content you should include in your document.

Below there is link to examples for resume formats:

<https://www.thebalancecareers.com/resume-formats-with-examples-and-formatting-tips-2063591>

CV preparation

Key items:

Personal details: name, contact details including address, telephone number or numbers and email address

nationality, date of birth, driving license

Skills: highlighting your key skills which should refer to and be relevant for the position you are applying for

Experience: work experience set out in reverse chronological order, i.e. most recent experience first focus on achievements and successes and highlight abilities that were demonstrated

Education: list of qualifications and brief educational details

Other relevant information: supplementary information including hobbies, interests, etc. It might give the interviewer a fuller picture of you. Keep it short.

References: to previous employments i.e. with names and contact details for referees (who should be asked before including their names on the CV)

Job application checklist



Module 5: Labour market orientation Job searching tools and strategies



5.7. Interview and self-presentation skills

There are different **types of interviews**, but they all serve the same purpose of letting interviewers evaluate your skills, knowledge, experience, education, and personality to determine if you're right for the position. There might be a phone interview beforehand.

Some companies can ask the candidate to complete a **test** as part of the interview process. These tests usually evaluate how the candidates handle certain situations, the level of skills in leadership, customer service and problem-solving. Usually, these tests consist of multiple choice questions.

10 Most Common Job Interview Questions and Answers (<https://www.inc.com/jeff-haden/27-most-common-job-interview-questions-and-answers.html>)

Tips for the candidates

Applicants should pay attention when introducing themselves to some points for leave a great impression. Some of these points are listed below.

- Start by researching the company and your interviewers
- Physical appearance: dress, hair, hygiene
- Body language - eye contact
- Prepare a short greeting and introduction of yourself
- Rehearse your introduction with a friend.

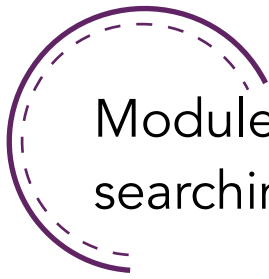
More tips and hints:

<https://www.indeed.com/career-advice/interviewing/how-to-introduce-yourself-in-an-interview>

5.8. Conclusions

The theoretical part of the module gives an insight into the most important topics and also enables the participants (mentors) to delve into the topic via the links provided.

The following practical exercises or activities give ideas about how to work on the topics with the target group of women.



Module 5: Labour market orientation Job searching tools and strategies

Methodology:

- Activate the existing knowledge about the individual topics, gather experiences
- Close gaps in knowledge
- Work on specific career aspirations
- Work on the basis of learning outcomes: The women should be given tools to help them in their job search and be more self-assertive and clear about their future job career.

5.9. Practical activities

Activity 1: Unions and supporting organisations

Procedure:

Go to the ÖGB website: <https://www.oegb.at> and find out which union is responsible for your job. Click on the online form for membership and see in which languages it is offered

Chamber of Labour (Arbeiterkammer) with offices in all Austrian provinces

Website: <https://www.arbeiterkammer.at>

In the menu, look for the heading Guidance and there for the topic Apprenticeship and Second Chance Education.

Ombudsman's office for equal treatment

Go on the website of the Ombudsman's Office of Tyrol and try to find out which discrimination listed could affect women.

<https://www.tirol.gv.at/gesellschaft-soziales/gleichbehandlung-antidiskriminierung/>

Learning goals:

Get to know the most important support organisations



Module 5: Labour market orientation Job searching tools and strategies



Activity 2: Educational & professional qualification

Procedure:

Each participant is supposed to research what training opportunities are available in the desired occupational field and draws up a list:

- Where do they exist?
- How long does the training take?
- What are the requirements?
- Is the training full-time or part-time?

Learning goals:

Conduct research independently, but with support

Activity 3: Required competences and skills

Procedure:

As a follow up of activity 1 (Module 2), the participants search for their dream jobs via job portals and print out 1-3 copies or they search in provided print media at the job advertisements.

The required skills and abilities are marked and then written down. They then try to either find out if they meet the requirements and/or – on a higher level – to what soft skills of slide 12 (Required skills and competences) they can be assigned.

Learning goals:

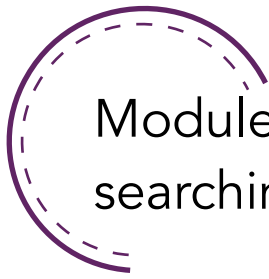
They analyse a job offer for the requirements and find out whether they meet them or not.

Activity 4: Application process: writing a first CV draft

Procedure:

Write a draft with the following items (see slide 14 + 15)

- Personal details
- Skills
- Experience
- Education
- Other relevant information



Module 5: Labour market orientation Job searching tools and strategies

- References

As a homework, a complete CV can be written.

Find out about consulting services that help with CV: Innovia, KAOS i.e.

Learning goals:

Get a first insight into writing a CV, collect the most important personal items.

Activity 5: Self-presentation skills

Procedure:

As a start, a job interview can be watched to collect the rules (YouTube video). Each woman prepares specifically for a job interview: she chooses a job offer, prepares and then practises the interview in a role play with the mentor as employer or personnel manager.

The other participants listen and then the interview is analysed together (don't forget to introduce feedback rules beforehand).

Variation: filming the role play

Learning goals:

Get to know the most important rules of a job interview.

Gain more confidence by simulating the job interview.

5.10. Tips and hints

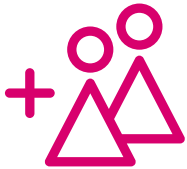
The activities described can be modified individually and flexibly. It is important to deal well with the theoretical part and the links for deepening.

As a mentor, you are not a know-it-all, but always a learner yourself. However, you draw on your own wealth of experience in relation to your work biography.

As far as the selected occupational fields are concerned, these are only to be seen as examples. If the women aspire to other occupational fields, then it is important to inform themselves together.

<https://www.ams.at/arbeitsuchende/arbeitslos-was-tun/jobsuche-online-und-mobil#tirol>





BASICEDU

www.basicedudwe.com

OMÜ Sağlık Kültür ve Spor Daire Başkanlığı
Rektörlük Binası, Kurupelit Kampüsü
55139 Atakum/SAMSUN TÜRKİYE
www.omu.edu.tr