

2019-1-AT01-KA202-051516

ACCESSIBLE WORK 4 ALL



INFORMATION IS EMPOWERMENT

COMMUNICATION  
APPLICATION  
PERSONNEL  
CONTRACTS

# TRAINING PACKAGE

[www.accessiblework4all.eu](http://www.accessiblework4all.eu)










## Module 3 – PERSONNEL

- Unit description: discussion (fishbowl method) – visualize results – watch the video – compare results
- Unit 3.1 – work certificate, job reference and letter of recommendation
- Materials: space for a circle of chairs, flip chart, writing materials, internet access
- Knowledge: understand and organise employee reference documentation
- Skills and competences: exchange in a group, practice signing spontaneously, express own opinion in front of the group, argument, allow a change of perspective, filter and cluster information
- Responsibility and autonomy: be able to request relevant reference documentation

### UNIT 3.1 – WORK CERTIFICATE, JOB REFERENCE AND LETTER OF RECOMMENDATION

<p><b>Videos associated</b></p> 	<p><b>Work certificate, job reference and letter of recommendation</b></p>
<p><b>Setting</b></p> 	<p><b>Classroom / Online</b></p>
<p><b>Type of activity</b></p> 	<p><b>Plenary</b></p>
<p><b>Timeframe</b></p> 	<p><b>60 minutes</b></p>
<p><b>Brief description of the activity</b></p> 	<p>In-person setting: The trainer introduces the topic and explains how the discussion should take place. For visual support, they should use the PowerPoint presentation. The fishbowl method also called the inside and outside circle method is a dynamic possibility to exchange knowledge and opinions about the topic in a group. Further instructions about this method, the rules and the process can be found in the section about further resources. There are several different versions.</p> <p>There should be a discussion about work certificates, job references and other important documents, which employees need. What should you</p>



consider after resigning? What documents do you need from a company before you leave? These are examples of questions that the moderator/trainer may ask. The participants should share experiences with each other about information, perspectives and tips. The results should be collected and written down on a flipchart. At most two persons from the observer circle should be chosen and be responsible for this task. Afterwards, the video job reference is shown to the whole class. Then the results should be compared. Did the video offer new information? Are the results from the discussion the same as in the video? Where are the differences? The trainer should point out/underline the right results so that the participants do not remember incorrect information.

Online setting:

The fishbowl method can also be implemented well in a Zoom session. 5 persons leave their camera turned on so that five video tiles are visible for everyone. The rest of the participants turn their video off (and click on the three dots in the top right-hand corner of the video and select "Hide Non-Video Participants"). One video tile stays "free" so that there is the possibility for one other person to tune in from the observer circle. After the person has added their arguments, they turn off their video leaving the space free for another person to tune in.

Afterwards, the results should be presented visually. Different tools can be used: a PowerPoint presentation, [www.mindmeister.com](http://www.mindmeister.com), [www.padlet.com](http://www.padlet.com) etc. the participants should then watch the video and compare the results together with the whole group.

Note: For many online tools you need to register beforehand, but there are often free versions available if you don't want to purchase a licence.

**Glossary**



job reference, letter of recommendation, a work certificate

**Country specific section**



***There is no country-specific section in this unit.***

**Sources / further reading / resources**

Fishbowl-Method explained in more detail in German:

- [https://www2.klett.de/sixcms/media.php/229/Arbeitsblatt\\_313273\\_0023.pdf](https://www2.klett.de/sixcms/media.php/229/Arbeitsblatt_313273_0023.pdf)



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








- <https://www.oekolog.at/static/fileadmin/oekolog/dokumente/Fishbowl-Diskussion.pdf>



- Unit description: watch the video – draw a mind-map
- Unit 3.2 – work and education
- Materials: smartphone/tablet/laptop, paper, drawing materials
- Knowledge: understand further education opportunities for employees
- Skills and competences: observing important information, structuring information, creativity, defining terms in a simple way
- Responsibility and autonomy: be able to choose and organise relevant further education opportunities

### UNIT 3.2 – WORK AND EDUCATION

<p><b>Videos associated</b></p> 	<p>Work and education</p>
<p><b>Setting</b></p> 	<p>Plenary and individual task</p>
<p><b>Type of activity</b></p> 	<p>Individual work / Whole class</p>
<p><b>Timeframe</b></p> 	<p>90 minutes</p>
<p><b>Brief description of the activity</b></p> 	<p>In-person /online setting: In the beginning, the participants watch the video “work and education”. Then they have time to sign with the trainer about it. Do they need clarification? Are any of the signs unclear? etc. In order to help explain the words and signs, the lexicon can be used: <a href="https://www.accessiblework4all.eu/vocabulary/">https://www.accessiblework4all.eu/vocabulary/</a></p> <p>If necessary, the participants can watch the video again after the clarifications.</p> <p>Then the trainer gives the participants the task of drawing a mind-map about the video. They hand out the worksheet with the instructions.</p>



As inspiration, the participants use the following questions in their mind map:

- What is signed about in the video?
- What important words do you remember?
- What does educational leave mean?
- What are the advantages of further education?
- Why is learning important?
- What do you have to pay attention to, if you want to participate in training?

The participants can choose if they want to draw the picture on a piece of paper or with the help of an online tool.

If the participants need help they can ask the trainer.

#### **Glossary**



*Sabbatical, educational holiday, refund, tax-deductibility, net*

#### **Country specific section**



*There is no country-specific section in this unit.*

#### **Sources / further reading / resources**








*There are no sources/further reading/resources for this unit.*



- **Unit** description: Watching the video – Answering questions – Group discussion with solution sheet – Collecting terms
- Unit 3.3 – work and family
- Materials: laptop/tablet/mobile phone, writing materials, moderation card, flip chart
- Knowledge: understand employees' rights relating to family situation
- Skills and competences: working independently and/or teamwork, sign to written comprehension, reading skills, widening vocabulary (signed and written)
- Responsibility and autonomy: be able to claim family-related rights

### UNIT 3.3 – WORK AND FAMILY

<p><b>Videos associated</b></p> 	<p>Work and family</p>
<p><b>Setting</b></p> 	<p>Classroom / Online</p>
<p><b>Type of activity</b></p> 	<p>Individual work/group discussion</p>
<p><b>Timeframe</b></p> 	<p>45 – 60 minutes</p>
<p><b>Brief description of the activity</b></p> 	<p>In-person setting: Participants will receive a link to the video “Work and Family” and should watch it individually on a laptop, tablet or mobile phone. They have at most 10 minutes for this activity. If there are questions regarding the general understanding, trainers should pause and answer them.</p> <p>Afterwards, the exercise sheet “<b>Work and family</b>” will be distributed. The quiz questions should be answered by participants individually and in writing. If necessary, they can use the video as an aid for answering. As soon as all participants have answered the questions, the trainer uses the solution sheet to compare the correct answers and explains them in detail. In the context of a group discussion afterwards, the most important terms</p>



(see lexicon) and the associated thoughts should be determined, collected and presented visually. In this context, it should be briefly mentioned that different types of families (e.g., homosexual couples, single parents) have the same rights. They can be written on coloured moderation cards or flip charts. The goal of the exercise is that participants can understand the terms as well as define, sign and write them. To achieve the best possible learning outcome, these terms should be repeated in the following session.

Online setting:

Participants receive the relevant link through Zoom from their trainer and should watch the video. Then the exercise sheet will be sent as well.

It is possible to provide the necessary materials in an online classroom:  
<https://classroomscreen.com/>.

Online tool for moderation cards: [www.miro.com](http://www.miro.com) or other alternatives for "sticky notes".

#### **Glossary**



Leave of absence, protection against dismissal, maternity protection, paternal leave, parental leave, parental part-time, care leave, ...

#### **Country specific section**



*There is no country-specific section in this unit.*

#### **Sources / further reading / resources**








<https://www.arbeiterkammer.at/beratung/berufundfamilie/index.html>  
[https://www.oesterreich.gv.at/themen/arbeit\\_und\\_pension/elternkarenz\\_und\\_elternzeit.html](https://www.oesterreich.gv.at/themen/arbeit_und_pension/elternkarenz_und_elternzeit.html)





- Unit description: watch the video – define terms - compare results with the whole class
- Unit 3.4. – home office
- Materials: worksheet\_home\_office\_true\_or\_false (print- or online version), worksheet\_home\_office\_good\_practice\_tips, worksheet\_home\_office\_who\_benefits, flipchart, writing and drawing materials, paper, internet access
- Knowledge: understand the concept of a home office, what is required, allowed and not allowed
- Skills and competences: train attention, train to work independently, finding and preparing information, independent internet research, being able to explain terms in a simple way
- Responsibility and autonomy: be able to request and organise home office

### UNIT 3.4 – HOME OFFICE

<b>Videos associated</b>  	Home office
<b>Setting</b>  	Individual study / Classroom / Online
<b>Type of activity</b>  	Individual work / Group work / Whole class
<b>Timeframe</b>  	60 minutes + 30 minutes for self-study
<b>Brief description of the activity</b>  	<p>In-person /online setting:</p> <p>The trainer introduces the subject of home office using the PPT and explains what it means. After the initial introduction, participants are encouraged to brainstorm in groups what an individual needs in order to be able to work at home. The trainer encourages participants to think about infrastructure, as well as types of tasks. What kinds of jobs can be done from home, what cannot? The groups present their findings and mention the aspects that were new or surprising to them.</p>



The participants watch the video. Then they watch it a second time, concentrating on the advantages and disadvantages of the home office. Following this second viewing, the trainer should collect the advantages and disadvantages on a flipchart, adding any that do not come up in the video.

Following this, participants are invited to complete the true or false worksheet (the answers are based on the information in the video - trainers may invite participants to give any different opinions if there is time) and compare their answers in the group.

As a self-study task, participants should design a poster with good practice tips for the home office. The posters should be bright and colourful, providing home office workers with ideas on how they can improve their home office experience.

Online setting:

The trainer introduces the subject of home office using the PPT and using a whiteboard feature (such as that on zoom), participants are encouraged to brainstorm as above.

The trainer gives the participants a 20-minute break to watch the video twice. The second time, they should concentrate on the advantages and disadvantages of the home office. Back in the group, the trainer and participants collect the advantages and disadvantages from the video and add any that do not come up in the video.

Following this, participants are invited to complete the true or false (digital) worksheet and compare their answers in the group.

An alternative self-study task (see in-person setting) is for participants to design a digital poster on the subject of who benefits from the home office. Participants are encouraged to go online and find pictures that they can copy-paste onto their poster to show in the next (online) lesson. People benefitting from a home office may include people with disabilities, single parents, people with chronic illnesses and more. Participants should show their poster in the next lesson and explain why they chose the people/images they chose.

## Glossary



Work-life balance



**Country specific  
section**



Where relevant (Austria and Poland), trainers should discuss the in-country legal situation (is the home office a right?) as well as the financial benefits of working in-home office.

**Sources /  
further reading/  
resources**








<https://www.ionos.com/startupguide/productivity/working-from-home/>

<http://www.logistics-manager.pl/2020/04/08/sposoby-na-efektywna-prace-podczas-home-office/>



- Unit description: watch the video – define terms - compare results with the whole class
- Unit 3.5. – retirement and invalidity
- Materials: worksheet\_retirement\_01 (print- or online version), Flipchart, writing materials, internet access
- Knowledge: understanding of regulations relating to all kinds of retirement
- Skills and competencies: train attention, train to work independently, finding and preparing information, independent internet research, being able to explain terms in a simple way
- Responsibility and autonomy: be able to claim invalidity and retirement rights

### UNIT 3.5 – RETIREMENT AND INVALIDITY

<p><b>Videos associated</b></p> 	<p>Retirement and invalidity pension</p>
<p><b>Setting</b></p> 	<p>Classroom / Online</p>
<p><b>Type of activity</b></p> 	<p>Individual work / Group work / Whole class</p>
<p><b>Timeframe</b></p> 	<p>60 minutes</p>
<p><b>Brief description of the activity</b></p> 	<p>In-person /online setting: The participants should watch the video, every one by themselves. Afterwards, they receive the self-explanatory worksheet retirement 1 (print or online version) and should solve the task as individual work. The trainer should be always available for questions, but the participants should work independently. The aim is that the participants work out the answers by themselves. Of course, participants can watch the video several times or research on the internet.</p> <p>The trainer should know the terms below (glossary) and be able to explain them.</p>



**Glossary**



Regular pension, standard retirement age, insurance month, compensator allowance, retirement plan, invalidity, pension fund, rehabilitation

**Country specific section**



*There is no country specific section in this unit.*

**Sources / further reading / resources**








*There are no sources/further reading/resources for this unit.*



- Unit description: „Speed Dating “Interviews – watch the video – draw a picture
- Unit 3.5 – Retirement and invalidity
- Materials: worksheet\_retirement\_02, writing- and drawing materials, paper, internet access
- Knowledge: understanding of regulations relating to all kinds of retirement
- Skills and competences: teamwork, train free communication, support creative thinking and working
- Responsibility and autonomy: be able to claim invalidity and retirement rights

### UNIT 3.5 – RETIREMENT AND INVALIDITY

<b>Videos associated</b>  	Retirement and invalidity
<b>Setting</b>  	Classroom / Online
<b>Type of activity</b>  	Pairs / individual work
<b>Timeframe</b>  	60 – 90 minutes
<b>Brief description of the activity</b>  	<p>In-person setting /online setting: The unit consists of three parts building on each other:</p> <ol style="list-style-type: none"> <li>1. Exercise</li> </ol> <p>The participants should question each other and have an exchange in pairs. This should happen just like a speed dating scenario. The trainer arranges the room so that the tables are well placed for the activity and decides on a time for each short interview (approx. 5 minutes). After the time is up, the participants rotate. In order for all participants to know when it's time to rotate, the trainer switches the light off and back on (for example). The participants on one side of the table move one place forward. The persons sitting opposite them stay seated.</p> <p>The trainer hands out the worksheet retirement 2 with suggested questions for the interviews.</p>



In an online setting, this exercise can be carried out with breakout sessions for 2 persons.

2. Video

The participants watch the video "retirement and invalidity".

3. Exercise

The participants should make a creative drawing about what they remember from the video.

The participants can either draw with pens on a piece of paper or use an online tool.

Note: For many online tools you need to register beforehand, but there are often free versions available if you don't want to purchase a licence.

**Glossary**



Regular pension, standard retirement age, insurance month, compensatory allowance, retirement plan, invalidity, pension fund, rehabilitation

**Country specific section**

*There is no country-specific section in this unit.*



**Sources / further reading / resources**

*There are no sources/further reading/resources for this unit.*





## Make a mind map!

### Worksheet

**Module: Module 3 – Personnel**

**Topic: work and education**

**Exercise: mind map**

**Duration: approx. 45 – 60 minutes**

**Watch the video – sign with – the trainer – make a mind map**

### Introduction

**Working and continuing your education at the same time – how is that possible?**

**You watched the video about the topic “work and education” and signed with your trainer about it. What do you remember? What information is important?**

Exercise:

**Draw a mind map.**

**These questions can help you:**

- What is signed about in the video?
- What important words do you remember?
- What does educational leave mean?
- What are the advantages of further education?
- Why is learning important?
- What do you have to pay attention to, if you want to participate in training?

**You can choose if you want to draw with your hands or if you prefer to work digitally.**





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



1. Analog: You need an empty piece of paper, colourful pens, a ruler, ...

**OR**

2. Digital: [www.mindmeister.com](http://www.mindmeister.com) or [www.miro.com](http://www.miro.com)

**If you need help, please ask your trainer!**



# Work and family

## Worksheet

### Module 3 – Personnel

#### Unit: Work and family

#### Exercise: Quiz

Duration: 45 – 60 minutes

Watching the video – Answering questions – Group discussion with solution sheet

### Introduction

Watch the video “work and family” accurately and answer the questions below. Choose the answer you think is right. Single choice (1!) and **multiple-choice** (2!), (3!) or (4!). If there is a term you don’t understand, look it up online or ask your trainer.

### Exercise:

Ten questions:

1. Is a pregnant woman required to inform her boss about her pregnancy? (1!)
  - **Yes, absolutely.**
  - No, she is not.
  - Only if she wants to.
  
2. When does the protection against dismissal for pregnant women start? (1!)
  - 4 weeks before the prospective date of birth
  - **Starting from the 4<sup>th</sup> month of pregnancy**
  - Starting from the 1<sup>st</sup> day of pregnancy
  - There is no such thing as protection against dismissal for pregnant women



3. Which work tasks does a pregnant woman not have to do during the pregnancy?
  - Being on time
  - **Work that is mainly done while standing**
  - Writing and reading e-mails
  - **Working at night**
  - **Working on Sundays or bank holidays**
  - **heavy, physical work**
  
4. May a pregnant woman leave her work for medical examinations within working hours? (1!)
  - No, she must not.
  - **Yes of course.**
  - Yes, she is allowed to go but only once a week.
  
5. What does maternity leave mean? (2!)
  - **Expecting mothers must not work for 8 weeks before the birth date.**
  - Expecting mothers must be protected and are not allowed to work at all
  - **Expecting mothers must not work for 8 weeks after the date of birth.**
  
6. What does paternal leave mean? (2!)
  - fathers of new-born children can go on vacation for a month
  - **fathers of new-born children can have a leave of absence**
  - fathers of new-born children can work less but continue to receive their regular salary
  - **fathers of new-born children can stay at home with the mother and their baby**
  
7. What are the benefits regarding parental leave? (3!)
  - **Parents of a newborn can stay at home together.**
  - **It lasts between a minimum of 2 and a maximum of 35 months.**
  - It lasts between a minimum of 3 days and a maximum of 36 months.



- **Both parents are protected against dismissal during parental leave.**

8. How is parental part-time defined? (3!)

- **It is possible that both parents simultaneously work less.**
- **It is possible to reduce working time.**
- **It is possible to reschedule working hours.**
- You do not have to inform the employer about parental part-time.

9. What is the amount of time you can take “off for care responsibilities” in general? (1!)

- 2 months in 1 year
- 3 days in 1 year
- **1 week in 1 year**

10. What is the difference between time off for care responsibilities, care leave and care part-time?

---

---

---

---

---

---



## True or False?

### Worksheet

#### Module 3 - Personnel

#### Unit 3.4 – Home office

**Exercise:** Participants should say if the following statements are true or false, based on the signed information contained in the video “home office”.

**Duration:** 20-30 Minutes

#### True or False (according to the “home office” video)

1. You usually need an internet connection to work from home.  
a. True    b. False
  
2. Home office deprives a person of personal contact and communication.  
a. True    b. False
  
3. Max feels a clear work-life balance when working in home office.  
a. True    b. False
  
4. Household chores are never a distraction.  
a. True    b. False
  
5. In home office, it is easier for Max to concentrate on the task he is doing  
a. True    b. False



**6. Max can learn adaptive skills in-home office such as responsibility, discipline and creative thinking.**

**a. True b. False**

**7. Working at home means Max needs more time to get up in the morning or get to work.**

**a. True b. False**

**8. The home office is a convenient solution but it requires discipline, motivation and determination**

**a. True b. False**

### **ANSWERS:**

**1. True**

**2. True**

**3. False**

**4. False**

**5. True**

**6. True**

**7. False**

**8. True**



## Good practice tips for home office

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
-



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



## Who benefits from home office?





## Define terms (*online version*)

**Module: Module 3 – Personnel**

**Unit: retirement and invalidity**

**Exercise: Define terms**

**Duration: 60 minutes**

**Watch video – define terms - compare results with the whole class**

### Introduction

In the video „retirement and invalidity “you will find information on the subject of retirement. Can you try to explain and define the terms below? Try it out!

Exercise:

### What do these terms mean?

old-age pension:

claim:

insurance months:

average salary:

retirement plan:

retirement age:

invalidity pension:

preconditions:

rehabilitation:

minimum insurance months:

old-age part-time:



## Define terms (*printed version*)

**Module: Module 3 – Personnel**

**Unit: retirement and invalidity**

**: Define terms**

**Duration: 60 minutes**

**Watch video – define terms - compare results with the whole class**

Introduction

In the video “retirement and invalidity “you learn information on the topic of retirement. Can you try to explain and define the terms below? Try it out!

Exercise:

**What do these terms mean?**

old-age pension:

---

---

---

claim:

---

---

---

insurance months:

---

---

---

Average salary:

---

---

---

Retirement plan:

---

---

---

Retirement age:



---

---

---

Invalidity pension:

---

---

---

Preconditions:

---

---

---

Rehabilitation:

---

---

---

Minimum insurance month:

---

---

---

Old-age part-time:

---

---

---



# Visions of the future

## Module: Module 3 – Personnel

### Unit: retirement and invalidity

### Exercise: Speed Dating

### Duration: 60 minutes

### „Speed Dating“ Interviews – watch the video –draw pictures

#### Introduction

Three exercises await you. Please do the exercises one after another.

#### 1. exercise:

Possible questions for „speed dating “:

- How many years have you already worked?
- What are your wishes for your retirement?
- Can you imagine learning a new hobby in retirement? If yes, what hobby?
- How should your life look like, when you are in retirement?
- Where would you like to live then?

#### 2. exercise:

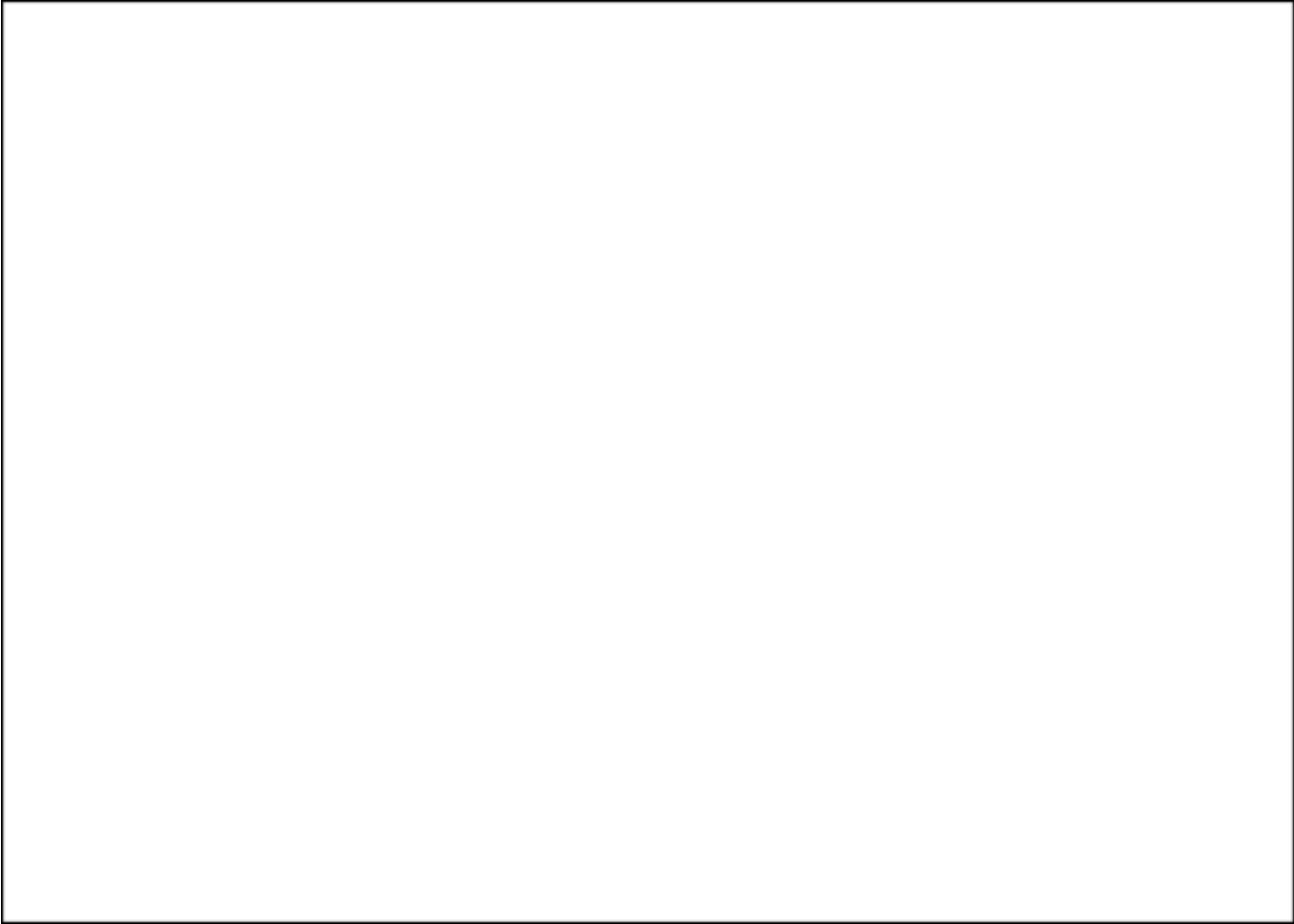
Now watch the video „retirement and invalidity “. There you will find a lot of information on the topic of retirement.

#### 3. exercise:

What do you remember? What pictures popped up in your head? Draw them! Let your creativity flow. There are no wrong results.



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



The content of this document represents the views of the author only and is his/her sole responsibility; it cannot be considered to reflect the views of the European Commission or any other body of the European Union. The European Commission and the Agency do not accept any responsibility for use that may be made of the information.