



UNITE

UKRAINIAN NEWCOMERS'
INTEGRATION TOWARDS EMPLOYMENT

Toolbox

Poland



Project Information

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Introduction

This toolbox has been compiled to support trainers, coaches, and NGO workers who accompany newly arrived people in Poland on their path toward the Polish labour market. It brings together, in a single coherent resource, the mentoring methodology, procedures, exercises, assessment tools, and background material developed within the UNITE project, and organises them into a clear and navigable sequence that mirrors the practical progression of a mentoring programme: from the initial preparations before a programme starts, through individual mentoring and skills development, to matching participants with employers and supporting their health and social inclusion.

Purpose and background

UNITE is built around a common methodology that combines the BIP method (a structured model for individual follow-up and progression) with European principles for the validation of skills and competences. The overarching aim is to give mentors, coaches, and NGO staff a consistent, evidence-informed approach for supporting newly arrived people as they orient themselves in a new society, develop the skills required for employment, and take concrete steps into the Polish labour market — whether through employment, internships, further education, or entrepreneurship.

The toolbox is intended to be used flexibly. Trainers may work through it from start to finish when setting up a new mentoring programme, or use individual modules and exercises on demand, according to the needs of a specific participant or group. Every module has been designed so that it can also stand on its own, while still fitting into the larger logic of the programme.

How this toolbox is organised

Every material included in this toolbox is preceded by a short editorial introduction written specifically for this compilation. Each introduction follows the same structure, so that users can quickly grasp what a module covers, what it is meant to develop in the learner or participant, why it matters, and where to look for further background reading, before working through the original material itself. Though the editorial introductions frame and connect the material and methods into one coherent training resource, we encourage readers to adapt the pace, depth, and combination of modules to the profile, prior experience, and goals of each participant, while using this toolbox as the common reference point for a consistent, high-quality mentoring practice.

In the following five main building blocks of the toolbox are listed. The aim is to create a common methodology for both the UNITE method and mentoring qualifications.

Modules in the UNITE Toolbox:

1. Mentoring programme
2. Individual mentoring
3. Skills development
4. Matching with the labour market
5. Health promotion and social inclusion

The mentoring programme will incorporate the BIP model, integrating skills-based assessment and validation to improve employability. The programme will also cover psychological well-being, trauma and career guidance to support work readiness and networking. Mentors will develop problem-solving, conflict resolution and evaluation skills while promoting inclusion and diversity.

Individual mentoring will involve providing individual support and guidance. This includes personal mentoring to address specific needs and challenges, career guidance to assist with job search, individual skills development and employment opportunities, as well as initiatives to build confidence and independence.

Skills development will focus on raising skills through tailored programmes. Language training will improve communication skills, while basic IT courses will provide basic digital literacy. Communication skills will be developed and social orientation will help refugees understand the norms and values of their new society. Overarching principles, such as participation and equality, will be integrated throughout the programme. These programmes will be adapted to meet individual needs.

Matching for labour market integration means connecting the target group with potential employers according to their individual needs, facilitating networking opportunities and providing access to internships with employers where there is a possibility of employment. By assessing their skills and qualifications, offering career guidance and organising job fairs or networking events, the target group can establish valuable contacts in their industry. Internships also enable them to gain practical experience and improve their employability.

Health promotion and social inclusion will include initiatives to improve their physical and mental well-being and their sense of community. Health promotion activities will include access to mental health support and wellness programmes. Social integration includes social activities, such as community events and other cultural exchange events.

UNITE Toolbox – Contents

- **Mentoring programmes**
Mentoring programmes and training programmes for mentors
Compendium (*authorities, systems & documentation, self-leadership, coaching, mentoring, matching, validation, health, social inclusion*)
Exercises and support documents
Teacher's guide
- **Before starting the project**
Checklist before launch (*mentor programme, kick-off meeting for relevant managers, supplementary recruitment, kick-off meeting for project staff, training of project staff (roles/procedures), registration procedures, presentation materials, product sheets, website, information meetings for participants, form for registration of personal data*)
Registration procedures
Consent and registration
- **Toolbox: Individual mentoring**
Procedures for assessment
Assessment – self-assessment
Assessment interview
Individual planning and schedule
Progress cards for follow-up BIP indicators
- **Toolbox: Skills development**
Social orientation
Self-leadership
Language
Validation
Basic IT
- **Toolbox: Matching with the labour market**
The matching process
Career guidance
Starting your own business
Interview questions
Template for internship agreement
- **Toolbox: Health promotion initiatives and social inclusion**
Health promotion (wellness, physical and mental health, diet and nutrition)
Suggested activities for social inclusion

Before Starting

The following material provides a structured pre-launch checklist for project staff preparing to begin work with a new group of participants. It covers organisational activities such as kick-off meetings with management and staff, recruitment of additional personnel, formation of a steering group, staff training, and the implementation of roles and procedures. It also addresses participant-facing preparations, including planning the start date, publishing information and a registration form on the project website, preparing product sheets and presentation material, developing needs-based templates (e.g. consent and mapping forms), and organising an information meeting for prospective participants. The checklist format assigns responsibility and tracks completion status for each activity.

Checklist before project start

Project information:	
Project name:	
Start date:	
End date:	

Activities before start	Responsible	Completed (tick box)	Not applicable (tick box)
Kick-off meeting with management		☐	☐
Supplementary recruitment		☐	☐
Formation of steering group		☐	☐
Kick-off meeting with project staff		☐	☐
Training of project staff		☐	☐
Implementation of roles/procedures		☐	☐
Planning of start for participants		☐	☐
Information on website		☐	☐
Registration form on website		☐	☐
Product sheet		☐	☐
Presentation material		☐	☐
Templates/forms based on needs (e.g. consent, mapping)		☐	☐
Information meeting for participants		☐	☐

Procedures for Registering New Participants

This material outlines the standard three-step procedure for registering a new participant into the project. It begins with the participant submitting their registration, either through a web form or a paper "registration form" document. Their details are then entered into the internal logistics/case-management system used by the project. Finally, the assigned supervisor or case worker contacts the participant directly to arrange an appointment for an initial assessment. The procedure establishes a clear, repeatable intake workflow that connects the participant's first contact with the project to their first substantive meeting with staff.

Consent and registration

Project name:

<i>GDPR:</i> I agree to my data being stored in accordance with the General Data Protection Regulation (GDPR)	Date:	
	Name:	
<i>Information exchange:</i> I am aware that my contact details and documents related to job applications, internships or studies may be shared with employers and education providers.	Date of birth: (date/month/year)	
	Coordination number or personal identification number:	
	Address:	
<i>Cooperation:</i> I undertake to attend meetings, notify any impediments and engage in cooperation in accordance with joint planning.	Telephone:	
	Email	
<i>Consent:</i> I have received information about the project and hereby agree to participate in the activities. I also agree to provide my photos only for documentation and reporting purposes.	Signature:	

Mentoring Programme 1 – Authorities and Stakeholders

1. *European Social Fund Plus (ESF+)*
2. *Public Employment Services (PES)*
3. *Office for Foreigners and Voivodeship Offices*
4. *Social Insurance Institution (ZUS) and National Health Fund (NFZ)*
5. *State Labour Inspection (PIP)*

1. European Social Fund (ESF)

What is the ESF?

The European Social Fund Plus (ESF+) is one of the European Union's main instruments supporting employment, skills development and social inclusion. In Poland, ESF+ resources are implemented through national and regional programmes, including programmes managed at voivodeship level.

The Polish ESF+ framework supports projects aimed at improving access to employment, developing professional and social skills, supporting people who face barriers in the labour market and strengthening social inclusion. Current Polish guidance for the 2021–2027 programming period also links ESF+ labour-market interventions with the national employment-services framework. (Portal Funduszy Europejskich).

Priority areas

- **Employment:** Supporting access to employment and improving employability, particularly for people experiencing barriers to entering or returning to the labour market.
- **Social inclusion:** Supporting people at risk of poverty, exclusion or marginalisation and strengthening their participation in society.
- **Skills development:** Supporting vocational, professional, digital, language and other competences relevant to employment and social participation.
- **Equal opportunities:** Improving access to employment and services for groups that may face additional barriers, including migrants, refugees, people with disabilities and people with caring responsibilities.

How does the ESF+ work in Poland?

ESF+ does not normally provide services directly to individuals. Funding is implemented through programmes and projects delivered by public institutions, local authorities, NGOs, educational institutions and other organisations.

For mentors, the important point is that ESF+ projects can complement the services available through the Polish Public Employment Services and other institutions. A mentee may therefore receive support from several sources rather than from one institution only.

Integration: ESF+ can support the integration of migrants and refugees through employment assistance, skills development, language learning, social inclusion and other measures helping participants become more independent in Poland.

Useful information: European Funds Portal – *Portal Funduszy Europejskich*.

2. Public Employment Services (PES)

What are the Public Employment Services in Poland?

The Public Employment Services (Publiczne Służby Zatrudnienia – PSZ) form the public system responsible for implementing employment policy and supporting the functioning of the labour market in Poland. The system operates at national, regional and local levels, with responsibilities distributed among different public institutions.

Level	Institution	Main Role
National	Ministry of Family, Labour and Social Policy	Develops national employment and labour-market policy, prepares the legal framework and coordinates labour-market measures at national level.
Regional	16 Voivodeship Labour Offices (WUP)	Carry out regional labour-market activities, prepare analyses, support regional programmes and European cooperation, including EURES.
Local	Powiat Labour Offices (PUP)	Provide direct services to unemployed people and jobseekers, including registration, job placement, career counselling and access to labour-market support measures.

The system is decentralised. Voivodeship and powiat labour offices operate within regional and local government structures and have different responsibilities rather than forming a simple hierarchy.

For most jobseekers, the Powiat Labour Office (Powiatowy Urząd Pracy – PUP) is the main point of contact with the Public Employment Services. In Kraków, these functions are performed by the Grodzki Urząd Pracy w Krakowie (GUP).

The Polish employment-support system also includes **the Voluntary Labour Corps (Ochotnicze Hufce Pracy – OHP)**, which provides employment services, vocational development and social inclusion support, particularly for young people.

Tasks and services

1. Support for jobseekers

Depending on a person's eligibility and individual circumstances, labour offices may provide:

- job placement and access to job vacancies;
- career counselling and support in planning professional development;
- information about the labour market;

- vocational training and other skills-development opportunities;
- traineeships (*staże*);
- professional activation measures;
- information and selected forms of financial support for starting a business;
- unemployment benefits and other forms of support where statutory eligibility conditions are met.

Not every person is eligible for every form of support. The available services and financial instruments should therefore be checked with the relevant labour office.

2. Support for employers

Public Employment Services also cooperate directly with employers. Labour offices can support recruitment by publishing job offers, helping employers identify suitable candidates and providing information about available employment-support instruments.

This cooperation also creates opportunities for jobseekers to access vacancies, recruitment events and other forms of contact with employers.

3. Labour-market information

Labour offices collect, analyse and publish information about the Polish and regional labour markets. This includes statistics, analyses and information about occupations, skills needs and employment opportunities. Such information can help jobseekers make more informed decisions about employment, training and professional development.

Public Employment Services are supported by national **online resources**, including:

- **Praca.gov.pl** – the governmental platform for electronic employment-service procedures and applications;
- **the Central Job Offer Database** – access to job vacancies published through the Public Employment Services;
- **Zielona Linia (Green Line)** – a national information and consultation service concerning employment, unemployment and labour-market services;
- **EURES** – the European employment network providing information about jobs and labour mobility within the EU/EEA.

Private employment agencies

Alongside the public system, private employment and temporary-work agencies play an important role in recruitment in Poland. Agencies providing regulated employment-agency services are subject to registration requirements, including entry in the National Register of Employment Agencies (KRAZ) where applicable. Jobseekers should check whether an agency operates legally before using its services and should be cautious about requests for payments connected with obtaining employment.

Support for foreigners

Foreign nationals can also use employment services in Poland, although access to particular services depends on their residence status, right to work and other statutory conditions. Labour offices also perform certain administrative functions connected with the employment of foreigners. Depending on the applicable procedure, local labour offices may be involved in matters such as seasonal work permits and employer declarations concerning the employment of certain foreign nationals.

Electronic procedures connected with employment of foreigners are also available through Praca.gov.pl.

Integration

Public Employment Services can play an important role in the labour-market integration of migrants and refugees by providing access to reliable labour-market information, vacancies, career guidance, training and other forms of professional activation.

For mentors, it is useful to understand the different levels of the system and the services available locally. This enables them to direct mentees to the appropriate institution, explain what type of support may be available and help them prepare to use employment services independently.

3. Office for Foreigners and Voivodeship Offices

What is the Office for Foreigners?

The Office for Foreigners (Urząd do Spraw Cudzoziemców) is the central government authority responsible for key matters concerning foreigners, including international protection and other matters connected with foreigners' entry, stay and departure from Poland.

Main areas relevant to mentees

1. International protection

The Office for Foreigners deals with procedures concerning international protection and related matters, including assistance provided to people applying for protection.

2. Legal stay in Poland

Many practical procedures concerning the legalisation of a foreigner's stay are handled by the competent Voivodeship Office (Urząd Wojewódzki). Depending on the person's circumstances, these can concern temporary residence, permanent residence and EU long-term resident status, among other procedures.

3. Residence and employment

Residence status and the right to work are connected but should not automatically be treated as the same procedure. The applicable rules depend on the foreigner's nationality, legal status, type of employment and other circumstances.

Mentor principle: mentors can help participants identify reliable information and the competent institution, but should not provide individual immigration-law advice unless professionally qualified to do so.

Małopolska – practical contact point

For mentees living in Kraków and the Małopolska region, an important institution is: Małopolska Voivodeship Office in Kraków Department for Foreigners (Wydział Spraw Cudzoziemców). The Department handles matters connected with the legalisation of foreigners' stay in Poland. The INFO.OPT information service provides information concerning entry, stay and work in Poland for third-country nationals.

There is also a branch office in Nowy Sącz dealing with selected foreigners' matters.

Because procedures, contact details and opening hours can change, mentors should direct mentees to the current official information rather than reproduce procedural instructions from older programme materials.

Support for Ukrainian citizens

Official Polish government information for Ukrainian citizens is also available through the dedicated Ukrainian-language government portal - <https://www.gov.pl/web/ua>. This is particularly useful because participants can access information directly in Ukrainian instead of relying exclusively on informal translations.

Integration

For a mentee, having a secure understanding of her residence and work situation can be an important foundation for labour-market integration. Uncertainty about documents or legal status may affect employment decisions, education, business plans and longer-term planning.

The mentor's role is therefore to support orientation and referral, helping the mentee understand where authoritative information can be obtained.

4.Social Insurance Institution (ZUS) and National Health Fund (NFZ)

What is ZUS?

The Social Insurance Institution (Zakład Ubezpieczeń Społecznych – ZUS) is one of the main institutions of the Polish social security system. ZUS administers social insurance, collects and accounts for contributions, maintains the accounts of insured persons and contribution payers, and determines entitlement to many social insurance benefits.

For people entering the Polish labour market, ZUS is particularly important because employment and self-employment usually involve obligations connected with social insurance. The applicable insurance and contribution rules depend on the person's legal and employment situation.

Main areas of responsibility

1. Social insurance contributions

ZUS is responsible for implementing the social insurance system. Its tasks include:

- determining whether a person is subject to social insurance;
- collecting and accounting for social insurance contributions;
- collecting health insurance contributions and transferring them within the health insurance system;
- maintaining individual accounts of insured persons and contribution payers;
- settling accounts with employers and other contribution payers;
- monitoring compliance with social insurance obligations.

For employees, many administrative responsibilities connected with registration and payment of contributions are handled by the employer as the contribution payer. People running their own businesses have their own responsibilities towards ZUS.

2. Benefits

Depending on statutory eligibility and individual circumstances, ZUS determines entitlement to and pays different types of benefits, including:

- old-age pensions;

- disability and survivors' pensions;
- sickness allowance;
- maternity allowance;
- care allowance;
- rehabilitation benefits;
- funeral grants;
- other benefits administered by ZUS under separate legislation.

Eligibility is determined according to the relevant legislation and insurance history. Mentors should therefore direct mentees to ZUS for individual information rather than assume that registration automatically creates entitlement to a particular benefit.

3. International social security

ZUS is also responsible for matters within its competence concerning EU coordination of social security systems and international social security agreements. This can be particularly relevant for people who have lived, worked or been insured in more than one country.

Digital services

Many ZUS matters can be handled electronically through eZUS (Electronic Services Platform). ZUS also provides the mZUS mobile application and electronic appointments. These services allow users to access information and manage many matters without visiting a ZUS office in person.

What is the NFZ?

The National Health Fund (Narodowy Fundusz Zdrowia – NFZ) is the public institution responsible for financing healthcare services from public health insurance in Poland. Social security responsibilities in Poland are divided between several institutions: ZUS administers important elements of the social insurance and contribution system, while the NFZ is responsible for financing healthcare within the public health insurance system.

For a person starting work in Poland, it is therefore useful to understand the distinction:

- ZUS – social insurance, contributions and social insurance benefits
- NFZ – access to and financing of healthcare within the public health insurance system

Although ZUS collects health insurance contributions, healthcare services financed through public health insurance are administered through the NFZ.

Health insurance and access to healthcare

A person covered by Polish health insurance can use healthcare services financed from public funds according to the applicable rules. Depending on their situation, insurance may arise through employment, self-employment or another legal basis.

Family members may also be registered for health insurance where the applicable conditions are fulfilled.

Because entitlement depends on the person's individual circumstances, mentees should check their current insurance status rather than assume that residence in Poland alone means that they are insured.

Why ZUS and NFZ are important for mentees

Understanding the basic roles of ZUS and NFZ is important for people starting employment or self-employment in Poland.

Mentees should know:

- whether they have been correctly registered for insurance;
- who is responsible for paying their contributions;
- where they can check their insurance situation;
- which institution to contact about social insurance benefits;
- how their health insurance gives them access to public healthcare;
- what changes when they start or end employment or establish a sole proprietorship (JDG).

For mentors, the aim is to provide basic orientation and referral. Detailed questions concerning contributions, entitlement to benefits or health insurance should be checked directly with ZUS, NFZ or another competent institution, depending on the individual case.

5. State Labour Inspection (PIP)

The State Labour Inspection (Państwowa Inspekcja Pracy – PIP) is the public authority responsible for supervising and inspecting compliance with Polish labour law, particularly regulations concerning employment, occupational health and safety, and the legality of employment. PIP is an important source of reliable information for employees and jobseekers who want to understand their rights and obligations in the Polish labour market.

For the Polish pilot, this connects directly with the issues already addressed with participants, including legal employment and the difference between an employment contract (umowa o pracę) and a civil-law contract (umowa zlecenia).

Main areas of responsibility

PIP's activities include:

- supervising compliance with labour law;
- monitoring occupational health and safety requirements;
- monitoring the legality of employment, including the employment of foreign nationals;
- providing information and legal guidance concerning employment rights;
- conducting inspections of employers and workplaces;
- providing information about different forms of employment and the rights associated with them.

Regional structure

PIP operates throughout Poland through Regional Labour Inspectorates (Okręgowe Inspektoraty Pracy – OIP). Regional inspectorates carry out inspections, provide information and perform other statutory activities within their respective territories. This means that a person who needs information or assistance can contact the Regional Labour Inspectorate responsible for the area in which they live or work.

State Labour Inspection in Kraków

For people living and working in Kraków and the Małopolska region, the relevant regional authority is the Regional Labour Inspectorate in Kraków (Okręgowy Inspektorat Pracy w Krakowie). It provides

access to information and legal guidance concerning labour law and the legality of employment. This can be particularly relevant for foreign workers who are uncertain about their employment conditions, type of contract or rights at work.

Importance for mentees

Mentors should make mentees aware that they do not need to rely only on information provided by an employer or recruitment agency when they have questions about their employment rights. PIP provides an independent and authoritative source of information on Polish labour law and legal employment.

The mentor's role is not to interpret labour law or provide legal advice, but to help the mentee recognise when specialist information may be needed and direct her to PIP or another appropriate professional service.

Mentoring Programme 2 - GDPR and Data Protection

What is GDPR?

The General Data Protection Regulation (GDPR) is an EU regulation that came into force on 25 May 2018. It aims to strengthen the protection of individuals' personal data within the EU and EEA and to harmonise data protection rules across member states. GDPR replaces previous national data protection laws. The GDPR is a response to increasing digitalisation and the growing need to protect individuals' privacy.

In Poland, the GDPR is commonly referred to as RODO (Rozporządzenie o Ochronie Danych Osobowych), and its rules are supplemented by the Polish Personal Data Protection Act of 10 May 2018; the supervisory authority is the President of the Personal Data Protection Office (UODO).

Basic principles of the GDPR

1. Lawfulness and transparency: Personal data must be processed lawfully, fairly and transparently.
2. Purpose limitation: Data may only be collected for specific, explicit and legitimate purposes.
3. Data minimisation: Only data that is necessary for the purpose may be processed.
4. Accuracy: Data must be accurate and up to date.
5. Storage limitation: Data may not be stored for longer than necessary.
6. Integrity and confidentiality: Data must be protected against unauthorised processing.

Rights of individuals

The GDPR strengthens individuals' rights over their personal data:

- *Right to information:* Individuals must be informed about how their data is used.
- *Right of access:* Individuals have the right to access their personal data.
- *Right to rectification:* Individuals may request that inaccurate data be corrected.
- *Right to erasure ("right to be forgotten"):* Individuals may request that their data be erased under certain conditions.
- *Right to data portability:* Individuals can have their data transferred between different services.

- *Right to object:* Individuals may object to the processing of their data, for example for direct marketing purposes.

Responsibility for organisations

Organisations that process personal data are responsible for complying with the GDPR and must take appropriate measures to protect the data. This includes:

- Data protection by design and default: Data protection must be built into systems and processes.
- Record keeping and reporting: Organisations must keep records of their data processing and be able to report incidents to the authority within 72 hours.
- Data processing agreements: Agreements must be in place with external parties that process personal data on behalf of the organisation.

Application outside the EU

The GDPR also applies to organisations outside the EU if they process personal data for individuals within the EU.

Mentoring Programme 3 - The Role of Mentor and Coach

What is mentoring

Mentoring means that someone who is more experienced in a specific area (e.g. career guidance) shares their knowledge, guidance and support with someone who is less experienced in that area.

The role of the mentor

- Act as a role model, advisor and support.
- Share their experiences, insights and perspectives.
- Help the client to grow both personally and professionally.

Focus on long-term development, career and overall life goals. Mentoring is based on trust and a mutual desire to create a meaningful relationship.

Mentoring can be formally organised or informal

Formally organised, e.g. in a workplace, in a project, network or within an educational programme. Informal (unorganised) through natural guidance and support from an experienced individual.

What is coaching?

Definition (Wikipedia): Coaching is a solution-focused conversation technique that aims to help a person become more active and use their abilities more effectively to achieve certain goals.

Questioning principles

- Focus on the present and the future
- Solutions
- Action-oriented

(Avoid: Why questions. Use: How, what, who, tell me about, when...)

The coaching process

1. Build trust (environment, presentation, rapport)
2. Current situation and desired situation
3. Values you want to achieve
4. Obstacles/beliefs
5. Resources
6. Action
7. Summary

The difference between mentoring and coaching

Mentoring is about long-term development and is based on the mentor sharing their own experiences and insights. The focus is often on career development, life goals and overall guidance. The mentor is a role model and advisor who builds the relationship on their own experience and expertise.

Coaching is more goal-oriented and is about helping the individual achieve specific goals or solve specific problems. The coach asks questions to help the individual find solutions themselves rather than giving direct advice. The coach does not need to have expertise in the client's field but uses a solution-focused conversation technique.

Questions in the coaching process

1. Introduction

Presentation, explanations about coaching, etc.

2. Current situation – desired situation

Tell us what led you here.

What would be the best possible solution for you? (Tool: the wheel of life)

3. Goals and values

1. "What is your goal?"
2. "What will this goal give you?" (values)
3. "What does achieving this goal mean to you...?" (values)
4. "What added value does this bring to your life?" (values)
5. "How will you feel when you have achieved your goals...?"
6. "What is important to you in achieving this goal?"
7. "How important is this goal to you?" (scale 1–10)
8. "How will your life change when you achieve this goal?"
- 9.

4. Obstacles/beliefs

Examples of limiting beliefs:

- I never get what I want
- Most people are better than me
- I don't deserve to succeed
- Success is for a select few
- Achieving your dreams is unrealistic
- I can never succeed
- I can never be healthy
- I will never have good self-confidence
- Work is a necessary evil
- My childhood has ruined my life forever
- It's not okay to make mistakes
- It is important to be good at things
- It is important to please everyone
- Change means I will be alone

Identify and change limiting beliefs

1. What could prevent you from...?
2. Have you always been convinced of this?
3. How long have you thought this way?

4. What experiences led you to become convinced this?
5. On what occasions has this belief proven to be incorrect in your life?

6. What would you like to believe instead about this...?

5. Resources

What resources do you have to achieve...?

What opportunities do you see...?

6. Action

What needs to happen...? What do you need to do...?

What is the next step...? What can you do in the coming week...?

Things to consider!

Summarise

Keep yourself out of it

Focus on strengths

One question at a time

Use silence

Listen

Be clear about the time frame

Feel free to use scales (e.g. situation, motivation, confidence)

Tips for getting started: How would you like to use this time?

What do you want us to have achieved after our conversation?

Exercise 1. The Wheel of Life

1 Coach

1 Client

1 Observer

Switch roles (coach/client) after 10 minutes

Then 5 minutes of discussion/feedback

1. Explain the wheel of life to the client
2. The client creates the wheel of life
3. How do you view the balance in the wheel? (Were you surprised by anything?)
4. Which area would you like to start with? (the leverage effect!)
5. What can you do to achieve positive development in that area?

Exercise 2. Value menu

Values are your driving forces that motivate you to succeed. Keep in mind that not all values that guide us provide inner motivation or inner success. Below are some examples. Feel free to add your own.

1. Select eight values that are important to you
2. Then choose four of these that are particularly important
3. Which of the four remaining values is the most important? (your core value)

Creativity
Challenges
Security
Good relationships
Love

Adventure
Friendship
Family
Contributing to a better world
Generosity

Helping others
Honesty
Knowledge
Leadership
Freedom

Development
Have fun
Inner harmony
Meaningful employment
Compassion

Self-actualisation
Health
Fame
Status
Career

Coordination
Creativity
Communicate
Spirituality
Practical work

Your core value: _____

"Inner success usually leads to outer success. But outer success does not automatically lead to inner success." Lars-Eric Uneståhl

Exercise 3. The value wheel

1 Coach

1 Client

1 Observer

Switch roles (coach/client/observer) after 15 minutes

Then 5 minutes of discussion/feedback

- Choose a goal (preferably from the previous life wheel exercise)
- Ask clarifying questions to clarify the goal
(How do you notice that...? When...? Describe...? Tell me more about...?)
- Ask questions about values
(What does it give you to...? What does it mean to you to...?)
- Select a maximum of four values
- Explain the value wheel to the client
- The client fills in the value wheel from the centre outwards based on the question:
How much do you think you are living according to these values right now? 0-100%
- The coach then asks the following questions when each "piece of the pie" is filled in:
What can you do...
 - a) *more of...?*
 - b) *less of...?*
 - c) *differently...?*... to live more according to your values?

Exercise 4. Obstacles, resources and action

1 Coach

1 Client

1 Observer

Switch roles (coach/client) after 15 minutes

Then 5 minutes of discussion/feedback

1. Choose a "bold goal" (for yourself)
2. Ask clarifying questions about the goal if it needs to be clarified
3. Coach on obstacles/limiting beliefs

Question tips:

- Is this something that has hindered you in the past/for a long time?
 - Is this something you recognise from before?
 - How long have you been thinking this way?
 - Have you always been convinced of this?
 - What experiences made you feel this way about...?
 - When has this proven to be untrue in your life?
 - What thoughts would you like to have instead about this...?
4. Ask: "What qualities do you have that enable you to...", "What else...?"
or "What makes you think you will be able to...", "What else...?"
 5. Ask an "action question", e.g. "What is the next step?" (see example on page 2)
 6. Summarise/conclude

Individual mentoring – procedures for assessment

1. The participant completes a self-assessment (printed document or digital)
2. Draw up a joint individual plan (see separate template)
3. The supervisor creates a schedule based on the agreed plan
4. The supervisor books a new time for supervision with the participant
5. The supervisor sends out the schedule digitally together with login details for the relevant digital support (e.g. digital education portal or other digital project support).
6. The supervisor documents the joint individual plan in the internal logistics system.
7. The participant begins the scheduled activities according to the schedule.
8. Language level test
The language level test is part of the assessment, but is best carried out in conjunction with the start of scheduled group activities. See separate document in the "*Skills development*" folder.

Mapping – Self-Assessment

This module presents a structured self-assessment questionnaire used to map a newly arrived participant's starting situation across several life domains. It covers demographics and housing (age, gender, household composition, education level, living situation), health and well-being (physical and mental health, social support, sense of inclusion and security), competence (language skills in the host-country language and English, and digital/IT skills including Word, Excel and PowerPoint), work and employment (career direction, labour-market knowledge, networks, job-seeking capacity, and validation needs for education and experience), and economy and society (financial security, understanding of societal systems, rights and obligations, and access to social services). Most items use a rating scale, allowing the participant to self-report their current status and needs. The tool is designed to give trainers and coaches an early, holistic picture of the participant's resources and challenges before individual planning begins.

Self-assessment

Name:

Date

1. Demographics and housing

a) Age

18–24 25–34 35–44 45–54 55–64 65

• • • • • •

b) Gender

Female Male Other/prefer not to
say

• • •

c) Number of people in your household

- I live alone
- 2 people
- 3 persons
- 4 persons
- 5 persons or more

d) Do you have children under the age of 18 in your household?

Yes

No

•

•

e) My highest level of education completed

- Primary school
- Secondary
- Post-secondary education (college/university)
- Annat: _____

f) Living situation

- Own rental contract
- Own flat or house
- Living with a host family
- Shares accommodation with other refugees
- Temporary accommodation (e.g. hotel or hostel)
- Annat: _____

Scale:

1 = Not true 2 = Partly true 3 = Fairly true 4 = Very true

2. Health and well-being

		1	2	3	4
a	My physical health is good	•	•	•	•
b)	My mental health is good	•	•	•	•
c	I have sufficient support to cope with stress or trauma	•	•	•	•
d	I have a social network in Poland that I can turn to for support	•	•	•	•

<i>e</i>	I participate in local activities or community life	.	.	.	.
<i>f</i>	I feel welcome and included in Polish society.	.	.	.	.
<i>g</i>	I feel secure in my current life situation	.	.	.	.
<i>h</i>	I am satisfied with my current living situation.	.	.	.	.

3. Competence

		1	2	3	4
<i>a)</i>	I can communicate in Polish in everyday situations	.	.	.	.
<i>b)</i>	I can communicate in English in everyday situations	.	.	.	.
<i>c</i>	I have access to language training in Polish.	.	.	.	.
<i>d</i>	I have broad IT skills	.	.	.	.
<i>e</i>	I have good skills in Word.	.	.	.	.
<i>f</i>	I have good skills in Excel	.	.	.	.
<i>g</i>	I have good skills in PowerPoint	.	.	.	.

4. Work and employment

		1	2	3	4
<i>a</i>	I know what I want to work with	.	.	.	.
<i>b</i>	I have access to information about job opportunities in Poland	.	.	.	.
<i>c)</i>	I have good knowledge of the local labour market	.	.	.	.
<i>d)</i>	I have a good network of contacts in the labour market	.	.	.	.
<i>e)</i>	I can look for work independently without assistance	.	.	.	.

<i>f)</i>	I plan to continue my education here in Poland	.	.	.	.
<i>g</i>	I have good access to career guidance for work and study	.	.	.	.
<i>h</i>	I am planning for a future here in Poland.	.	.	.	.
<i>i</i>	I need support in validating my education.	.	.	.	.
<i>j</i>	I need help validating my professional experience.	.	.	.	.
<i>k)</i>	I feel hopeful about finding work in my professional field	.	.	.	.

5. Economy and society

		1	2	3	4
<i>a)</i>	I feel secure in my financial situation	.	.	.	.
<i>b</i>	I have a good understanding of how society works here in Poland	.	.	.	.
<i>c</i>	I have received sufficient information about my rights and obligations	.	.	.	.
<i>d)</i>	I have received the support I need in my dealings with the authorities	.	.	.	.
<i>e)</i>	I have good access to necessary social services (e.g. healthcare)	.	.	.	.

Mapping Conversations in Depth

General information and topics: This module provides a structured in-depth mapping conversation template used by supervisors to explore a participant's background, aspirations and support needs in greater detail than the initial self-assessment. It covers prior education and work experience, preferred and alternative occupational directions, study intentions, personal strengths, and short-term (3-month) and long-term (1–3 year) goals for the mentoring relationship. The template also captures computer and language skills, the specific types of support the participant needs (career guidance, CV and cover letter support, employer contacts, interview preparation, validation of qualifications, motivation and self-esteem, health, and further training), as well as practical factors such as driving licence, car access, willingness to relocate, and work capacity. A closing question invites disclosure of any additional considerations, including hidden disabilities. The conversation is designed to deepen the mentor's understanding of the individual beyond numeric self-assessment scores.

Name: _____

Date: _____

Supervisor: _____

1. Previous experience in brief

Education: _____

Work experience: _____

2. What would you most like to work with?

3. What else could you imagine working with?

4. Do you have any plans to start studying?

- Yes
- No
- Maybe
- Don't know

Comment: _____

5. What are your strengths?

6. What do you want this time with us to lead to?

Short term (3 months): _____

Long term (1–3 years): _____

7. Computer skills

Beginner	Basic	Good knowledge	Very good knowledge	Advanced user
•	•	•	•	•

Comments (if any): _____

8. Language skills

Native language: _____

<i>Other languages</i>	<i>Basic</i>	<i>Good knowledge</i>	<i>Very good knowledge</i>	<i>Fluent</i>
	•	•	•	•
	•	•	•	•

-
-
-
-
-
-
-
-

9. What kind of help/support do you need from us?

- Career guidance
- CV
- Cover letter
- Support with applying for and finding a job
- Contacts with employers
- Preparing for interviews
- Help finding an internship
- Information about the job market
- Validation of professional qualifications
- Validation of qualifications
- Goals and/or motivation
- Self-esteem & self-confidence
- Diet and health
- Computer training
- Language training
- Other education (specify below)

Any comments or requests: _____

10. Driving licence

- Yes
- No

11. Access to own car

- Yes
- No

12. Are you willing to relocate?

- Yes
- No
- Not sure

13. Work capacity

- Full-time
- Part-time
- Don't know

14. Is there anything else you would like us to know or take into consideration?

(E.g. hidden disabilities or other practical limitations)

Individual Planning

General information and topics: This module presents the individual planning template used to translate mapping and assessment findings into a concrete action plan for each participant. The template structures the plan around four core elements: a brief background summary of the participant's education and work experience, a description of the current situation (ongoing studies or employment, language level, life situation), a statement of the desired situation in the form of short- and long-term goals, and a set of planned activities covering parallel education and support initiatives aimed at employment, further education and social inclusion. Space is provided for supervisors to record comments alongside each planned activity. As a shared document between participant and supervisor, it functions as the operational bridge between assessment and ongoing mentoring support.

Individual planning

Date: _____

Participants: _____

Supervisor: _____

Background (brief summary of education and work experience, as well as any other relevant information):

Current situation (ongoing studies/employment, language level, life situation and any other relevant information):

Desired situation (short- and long-term goals):

Activities (planned parallel education and support initiatives aimed at employment, education and social inclusion):

Activity	Comments

Progression Card (BIP) with Supervisor Assessment

General information and topics: This module introduces the progression card, a combined self-report and supervisor-assessment tool used to track a participant's job-seeking behaviour and readiness over time. The participant section records how actively and through which channels the participant searches for work (tips, online databases, direct employer contact, personal networks, internships, temp and recruitment agencies) and their salary expectations. The supervisor assessment section, grounded in the BIP (Behavioural Insights/Individual Placement) study finding that a supervisor's high job focus and confidence in the participant increases employment chances by 32 per cent, rates the participant on a five-point scale across dimensions such as realistic self-understanding of the labour market, goal-oriented behaviour, initiative in dialogue, self-presentation of skills, collaboration ability, ability to receive instructions, concentration, support network, daily-life management, and health management, concluding with a prognosis on finding work within the coming year. The tool combines quantitative tracking with structured professional judgement.

Progression card

Name _____ Date: _____

5 найвищий
1 найменший

Перспективи на ринку праці

Чи маєте ви уявлення про те, яку роботу ви хотіли б мати?

Дії та думки щодо пошуку роботи

Чи знаєте ви, що потрібно зробити, щоб підвищити свої шанси на отримання роботи?

Компетенції – сильні сторони та ліміти

Як ви ставитеся до того, щоб контактувати з незнайомими людьми?

Компетенції – сильні сторони та ліміти

Наскільки добре ви вмієте працювати з іншими людьми?

Компетенції – сильні сторони та ліміти

Ви вважаєте, що зможете впоратися з роботою?

Контакти з іншими

Чи отримуєте ви підтримку від членів сім'ї та друзів, коли вам потрібна допомога?

Щоденне життя

Чи вистачає вам енергії в повсякденному житті, щоб зосередитися на пошуку роботи?

Дії та думки щодо пошуку роботи

Чи вважаєте ви, що ваші навички можуть бути використані на робочому місці?

Здоров'я

Як би ви оцінили своє (фізичне та психічне) здоров'я з точки зору здатності виконувати роботу?

How do you search for jobs? (feel free to tick more than one box)

- Through tips in newspapers, online or elsewhere
- Through online databases
- I have contacted an employer voluntarily without being asked or told to do so
- Asked my family, friends and acquaintances if they know anyone who can help me find a job
- I have told my internship that I would like to have a job after the internship
- Registered with a temp agency
- Contacted recruitment agencies
- I am not looking for a job (because I am ill or for other reasons)
- Do not wish to answer

How much salary would you need to accept a job offer?

- _____ brutto/netto
- I don't want to answer/don't know
- The size of the salary does not matter

Supervisor assessment

According to the BIP study, a supervisor with a high degree of job focus and high confidence in the participant increases their chances of finding work by 32 per cent.

5 is highest
1 is lowest

		1	2	3	4	5
1	Does the individual have a realistic understanding of where their skills can be used in the labour market?	.	.	.	.	.
2	To what extent does the individual act in a goal-oriented manner when it comes to finding a job?	.	.	.	.	.
3	How would you assess the individual's ability to seek out and initiate dialogue with others?	.	.	.	.	.
4	How good is the individual at talking about themselves and their relevant skills?	.	.	.	.	.
5	How would you assess the individual's ability to collaborate with others?	.	.	.	.	.

6	How would you assess the individual's ability to receive and understand instructions about a task?	.	.	.	.	.
7	How would you rate the individual's ability to concentrate on a task without being distracted?	.	.	.	.	.
8	To what extent does the individual have a network that provides support in terms of getting closer to the labour market?	.	.	.	.	.
9	To what extent can the individual manage their own daily life while focusing on finding a job?	.	.	.	.	.
10	To what extent can the individual manage any (physical and mental) health problems?	.	.	.	.	.
11	Do you think the individual will find a job in the coming year?	.	.	.	.	.

Mentoring Programme 5 - Skills Development

Mentoring Programme 5.1 - Social Orientation

Course Structure for Social Orientation for New Arrivals in Poland

Introduction

This course programme has been prepared **with inspiration from the Swedish social orientation course model** and adapted to the Polish context.

The programme provides newcomers with practical knowledge about everyday life, public institutions, employment, rights and responsibilities, family life, healthcare, social security and participation in the local community. Its main aim is to help participants become more independent in navigating life in Poland.

The programme can be adapted to participants' language level, length of residence, family situation and individual needs.

Course Overview

Target group: Refugees, migrants and other new arrivals living in Poland.

Purpose: Participants should learn how to find reliable information, identify the appropriate institution or service, understand their basic rights and responsibilities and manage everyday situations more independently.

Format: Interactive workshops combining information sessions, practical exercises, group discussions, case studies, role-playing, digital tools, guest speakers and study visits.

Language: The course can initially be delivered in a language well understood by participants, including Ukrainian where appropriate. Polish terminology should be introduced throughout the course so participants gradually become familiar with the vocabulary used by Polish institutions.

Theme 1. Coming to Poland

Objective: To understand the basic administrative procedures and public institutions relevant to newcomers.

Content:

- Legal stay and residence procedures.
- PESEL and PESEL UKR, where relevant.
- Registration of residence (*zameldowanie*).
- Office for Foreigners and Voivodeship Offices.
- Basic structure of Polish public administration.
- Profil Zaufany, mObywatel and gov.pl.
- Where to find reliable official information.

The emphasis should be on which institution handles which type of issue, rather than teaching the administrative structure in detail.

Digital identity and public services

1. Profil Zaufany (Trusted Profile).
2. mObywatel.
3. gov.pl.
4. Basic principles of using Polish electronic public services.

5. Online safety when accessing government services.

Practical activities

- Exercise: “Which office should I contact?”
- Demonstration of mObywatel and Profil Zaufany.
- Creating a personal map of important institutions.

Theme 2. Living in Poland

Objective: To develop practical knowledge for managing everyday life independently.

Content:

- Housing: renting, rental agreements, deposits, utilities and tenant responsibilities.
- Personal finances: bank accounts, BLIK, bills and household budgeting.
- Basic information about taxes and PIT.
- Public transport.
- Municipal services, libraries and community centres.
- Waste collection and segregation.
- Recognising common scams.

Practical activities.

- Read a sample rental agreement or bill.
- Find important local services and plan a public-transport journey.
- Find the nearest library, municipal office and community centre.

Theme 3. Working and Developing in Poland

Objective: To understand the Polish labour market and opportunities for employment and professional development.

Content:

- Job searching, CVs and interviews.
- Recruitment portals, networking and LinkedIn.
- Public Employment Services: PUP/GUP, WUP, Praca.gov.pl, EURES and Zielona Linia.
- Private employment agencies.
- Employment contract (*umowa o pracę*) and civil-law contract (*umowa zlecenia*).
- Basic employment rights and legal employment.
- State Labour Inspection (PIP).
- Employment of foreign nationals.
- Recognition of foreign qualifications and regulated professions.
- Education, training and Polish-language learning.
- Basic introduction to sole proprietorship (JDG) and CEIDG.

Foreign workers

- Basic principles concerning the legal employment of foreigners.
- Where to verify current work requirements.
- Relationship between residence status and employment.
- Importance of using official information.

Practical activities

- Search for suitable vacancies.
- CV and interview exercise.
- Compare *umowa o pracę* and *umowa zlecenia*.

Theme 4. Rights and Responsibilities in Poland

Objective: To understand basic rights and responsibilities and know where to seek assistance

Content:

- Equality and anti-discrimination.
- Employment rights.
- Police, courts and legal assistance.
- Domestic violence and available support.
- Consumer rights.
- Personal data and online safety.
- Taxes and basic civic responsibilities.
- Emergency services and **112**.
- Where to report discrimination, exploitation or unsafe working conditions.

Practical activities:

- Case study: discrimination at work.
- Case study: problems with an employer.
- Exercise: “Where should I seek help?”
- Discussion about rights and responsibilities in everyday situations.
- Identify reliable official sources of legal information.

Theme 5. Family and Children in Poland

Objective: To understand the Polish childcare and education systems and the basic services available to families.

Content:

- Nursery (*żłobek*), preschool and school.
- Enrolling children in education.
- Communication between parents and schools.
- Support for children learning Polish.
- Psychological and pedagogical counselling.
- Special educational needs and disability support.
- Children's rights and parental responsibilities.
- Family benefits and family-support services.
- Local activities for children and young people.

Practical activities:

- Read a typical communication from a Polish school.
- Find a local school or preschool.
- Find the relevant psychological and pedagogical counselling centre.
- Create a map of local services for families.
- Study visit to a school, library or family-support institution.

Theme 6. Participating in Polish Society and the Local Community

Objective: To support social connections and participation in local life.

Content:

- Local government and community services.
- NGOs and associations.
- Libraries and cultural institutions.
- Volunteering.
- Polish-speaking clubs and language cafés.
- Sport and recreational activities.
- Finding local events and activities independently.

- Building social contacts while maintaining one's cultural identity.

Practical activities:

- Guest speaker: Local politician or association representative.
- Exercise: Write a citizen proposal.
- Discussion: What does democracy mean to you?

Theme 7. Taking Care of Your Health in Poland

Objective: To understand how to access healthcare and health-related support.

Content:

- NFZ and health insurance.
- Primary healthcare (POZ).
- Specialists and referrals.
- Hospitals and Emergency Departments (SOR).
- Emergency numbers 112 and 999.
- Pharmacies and dental care.
- Internet Patient Account (IKP), e-prescriptions and e-referrals.
- Mental-health and psychological support.
- Preventive healthcare and healthy lifestyles.

Practical activities:

- Find the nearest POZ clinic.
- Practise making a medical appointment.
- Demonstrate IKP.
- Read an e-prescription.
- Exercise: POZ, specialist, SOR or emergency services?

Theme 8. Social Security, Social Assistance, Disability and Ageing

Objective: To understand the basic Polish social-security and social-assistance systems.

Content:

- ZUS and social insurance.
- Contributions and insurance-based benefits.
- Pensions.
- Social assistance and local social-welfare institutions.
- Disability-related support.
- Support for carers.
- Services for older people.
- Local senior activities.
- eZUS.
- Where to obtain specialist information.

Practical activities:

- Demonstration of eZUS.
- Find the nearest relevant social-support institution.
- Case studies based on different family situations.
- “Which institution?” exercise:

Participants receive practical situations and decide whether they should contact:

ZUS → NFZ → PUP/GUP → PIP → Tax Office → municipality/social welfare → Voivodeship Office

Teaching methods

The course should be practical, interactive and participant-centred.

Methods can include:

- short information sessions;
- practical exercises and case studies;
- group discussions and role-playing;
- digital exercises;
- guest speakers;
- study visits.

Materials should use clear language. For Ukrainian-speaking participants, key information can initially be provided in Ukrainian, while important Polish terminology should be introduced throughout the programme. The original draft likewise emphasises practical learning and linguistic adaptation

Suggested scope

Theme	Content	Suggested hours/theme	number of
1	<i>Coming to Poland</i>	12	
2	<i>Living in Poland</i>	14	
3	<i>Working and Developing in Poland</i>	16	
4	<i>Rights and Responsibilities</i>	14	
5	<i>Family and Children</i>	12	
6	<i>Participating in Society</i>	10	
7	<i>Taking care of your health</i>	12	
8	<i>Social Security and Social Assistance</i>	10	

Total: 100 hours

Final Practical Assignment

At the end of the course, participants prepare a simple “My Life in Poland” map, identifying where to seek information or support concerning:

residence → employment → healthcare → children and education → social insurance → taxes → housing → local community

The overall aim is for participants to leave the course knowing where to go, where to look for reliable information and how to take the next step independently.

Mentoring Programme 5.2 - Self-Leadership

Personal Development

General information and topics: This short module introduces the concept of personal development as the process of building qualities that enable a person to both perform well (e.g. at work) and feel good, mentally and physically. It frames development as something that happens specifically when a person steps outside their comfort zone: each time this happens, the comfort zone itself expands, allowing the individual to handle more situations with confidence in the future. The material is deliberately concise, functioning as an introductory concept combined with two guided discussion questions that invite participants to reflect on personal experiences of development and to identify areas where they wish to grow further. It is intended as a starting point for self-leadership work within the broader skills-development curriculum.

Competence, skills, ability:

Understanding of personal development as the dual goal of performing well and feeling good

Ability to recognise the comfort zone concept and its role in growth

Skills in reflecting on and articulating personal development experiences

Ability to identify concrete areas for future self-improvement

Capacity to use guided discussion questions as a self-leadership coaching tool

Goal: To introduce participants to the core idea of personal development and prompt initial self-reflection as a foundation for the self-leadership module.

References:

Dweck, C. S., Mindset: The New Psychology of Success (placeholder reference)

Bandura, A., Self-Efficacy: The Exercise of Control (placeholder reference)

Council of Europe, Life Skills and Personal Development Resources for Adult Learners (placeholder reference)

Original Document: 1_Personal development ENG

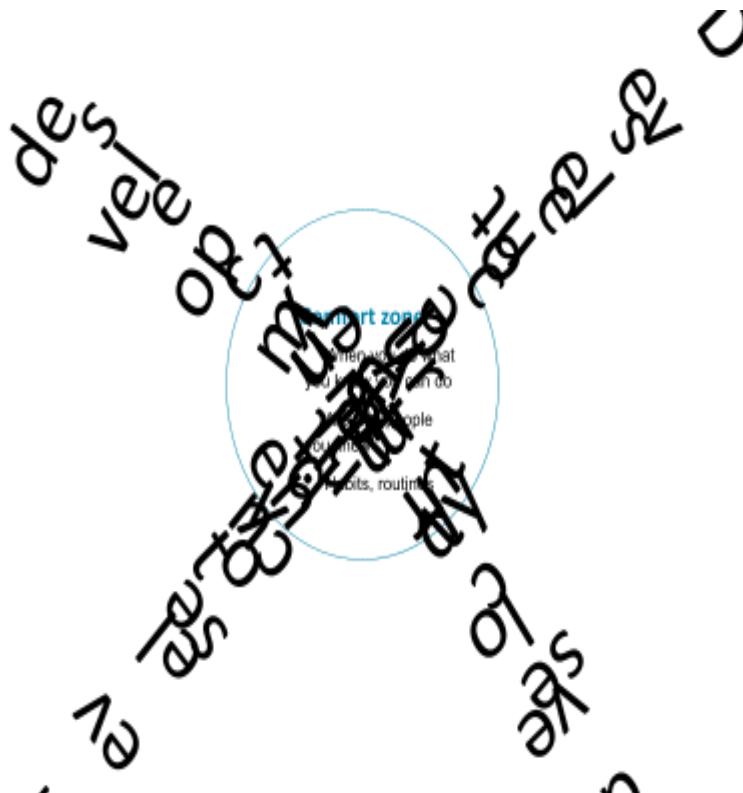
The following pages reproduce the source material in full, unaltered from the original file.

Personal development

Personal development = developing your qualities so that you can:

- Perform well (e.g. at work) and at the same time
- Feel good (mentally and physically)

Development occurs when you step outside your comfort zone. When you step outside your comfort zone, your comfort zone becomes larger, i.e. you dare to do more and feel secure in more situations.



Discussion questions:

- a) What does personal development mean to you? (give examples from your own experiences)
- b) In which areas would you like to continue developing?

Mental Training

General information and topics: This module introduces mental training as the practice of deliberately training one's thoughts, based on the idea that every repeated thought forms a "trail" in the brain, making a person increasingly skilled at thinking it, whether the thought is positive or negative. It notes that a person has around 60,000 thoughts per day and explains how repeated negative thoughts can develop into limiting beliefs about oneself and one's abilities, offering examples such as "I won't be able to get a job" or "it's important that everyone likes me." The material frames mental training as a way to consciously choose which thoughts to strengthen, specifically those that support emotional wellbeing, the person one wants to become, and one's goals. Two reflection questions guide participants to identify their own limiting beliefs, their origin, and the beliefs they would like to hold instead.

Competence, skills, ability:

Understanding of mental training as the deliberate practice of shaping recurring thought patterns

Knowledge of how repeated thoughts create limiting beliefs and affect self-perception

Ability to identify personal limiting beliefs and their possible origins

Skills in reformulating limiting beliefs into supportive, goal-oriented beliefs

Ability to apply basic reflective questioning techniques in a coaching or training context

Goal: To help trainers guide participants toward recognising and reshaping limiting beliefs, using mental training as a tool to support performance and emotional wellbeing.

References:

Ellis, A., Reason and Emotion in Psychotherapy (placeholder reference)

Beck, A. T., Cognitive Therapy and the Emotional Disorders (placeholder reference)

Seligman, M., Learned Optimism (placeholder reference)

Original Document: 2_Mental training ENG

The following pages reproduce the source material in full, unaltered from the original file.

Mental training

Mental training = training your thoughts

Every thought you think is a "training" in thinking that particular thought.

You have approximately 60,000 thoughts every day. Some are positive and others negative. Every thought that is repeated many times creates a "trail" in the brain.

This is why you become good at thinking the thought you practise – regardless of whether it is negative or positive.

Negative thoughts lead to *limiting beliefs* about yourself and your abilities. Some examples of limiting beliefs are: *"I won't be able to get a job," "I'll never have good self-confidence," "it's not good to make mistakes," "it's important that everyone likes me," "other people's approval is important for my choices in life."*

You can train your thoughts so that you think more of the thoughts you want to think. Thoughts that benefit your emotional life, the person you want to be and your goals. That is why we train mentally. Simply to be able to perform well and feel good.



Discussion questions:

- a) What *limiting beliefs* do you have about yourself?
- b) How long have you been thinking this way?
- c) What beliefs do you want to have about yourself in the future? How can you practise this?

Progress

General information and topics: This module addresses the concept of success as a driver of personal progress, defining it as the feeling of having achieved a personal goal. It distinguishes between external success (visible achievements such as a job, money or status recognised by others) and internal success (inner experiences such as personal development, security or a sense of meaning). The material introduces four "success factors" that shape a person's capacity for progress: self-image (how one sees oneself), goal image (how one envisions the future), attitude (how one interprets events) and feeling (one's sense of quality of life). Two discussion questions invite participants to reflect on what success means to them personally and which of these success factors they would like to further develop, linking the concept directly to ongoing self-leadership work.

Competence, skills, ability:

Understanding of the distinction between internal and external success

Knowledge of the four key success factors: self-image, goal image, attitude and feeling

Ability to reflect critically on one's personal definition of success

Skills in identifying which success factors to prioritise for personal growth

Ability to connect self-perception and attitude to progress toward goals

Goal: To help participants clarify their personal understanding of success and identify concrete success factors to develop as part of their ongoing progress.

References:

Dweck, C. S., Mindset: The New Psychology of Success (placeholder reference)

Csikszentmihalyi, M., Flow: The Psychology of Optimal Experience (placeholder reference)

Locke, E. A. & Latham, G. P., A Theory of Goal Setting and Task Performance (placeholder reference)

Original Document: 3_Progress ENG

The following pages reproduce the source material in full, unaltered from the original file.

Success

Success = A feeling of having achieved a personal goal.

External success = for example, a job, money or something else that looks good to those around you.

Internal success = something that makes you feel good, such as personal development, security or doing something that feels meaningful.



Keys to success (success factors)

Self-image = how you see yourself

Goal image = how you see the future

Attitude = how you interpret what is happening

Feeling = sense of quality of life



Discussion questions:

- a) What does success mean to you? (internal/external)
- b) Which success factors would you like to develop further?

The Wheel of Life

General information and topics: This module presents "The Wheel of Life," a widely used coaching tool for visualising the balance across key areas of a person's life. Participants select eight important life areas (examples given include leisure, physical environment, work, work at home, finances, personal development, family, love, friends, relationships, freedom to choose, joy and happiness, and inner security), then rate their current satisfaction in each area by drawing a line within a corresponding "slice" of the wheel, creating an at-a-glance picture of life balance. The exercise is followed by structured coaching questions that ask participants to reflect on the resulting balance, note anything surprising, choose a priority area, and identify actions that could lead to positive development in that area. The tool is designed for repeated use so that progress can be tracked over time.

Competence, skills, ability:

Ability to identify and select the most relevant areas of one's life for self-assessment

Skills in visually mapping current life satisfaction across multiple domains

Ability to interpret imbalances or surprises revealed by the completed wheel

Skills in prioritising an area for focused personal development

Ability to translate reflection into concrete next steps and action planning

Competence in using the Wheel of Life as a recurring self-assessment and coaching tool

Goal: To provide trainers with a simple, visual self-assessment tool that helps participants identify imbalances in their lives and set priorities for personal development.

References:

Kline, N., The Coaching Wheel: A Tool for Balanced Living (placeholder reference)

Whitmore, J., Coaching for Performance (placeholder reference)

International Coach Federation, Core Coaching Competencies and Tools (placeholder reference)

The Wheel of Life – Instructions

1. Place the pen in the centre of the wheel of life:

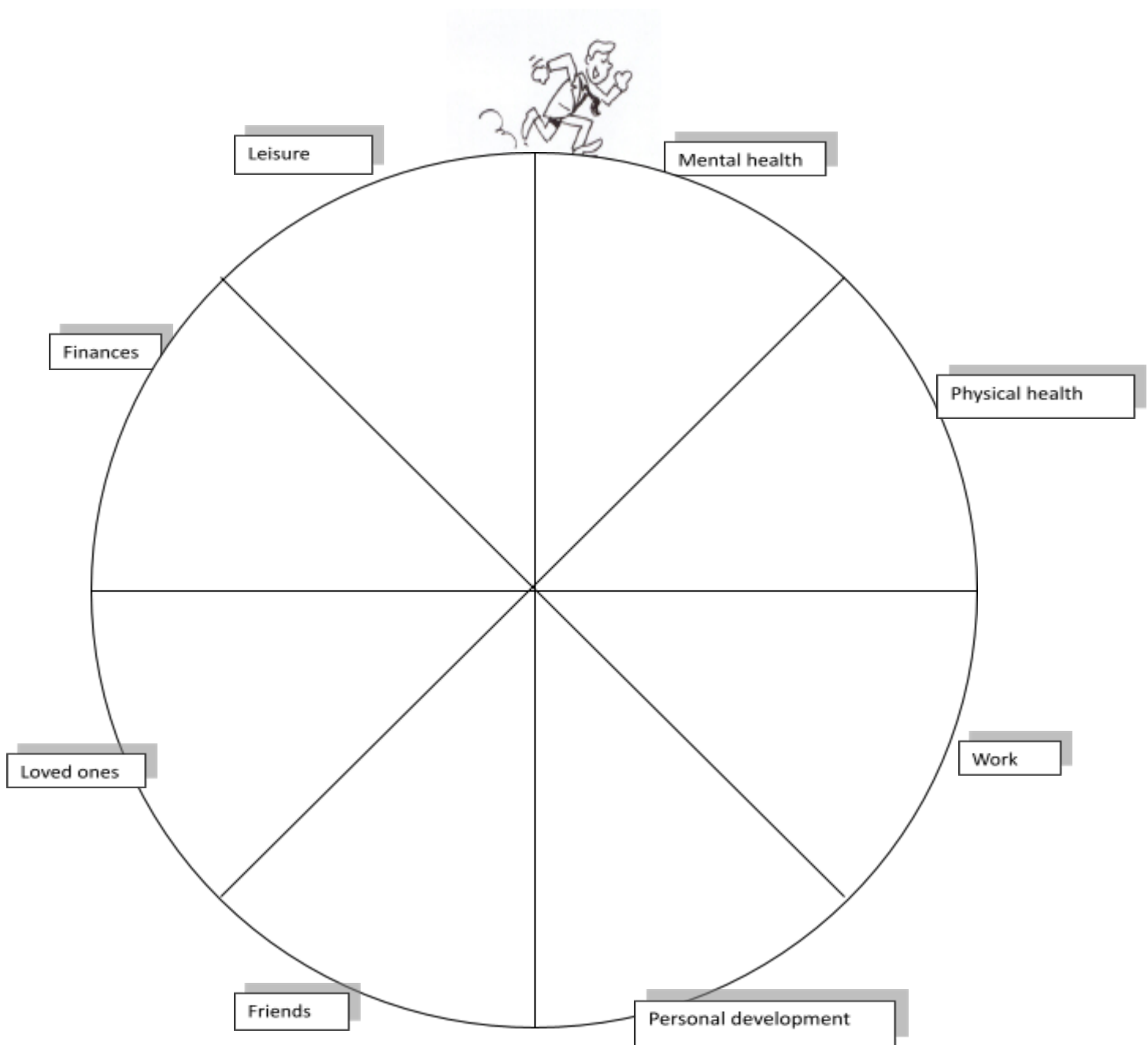
- a) slowly draw the pen along the left edge of any 'slice' of the wheel.
- b) Stop the pen where you feel it stops.
- c) Draw a line across to the right edge of the "piece of cake".
- d) Draw a line along the line back to the centre.
- e) Continue with a new "piece of cake" of your choice in the same way until the entire wheel is filled in.

2. Coaching follow-up questions:

- a) How do you view the balance in the wheel? Were you surprised by anything?
- b) Which area would you like to start with?
- c) What can you do to achieve positive development in that area?

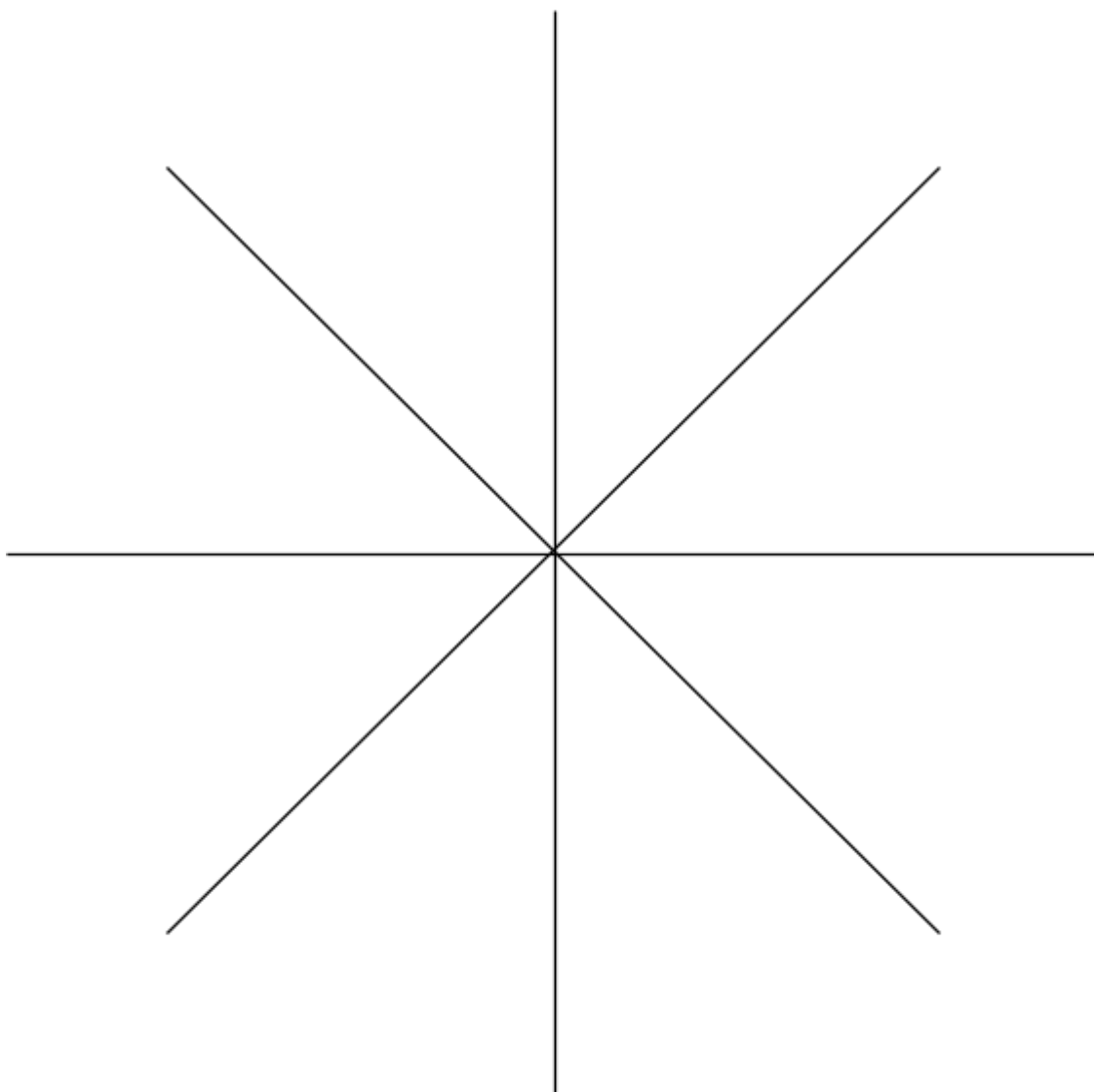
The wheel of life – current situation

Date: _____



The wheel of life – current situation

Date _____



1. Select the 8 most important areas of your life
2. Fill these in the different sections of the wheel of life
3. Create the wheel of life (according to the instructions)

Suggestions for areas of life that can be included in the wheel of life

Leisure/entertainment/hobbies

Physical environment

Work

Work at home

Finances

Personal development

Family

Love

Friends

Relationships

Freedom to choose

Joy and happiness

Inner security

Other area:

.....
.....
.....

Competence Exercise

General information and topics: This short exercise module defines competence as the ability to apply one's knowledge in practice, distinguishing it from mere theoretical knowledge. It introduces a simple two-quadrant self-reflection tool in which participants list things they want to start doing (e.g. start exercising) and things they want to stop doing (e.g. smoking). By mapping desired and undesired behaviours, participants are guided to identify concrete areas where they could increase their competence, framed as doing more of what they want and less of what they do not want. The exercise is intended as a practical, low-threshold self-leadership tool that connects abstract competence-building to everyday behavioural choices.

Competence, skills, ability:

Understanding of competence as the practical application of knowledge, not knowledge alone

Ability to distinguish between wanted and unwanted behaviours using a simple quadrant model

Skills in identifying personally relevant areas for competence development

Ability to translate self-reflection into actionable behavioural goals

Capacity to apply a simple want/don't-want framework in a coaching context

Goal: To help participants pinpoint concrete behavioural changes that will strengthen their practical competence and support personal development.

References:

Boyatzis, R. E., The Competent Manager: A Model for Effective Performance (placeholder reference)

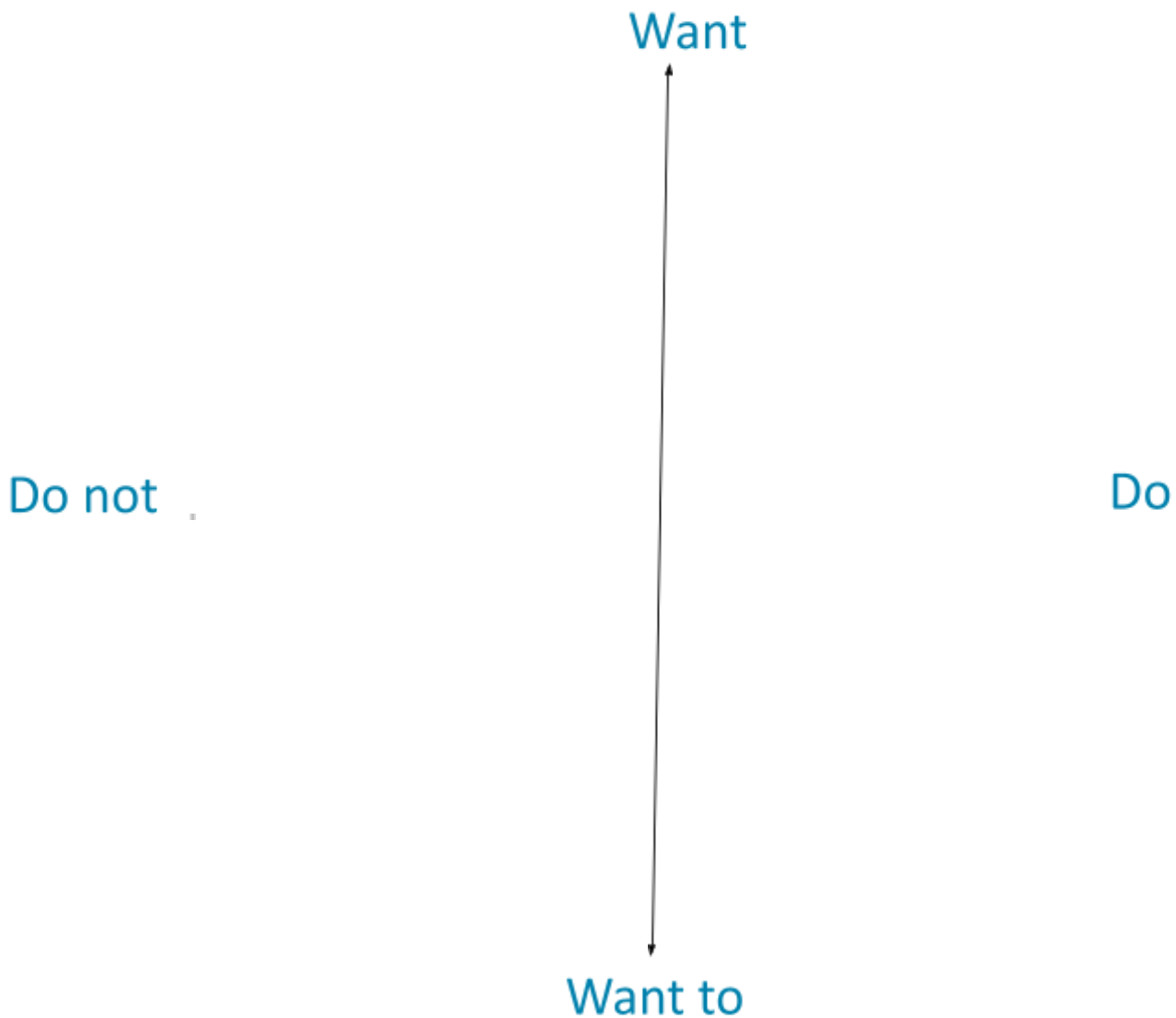
Spencer, L. M. & Spencer, S. M., Competence at Work (placeholder reference)

OECD, The Definition and Selection of Key Competencies (DeSeCo) (placeholder reference)

Knowledge - competence

Competence = the ability to apply one's knowledge in practice

1. Fill in
 - a) things you want to start doing in the quadrant want/don't want to do (e.g. start exercising)
 - b) things you want to stop doing in the do/don't want to quadrant (e.g. smoking)
2. In which areas would you like to increase your competence (by doing *more* of what you want to do and *less* of what you don't want to do)?



Self-Awareness Exercise

General information and topics: This brief module offers a self-awareness exercise built on the principle that the qualities we admire in others often reflect qualities we possess or value in ourselves. Participants are asked to name three people they admire, identify the specific qualities they like most about each person, and then reflect on which of these qualities they can recognise in themselves. A final reflective question asks how participants would like to actively use these qualities going forward. The exercise uses external role models as a mirror for self-recognition, making it a simple but effective entry point into deeper self-awareness work within the self-leadership curriculum.

Competence, skills, ability:

Ability to identify admired qualities in others and articulate why they matter

Skills in recognising and naming one's own positive character traits

Increased self-awareness through reflective, role-model-based analysis

Ability to connect recognised personal qualities to intended future action

Capacity to use simple projection-based exercises as a self-leadership coaching technique

Goal: To help participants build self-awareness by recognising admired qualities in others as a mirror for identifying and consciously using their own strengths.

References:

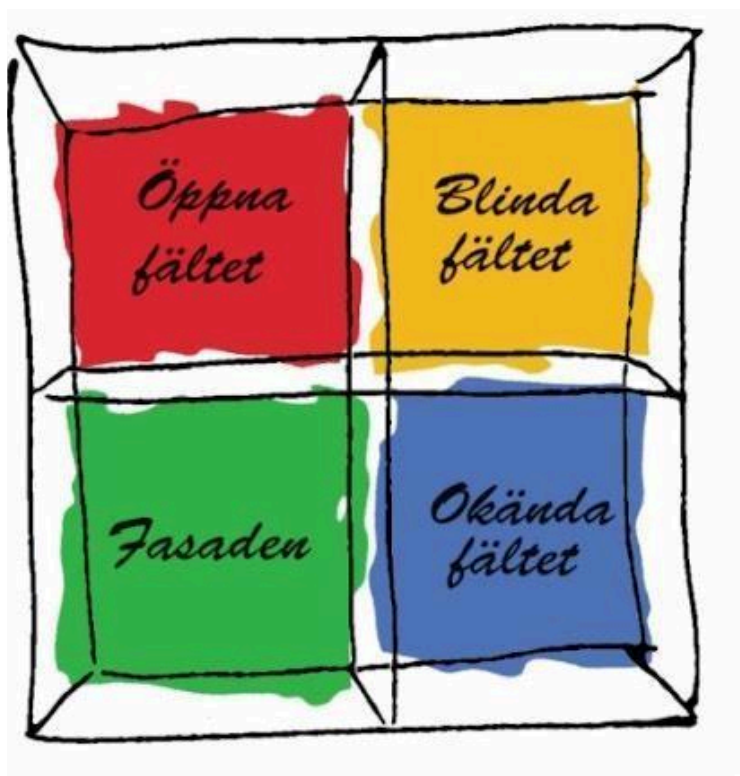
Goleman, D., Emotional Intelligence: Why It Can Matter More Than IQ (placeholder reference)

Rogers, C., On Becoming a Person (placeholder reference)

Seligman, M., Character Strengths and Virtues: A Handbook and Classification (placeholder reference)

Exercise for increased self-awareness

1. Write down the names of three people you admire
2. What qualities do you like most about them?
3. Which of these qualities can you see in yourself?
4. How would you like to use these qualities?



Value Menu

General information and topics: This module presents a values-clarification exercise built around the idea that personal values are the driving forces that motivate people to succeed, while noting that not every value which guides behaviour necessarily produces inner motivation or inner success. Participants are given an extensive menu of example values (such as creativity, security, honesty, freedom, family, health, status and career, among many others) and are free to add their own. The exercise guides participants through a narrowing process: first selecting eight important values, then narrowing these down to four, and finally identifying a single "core value" that matters most. This structured funnel approach is designed to move participants from a broad personal value landscape toward one clearly prioritised value that can anchor subsequent goal-setting work.

Competence, skills, ability:

Understanding of personal values as internal driving forces behind motivation and success

Ability to distinguish between values that generate genuine inner motivation and those that do not

Skills in selecting and prioritising personal values from a broad list

Ability to progressively narrow down values to identify a single core value

Capacity to use values clarification as a foundation for later goal-setting and decision-making

Goal: To guide participants through a structured process of identifying their core personal value as a foundation for motivation, decision-making and goal setting.

References:

Schwartz, S. H., An Overview of the Schwartz Theory of Basic Values (placeholder reference)

Rokeach, M., The Nature of Human Values (placeholder reference)

Hall, B. P., Values Shift: A Guide to Personal and Organizational Transformation (placeholder reference)

Values menu

Values are your driving forces that motivate you to succeed. Keep in mind that not all values that guide us provide inner motivation or inner success. Below are a few examples. Feel free to add your own.

4. Select eight values that are important to you
5. Then choose four of these that are particularly important
6. Which of the four remaining values is the most important? (your core value)

Creativity
Challenges
Security
Good relationships
Love

Development
Have fun
Inner harmony
Meaningful occupation
Compassion

Adventure
Friendship
Family
Contributing to a better world
Generosity

Self-actualisation
Health
Fame
Status
Career

Helping others
Honesty
Knowledge
Leadership
Freedom

Coordination
Creativity
Communicate
Spirituality
Practical work

Your core value: _____

Solution Focus

General information and topics: This module introduces a solution-focused exercise for working with obstacles and challenges encountered on the path toward personal goals. It is structured around a two-circle model: an outer circle for factors participants cannot personally influence (for example, tough competition in their profession within the local labour market) and an inner circle for factors they can influence (for example, their own education). By explicitly separating uncontrollable circumstances from actionable factors, the exercise directs participants' attention and energy toward what is within their control. A closing reflective question asks participants what conclusions they draw from this mapping and what they need to focus on in the near future, reinforcing a forward-looking, solution-oriented mindset rather than dwelling on obstacles themselves.

Competence, skills, ability:

Ability to identify and categorise obstacles as either influenceable or non-influenceable

Skills in applying a solution-focused approach rather than a problem-focused one

Increased clarity on where to direct personal effort and energy

Ability to draw actionable conclusions from a structured reflection exercise

Capacity to translate awareness of challenges into a forward-looking focus for the near future

Goal: To help participants reframe obstacles constructively by distinguishing what they can and cannot influence, and to focus their energy on actionable next steps.

References:

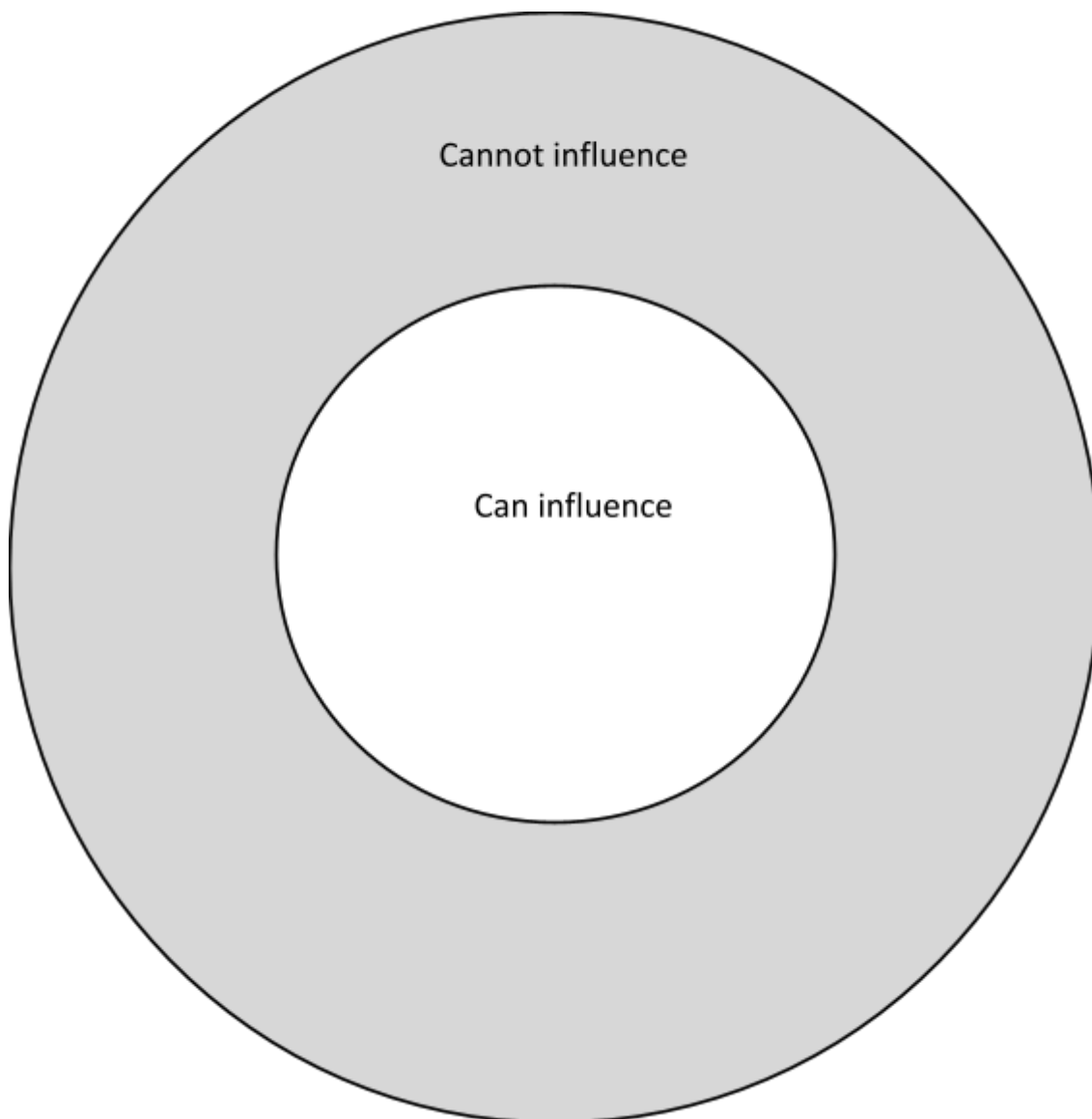
de Shazer, S., Keys to Solution in Brief Therapy (placeholder reference)

Covey, S. R., The 7 Habits of Highly Effective People (Circle of Influence concept) (placeholder reference)

Berg, I. K. & Szabó, P., Brief Coaching for Lasting Solutions (placeholder reference)

Challenges & focus on solutions

1. What obstacles or challenges do you see on the path to achieving your goals?
 - a) Write down things you cannot influence yourself in the outer circle (e.g. tough competition in 'your' profession in the local labour market).
 - b) Write down things you *can* influence in the inner circle (e.g. education).
2. What conclusions do you draw from this? What do you need to focus on in the near future?



Target Values – Target Analysis

General information and topics: This module addresses goal setting by first clarifying the conceptual difference between values and goals: values answer "why" (the driving force, contextual and abstract, not measurable) while goals answer "what" (specific, personal and measurable). It provides a set of coaching questions designed to help participants envision their desired future across work, leisure, relationships and health, and to reflect on how they want to be perceived, what they want to contribute, and what would bring them a sense of achievement. The module then offers three practical rules for formulating effective goals: state them in the present tense, phrase them positively (focused on what is wanted rather than avoided), and make them measurable, including measurable sub-goals. Finally, it introduces a goal-analysis tool using four 1–10 rating scales covering whether the goal is self-selected, how motivating it is, how confident the participant is in achieving it, and what behavioural changes are needed to connect goals with action.

Competence, skills, ability:

Understanding of the conceptual distinction between personal values and concrete goals

Ability to use guided coaching questions to envision a desired future

Skills in formulating goals using the present-tense, positive and measurable framework

Ability to apply a structured 1–10 scale to analyse goal ownership, motivation, confidence and required behaviour change

Competence in linking abstract values to concrete, actionable, measurable goals

Goal: To equip trainers with a structured method for helping participants translate personal values into clearly formulated, measurable goals and to assess their readiness to pursue them.

References:

Locke, E. A. & Latham, G. P., A Theory of Goal Setting and Task Performance (placeholder reference)

Doran, G. T., There's a S.M.A.R.T. Way to Write Management's Goals and Objectives (placeholder reference)

Whitmore, J., Coaching for Performance (placeholder reference)

Goal image – about goals, values and goal analysis

1. Difference between values and goals

Values

Why? (driving force)

Context (what you want to contribute)

Abstract (not measurable)

Goals

What? (specific)

Personal

Measurable

2. Setting goals – coaching questions

- What will your life look like in 10 years? How will you have developed? (in terms of work/leisure, relationships, health)
- How do you want other people to see you in 10 years? What will they say about you?
- How do you want to contribute? What do you want to give?
- What would you regret not doing?
- What do you want to be recognised for?
- What does achieving this mean to you? What added value does it give you?

3. Formulating goals

- Formulate in the present tense (present)
- Use positive wording (focus on what you want to achieve)
- Make them measurable (and set measurable sub-goals)

4. Goal analysis (scale 1-10)

Goals: _____

Self-selected

1 _____ 1

Is the goal set by you for your own sake?

Completely? Partially?

Motivation

1 _____ 10

How important is the goal to you? Explain your reasoning!

Belief

1 _____ 10

How confident are you that you will achieve your goals? Do you need change your goal or your thoughts? How?

Connection between goals and behaviour

1 _____ 10

What do you need to change?

Mentoring Programme 5.3 - Language

GERS/CEFR Language Levels A1–C2

General information and topics: This module presents the Common European Framework of Reference for Languages (CEFR/GERS) as developed by the Council of Europe, the internationally recognised standard for describing language proficiency. It sets out the six reference levels (A1, A2, B1, B2, C1, C2) and breaks each one down into concrete "can-do" descriptors across the four core skill areas: listening, reading, spoken interaction and production, and writing. The framework provides a shared, transparent language for describing what a learner can actually do at each stage, from recognising simple familiar words (A1) to expressing nuanced, stylistically appropriate arguments (C2). In the UNITE context, this reference table underpins how trainers assess, communicate and document the language competence of newly arrived participants as they progress toward labour-market readiness.

Competence, skills, ability:

Understand the structure and purpose of the CEFR/GERS six-level scale (A1–C2)

Recognise and apply the "can-do" descriptors for listening, reading, spoken interaction, spoken production and writing at each level

Accurately situate a participant's current language ability within the framework for placement and progress tracking

Communicate proficiency levels consistently with other institutions, employers and language-testing bodies

Use the framework as a shared reference point when selecting or designing language-related training materials

Goal: To equip trainers and coaches with a common, standardised reference for describing and assessing participants' language competence, enabling consistent placement, progress monitoring and communication across the integration and training process.

References: Council of Europe, Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) — Council of Europe Publishing (placeholder reference); Council of Europe, CEFR Companion Volume with New Descriptors (placeholder reference); European Commission, Europass Self-Assessment Grid based on the CEFR (placeholder reference); ALTE (Association of Language Testers in Europe), Framework and Minimum Standards for Establishing Quality Profiles in Language Test Development (placeholder reference).

Common European Framework of Reference for Languages, CEFR (from [the Council of Europe](#))

Levels	Understanding		Speaking		Write
	Listening	Reading	Oral interaction	Oral production	Written proficiency
A1	I can recognise familiar words and very simple phrases concerning myself, my family and immediate surroundings, but only when people speak slowly and clearly.	I can understand common names, words and very simple sentences, for example on notices and posters or in catalogues.	I can converse in a simple way provided the other person is prepared to speak slowly and repeat or rephrase what has been said or help me formulate what I want to say. I can ask and answer simple questions in areas of immediate need or very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.	I can write short, simple messages, such as a postcard with greetings. I can fill in personal details such as my name, address and nationality in simple forms.
A2	I can understand phrases and very common words related to my personal circumstances, such as information about myself and my family, my immediate surroundings and my occupation. I can understand the main points of short, clear and simple messages and announcements.	I can read very short and simple texts. I can find specific and predictable information in simple and everyday material such as advertisements, brochures, menus and timetables. I can understand simple personal letters.	I can participate in conversations and routine tasks that require a simple and direct exchange of information on familiar topics and occupations. I can function in very short social conversations, but I generally do not understand enough to keep the conversation going myself.	I can use a range of phrases and sentences to describe my family and other people, people's living conditions, my education and my current and past jobs in simple terms.	I can write short, simple messages and take simple notes in areas of immediate need. I can write a very simple personal letter, for example to thank someone for something.
	Understanding		Speaking		Writing
	Listening	Reading	Oral interaction	Oral production	Writing

B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. If the language is spoken relatively slowly and clearly, I can understand the main points of many radio and TV programmes on current affairs or topics of personal interest.	I can understand texts that consist mainly of high-frequency language related to everyday life and work. I can understand descriptions of events, feelings and wishes in personal letters.	I can function in most situations that may arise when travelling in countries or areas where the language is spoken. I can enter into a conversation without preparation on topics of personal interest or related to everyday life, such as family, leisure interests, work, travel and current events.	I can link phrases in a simple way to describe experiences and events, my dreams, hopes and future plans. I can briefly give reasons and explanations for my opinions and plans. I can tell a story or recount the plot of a book or film and describe my impressions.	I can write simple, coherent text on topics that are familiar or of personal interest to me. I can write personal letters describing experiences and impressions.
B2	I can understand longer presentations, such as lectures, and follow more complex arguments, provided the topic is reasonably familiar. I can understand most news and current affairs programmes on television. I can understand most films in which standard language is spoken.	I can read articles and reports that deal with current issues and express attitudes and opinions. I can understand contemporary literary prose.	I can converse and discuss so fluently and easily that I can socialise with native speakers in a natural way. I can take an active part in discussions on familiar topics and explain and defend my opinions.	I can describe in clear and detailed terms conditions related to my areas of interest and experience. I can explain a point of view and indicate the advantages and disadvantages of various options.	I can write clear, detailed text on topics within my areas of interest. I can write an essay or report that conveys information or gives reasons for or against a particular point of view. I can write letters that emphasise the personal significance of events and experiences.
Levels	Understand		Speaking		Writing
	Listening	Reading	Oral interaction	Oral production	Written proficiency

C1	I can understand more complex language even when it is not clearly structured and the context is only implied rather than explicitly stated. I can understand TV programmes and films without too much effort.	I can understand long and complex factual texts as well as literary texts, and I can appreciate differences in style. I can understand specialist articles and lengthy instructions even in areas outside my field of interest and experience.	I can express myself fluently and spontaneously without having to search too much for the right expressions. I can use the language flexibly and effectively for social, interest-related and professional purposes. I can formulate ideas and opinions with a degree of precision and adapt to the person I am talking to with some skill.	I can describe complex topics with side issues and connections in a clear and detailed manner. I can develop specific aspects and round off my presentation with a consistent conclusion.	I can express myself in clear and well-structured text with detailed views and explanations. I can write about complex issues in a letter, essay or report and argue for what I consider important. I can choose a style that is appropriate for the intended reader.
C2	I have no difficulty understanding any kind of spoken language, whether in direct contact or via radio, TV and film. I can also understand fast-paced speech spoken by a native speaker, provided I have had time to get used to the regional variation in the language.	I can read practically any written language without difficulty, even abstract texts that are structurally and linguistically complex, such as manuals, specialist articles or literary works.	I can effortlessly participate in any conversation or discussion, effectively choosing everyday and idiomatic expressions. I can express myself fluently and convey nuances with some precision. If I do encounter difficulties, I can rephrase them so smoothly that others hardly notice.	I can present a clear and fluent description or argument that is appropriate to the context. I can present an effective logical structure that helps the recipient notice and remember important points.	I can write clear and fluent text in a style appropriate to the occasion. I can write complex letters, reports or articles that present a topic in a logical and effective way that helps the reader notice and remember important points. I can write summaries and overviews of technical texts or literary works.

Instructions for the Language Level Test

General information and topics: This module provides the organisational guidelines for administering a full language level assessment, combining an online component (grammar, vocabulary, reading and listening comprehension, taking roughly 30–90 minutes) with a written task and an oral task. It specifies the estimated duration for each component, points administrators to the external online testing tool, and lists the accompanying documents needed to run the process: the written test itself, and the three oral-test documents (instructions for administrators, instructions for participants, and discussion statements). Assessment of the resulting language levels is anchored to the CEFR/GERS A1–C2 framework, ensuring the whole testing procedure produces results that are comparable and standardised. The module functions as a coordination guide, tying together the separate testing materials into one coherent assessment procedure.

Competence, skills, ability:

Understand the overall structure and sequence of the full language level testing procedure

Know the estimated time required for each test component (online test, writing test, oral test)

Correctly identify and locate the supporting documents needed for each stage of the assessment

Coordinate online, written and oral assessment components into a single coherent testing session

Apply the CEFR/GERS framework as the reference standard for interpreting test results

Goal: To give trainers and test administrators a clear, practical overview of how to organise and sequence a complete language level assessment, ensuring all components are administered consistently and correctly.

References: Council of Europe, Common European Framework of Reference for Languages (CEFR) (placeholder reference); Folkuniversitetet, Online Language Placement Test (placeholder reference); ALTE, Manual for Language Test Development and Examining (placeholder reference).

Instructions for language level test

Grammar and vocabulary, reading comprehension and listening comprehension – test via the website.

The test is estimated to take between half an hour and an hour and a half.

Link to the test: <https://www.folkuniversitetet.se/mer-om-sprak/spraktest/>

Writing test

Document "Language level test A2–B1": 60 minutes

Oral

Document "Oral test A2–B1": 15 minutes

Three documents:

- Instructions for test administrators
- Instructions for participants
- Statements

Assessment of language levels

Document "CEFR Language Levels A1-C2"

Language Level Test A2–B1

General information and topics: This module contains a practical, timed (60-minute) written assessment designed to gauge whether a participant's writing proficiency falls within the A2–B1 range of the CEFR/GERS framework. It comprises two tasks without aids: an informal email response to a friend answering specific personal questions, and a longer descriptive text (1–2 pages) about daily work and free-time activities based on a sample weekly calendar. The tasks are deliberately grounded in everyday, work-related and social situations relevant to newly arrived participants navigating a new job and social environment. As a concrete assessment instrument, this document translates the abstract CEFR descriptors into an applied writing exercise that trainers can administer directly.

Competence, skills, ability:

Administer a structured, timed written language assessment under standardised conditions

Set and explain realistic, everyday writing tasks (personal correspondence, descriptive narrative) appropriate to the A2–B1 level

Evaluate a participant's written output against A2–B1 CEFR descriptors (vocabulary, coherence, task completion)

Use calendar/schedule-based prompts to elicit varied vocabulary and tense use in writing

Provide participants with clear task instructions, time limits and expectations for a formal writing test

Goal: To give trainers a ready-to-use written test instrument for reliably placing participants at the A2 or B1 language level as part of the overall assessment process.

References: Council of Europe, Common European Framework of Reference for Languages (CEFR) — Writing Proficiency Descriptors (placeholder reference); Council of Europe, CEFR Companion Volume with New Descriptors (placeholder reference); Folkuniversitetet, Language Placement and Writing Assessment Guidelines (placeholder reference).

Language level test A2–B1

Writing task

Time: 60 minutes

No aids

Writing task 1

You have received a letter from your friend Peter in Stockholm. You are to answer his **three questions**. Begin and end the email in a correct manner.

Peter's letter:

Hello
I'm so happy you're coming to visit!
You can stay at my place in my
guest room.
When are you coming? What would
you like to do? Do you like boating?
Write back and let me know! 😊
Peter

Your answer:

Writing task 2

Wednesday. Write 1–2 pages.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Oral Test A2–B1 – Instructions for Participants

General information and topics: This short module sets out the participant-facing instructions for the paired oral language test at the A2–B1 level, which runs approximately 15 minutes with no preparation time. It explains the two-part structure: a personal presentation (introducing oneself, background and everyday life, roughly 3 minutes per person) followed by a discussion task in which each participant responds to a statement about working life, poses a follow-up question to their partner, and engages in joint discussion (roughly 4 minutes per statement). The document is written directly for the test-taker, in plain and reassuring language, to clarify expectations and reduce test anxiety before the assessment begins. It complements the administrator instructions and statement bank used in the same testing session.

Competence, skills, ability:

Understand what will be expected of them during each part of the paired oral test

Prepare mentally for spontaneous, unrehearsed spoken interaction without prior preparation time

Know how to structure a short personal presentation about background and daily life

Practise responding to a work-related statement, asking a follow-up question, and sustaining a short discussion

Manage time expectations for each part of the oral exam

Goal: To ensure participants arrive at the oral test with a clear, low-stress understanding of its format and requirements, supporting a fair and comfortable assessment experience.

References: Council of Europe, Common European Framework of Reference for Languages (CEFR) — Spoken Interaction and Production Descriptors (placeholder reference); ALTE, Principles of Good Practice for Oral Examining (placeholder reference); Folkuniversitetet, Oral Proficiency Testing Guidelines (placeholder reference).

Instructions for the oral test

You will take the test together with another participant.

There is no preparation time before the test.

The test takes approximately 15 minutes.

Part 1: Presentation

You will briefly introduce yourself and then talk about yourself, your background and your everyday life. The test leader will ask questions. You will take turns talking.

Time: approximately 3 minutes per person

Part 2: Discuss a topic

You will be given a statement about working life that you must take a position on. Once you have spoken, you must ask your conversation partner a question about the topic. You will then discuss the topic together. The test leader may ask questions.

After you have discussed for a few minutes, the next participant will receive a new statement.

Time: approx. 4 minutes per statement

Oral Test A2–B1 – Instructions for Test Administrators

General information and topics: This module provides the detailed administrator guidelines for conducting the paired (or, if necessary, individual or three-person) oral language test, which should be recorded and lasts about 15 minutes. It defines two structured parts: a presentation phase in which the administrator asks follow-up questions covering home country, mother tongue, languages spoken, time in the host country, prior language study, and past/current/future work — explicitly designed to elicit different verb tenses and gather information about professional experience; and a discussion phase built around a statement about working life, during which the administrator may probe further to raise the language level of the exchange. It also specifies that oral performance is assessed against CEFR criteria across five dimensions: ability to produce/interact, communicative design, vocabulary, formal correctness and pronunciation. This document is the operational counterpart to the participant instructions, giving trainers the exact prompts and assessment criteria needed to run a standardised, fair oral exam.

Competence, skills, ability:

Administer a structured, recorded paired oral exam consistently across candidates

Ask targeted follow-up questions designed to elicit varied tenses and relevant biographical/professional information

Use a statement-based discussion task to prompt opinion-giving, questioning and interactive dialogue

Apply CEFR-based assessment criteria (interaction, communicative design, vocabulary, formal correctness, pronunciation) to score oral performance

Adapt questioning technique in real time to raise or probe the language level of the conversation

Goal: To enable trainers/test administrators to conduct and assess the oral language test reliably and consistently, producing CEFR-aligned proficiency judgements for each participant.

References: Council of Europe, Common European Framework of Reference for Languages (CEFR) — Oral Assessment Criteria (placeholder reference); ALTE, Manual for Language Test Development and Examining (placeholder reference); Folkuniversitetet, Oral Proficiency Testing Guidelines (placeholder reference).

Instructions for oral tests for test administrators

The test is conducted with two test takers and takes approximately 15 minutes to complete. If necessary, the test can also be conducted with one or three participants. The oral test should be recorded and does not require any preparation by the participant prior to the test.

Part 1: Presentation

Each participant introduces themselves and talks about themselves, their background and their everyday life. The test administrator then asks questions that follow up on what the participant has said. In order to assess how the participant handles tense, the following questions should be asked or answered by the participant during the presentation.

- *Home country?*
- *Mother tongue?*
- *What other languages do you speak?*
- *How long have you been in Sweden?*
- *Have you studied Swedish? At what level?*
- *What have you worked with previously? (in and outside Sweden)*
- *What are you doing now?*
- *What would you like to work with in the future?*

Purpose: To use different tenses and obtain information about the participant's professional experience and knowledge of the intended profession.

Time: approx. 3 minutes per person.

Part 2: Discuss a topic

The participant is given a statement about working life to take a position on (see separate document with "statements"). The participant who has spoken then asks their conversation partner a question about the topic, and they discuss the topic together. The test leader can ask questions to raise the language level of the conversation.

Purpose: To be able to ask and answer questions, express opinions and make references to personal interests, experiences, everyday life and more abstract topics.

Time: approx. 4 minutes per person.

Assessment

Oral performance is assessed based on CEFR criteria. The following are assessed: ability to produce/interact, communicative design, vocabulary, formal correctness and pronunciation.

Oral Test A2–B1 – Statements

General information and topics: This module is a short bank of opinion-eliciting statements about working life, used as prompts during Part 2 of the paired oral language test. Topics include working alone versus with others, pay equality, the relative importance of salary versus job satisfaction, work-life balance, workplace social norms (such as taking part in coffee breaks), opportunities for development and learning at work, and pay differences by job type. Each statement is designed to be debatable enough to prompt a participant to take a position, justify it, and engage their conversation partner in discussion, directly supporting the communicative and argumentative language functions assessed at the A2–B1 level.

Competence, skills, ability:

Select an appropriate discussion statement matched to the participant's level and context

Use work-life-related prompts to elicit opinion, justification and argumentation in spoken language

Facilitate participant-to-participant interaction rather than administrator-led questioning

Recognise how each statement connects to broader themes of workplace culture and labour-market integration

Vary statements across test sessions to maintain fairness and avoid predictability

Goal: To provide trainers with a ready-made, topic-relevant set of discussion prompts that reliably elicit spontaneous spoken interaction for oral language assessment.

References: Council of Europe, Common European Framework of Reference for Languages (CEFR) — Spoken Interaction Descriptors (placeholder reference); ALTE, Principles of Good Practice for Oral Examining (placeholder reference); Folkuniversitetet, Oral Proficiency Testing Guidelines (placeholder reference).

Basis for oral language level test

- *Statements*

1. It is better to work alone than with others.
2. Everyone in a workplace should earn the same amount.
3. A good salary is just as important as enjoying your workplace.
4. It is important to have a balance between work and leisure time.
5. It is important to take part in coffee breaks in Sweden.
6. It is important that work provides opportunities for development and learning.
7. People who sit while they work earn more money than people who stand while they work.

Polish Language Certification – State Examination and TELC

Official confirmation of Polish-language proficiency may be important for foreigners living, studying or working in Poland. Depending on the purpose, a person may need to demonstrate Polish at a particular level or provide a specific type of certificate.

Two important certification routes are:

- the **State Certificate of Proficiency in Polish as a Foreign Language**;
- **TELC Polish language certificates**, including the dual-level B1–B2 examination.

The certificate required should always be checked for the specific administrative procedure, university or regulated profession.

1. What is the purpose of a Polish language certificate?

A language certificate provides formal confirmation that a person has achieved a specified level of proficiency in Polish - <https://certyfikatpolski.pl/>.

The State Certificate of Proficiency in Polish as a Foreign Language is issued within the Polish state certification system by the State Commission for the Certification of Proficiency in Polish as a Foreign Language (Państwowa Komisja do spraw Poświadczania Znajomości Języka Polskiego jako Obcego). It is the official state document certifying proficiency in Polish as a foreign language. The State Certificate is valid indefinitely.

A Polish language certificate can be relevant for:

- residence and legalisation procedures;
- recognition as a Polish citizen;
- admission to university;
- certain regulated professions;
- employment where documented Polish proficiency is required;
- demonstrating language proficiency for professional or educational purposes.

2. When is proof of Polish required?

Long-term EU resident permit

Knowledge of Polish must be demonstrated when applying for a long-term EU resident permit. The required level is at least B1.

The language requirement can be confirmed by:

- an official State Certificate at B1 or above;
- a certificate of graduation from an eligible school in Poland;
- a certificate from a school abroad where Polish was the language of instruction.

Accepted evidence includes the State Certificate and, under the applicable regulations, certificates issued by recognised institutions including TELC. Certain education completed with Polish as the language of instruction can also constitute evidence.

This is important because it means that TELC B1 can be accepted for this particular residence procedure; a State Certificate is not the only possible document.

Polish citizenship

A person applying for recognition as a Polish citizen generally needs officially confirmed knowledge of Polish at a minimum B1 level. The exact accepted evidence should be checked for the relevant citizenship procedure.

University studies

Language requirements for higher education depend on the applicant's situation and the language of instruction. Since **1 August 2025**, rules concerning admission of certain foreign applicants require documentation confirming knowledge of the language of instruction at a level of at least B2. This applies in particular to foreign applicants covered by the new rules who apply on the basis of foreign educational documents.

This means that applicants should check:

- whether the B2 requirement applies to them;
- which documents the university accepts;
- whether their previous education already constitutes acceptable evidence;
- whether they need to take a separate language examination.

Post-secondary vocational education – *Szkoła Policealna*

This is particularly important following changes to Polish education legislation. From **1 September 2025**, foreign nationals seeking admission to public or non-public *szkoła policealna* are required to present an official certificate confirming Polish-language proficiency at a minimum **B1 level**. This requirement applies because education in a *szkoła policealna* involves theoretical and practical vocational training conducted in Polish.

Regulated professions

Language requirements for regulated professions are profession-specific. Polish law requires a person whose professional qualifications are being recognised to have Polish-language proficiency sufficient to perform the relevant regulated profession. The competent professional authority may have specific procedures for verifying this knowledge.

This is particularly important in healthcare. For example, separate requirements apply to doctors, dentists, nurses, midwives and other medical professions. The required document and level should therefore be checked with the competent professional authority rather than assuming that B1 or a particular certificate is sufficient for every regulated profession.

Can previous Polish education replace the examination?

Not automatically.

The required document for admission is an official Polish-language certificate. However, some people who have completed qualifying education in the Polish education system and hold a maturity certificate (*Świadectwo dojrzałości*) may be able to obtain an official B1 State Certificate without taking the language examination. A person who completed the relevant Polish secondary education without a maturity certificate does not automatically obtain this exemption and may need to pass the

Polish-as-a-foreign-language examination to obtain the required State Certificate. Therefore, foreign candidates planning vocational education in a *szkoła policealna* should check the certification requirement before enrolment.

Depending on the type of completed Polish-language education, a person may be eligible for a certificate at a specified level.

Examples under the current rules include:

1. completion of first-cycle studies in Polish philology → B2;
2. completion of other first-cycle studies meeting the statutory conditions → B1;
3. completion of second-cycle studies in Polish philology → C1;
4. completion of certain second-cycle studies → B1 or B2, depending on previous studies;
5. completion of long-cycle Master's studies under the relevant conditions → B2;
6. obtaining a doctoral degree under the relevant conditions → C1.

There are also specific routes connected with qualifying Polish-language school education.

3. State Certificate Examination

Available levels

For adults, the Polish state certification system provides examinations at:

A1 → A2 → B1 → B2 → C1 → C2

A1 is the lowest certified level and C2 the highest.

Registration

Registration is organised through authorised examination centres.

The candidate should:

- check the examination dates;
- select an authorised examination centre;
- register directly through that centre;
- pay the examination fee to the selected centre.

The list of centres participating in a particular examination session is normally published approximately two months before the examination. Registration arrangements and deadlines are then determined by the individual examination centres.

Examination fees

Each examination centre determines its fee, but it cannot exceed the maximum established for the state examination. For adults, the current maximum examination fees are:

- **A1–A2: €120**

- **B1–B2: €150**
- **C1–C2: €180**

The State Commission's information also indicates a €20 certificate fee connected with issuing the certificate after a positive result. Candidates should always check the actual price and payment deadline with their chosen examination centre.

Passing the examination

For adults:

- **B1:** at least 50% in each written module and at least 50% in the oral part;
- **B2, C1 and C2:** at least 60% in each written module and at least 60% in the oral part.

4. TELC Polish B1–B2

TELC provides internationally standardised language examinations based on the **Common European Framework of Reference for Languages (CEFR)**.

A commonly available Polish examination is the dual-level B1–B2 examination.

The candidate does not choose the final certificate level after taking the examination. The result determines whether the demonstrated proficiency corresponds to B1 or B2.

The examination assesses practical language skills, including reading, listening, writing and speaking.

What can TELC be used for?

A TELC Polish certificate at the appropriate level can be used in certain official procedures in Poland. In particular, TELC is included among the recognised certificates for demonstrating at least B1 Polish for a long-term EU resident permit.

A TELC certificate may also be relevant for university admission where it satisfies the applicable legal and university requirements.

However, candidates should not assume that TELC is interchangeable with the State Certificate for every purpose. Before registering, they should check which certificates are accepted for the particular residence procedure, university, profession or other purpose.

Registration and payment

TELC examinations are organised through authorised TELC examination centres.

Registration deadlines, examination dates and fees are determined by the individual examination centre. Candidates should therefore contact the selected centre directly and confirm:

- the examination date;
- registration deadline;
- examination fee;
- documents required;
- when results and certificates are expected.

5. Understanding B1, C1 and C2

Polish certification levels correspond to the Common European Framework of Reference for Languages (CEFR).

B1 – Intermediate / Independent User

At B1 level, a person can generally:

- understand the main points of clear communication concerning familiar matters;
- manage many everyday situations in Polish;
- communicate about work, education, family and everyday life;
- describe experiences, plans and opinions in relatively simple language;
- write straightforward connected texts.

B1 is particularly important for certain residence and citizenship procedures.

C1 – Advanced / Proficient User

At C1 level, a person can:

- understand longer and more demanding texts;
- communicate fluently and spontaneously;
- use Polish effectively in professional, academic and social situations;
- express complex ideas clearly and in detail;
- produce well-structured written texts using advanced vocabulary and grammar.

C1 demonstrates a high degree of independence and flexibility in Polish.

C2 – Mastery / Highly Proficient User

C2 is the **highest level in the certification system.**

At this level, a person can generally:

1. understand almost everything heard or read;
2. process complex information from different sources;
3. communicate very fluently and precisely;
4. recognise subtle differences in meaning;
5. use Polish confidently in demanding professional, academic and social contexts.

C2 represents proficiency approaching that of a highly competent language user.

6. State Certificate or TELC – which one should I choose?

The choice should depend primarily on **why the certificate is needed.**

Purpose	Level / certificate to check
---------	------------------------------

Long-term EU resident permit	At least B1; State Certificate and TELC are among accepted options
Recognition as a Polish citizen	At least B1; check accepted official evidence
University studies in Polish	Commonly at least B2 under current rules for applicants covered by the requirement; check the university and applicable regulations
Regulated profession	Depends on the profession and competent authority
Employment	Depends on employer and occupation
Personal confirmation of Polish proficiency	State or TELC certificate according to individual needs

Before paying for an examination, always verify that the selected certificate and level are accepted for the specific purpose for which it will be used.

Useful information

State Polish Language Certification: The website provides examination dates, authorised examination centres, registration information, sample examinations and information about fees and certification - certyfikatpolski.pl – [official certification website](http://certyfikatpolski.pl).

State Commission for the Certification of Proficiency in Polish as a Foreign Language
(Państwowa Komisja do spraw Poświadczania Znajomości Języka Polskiego jako Obcego)

Candidates interested in TELC should use the official TELC information and contact an uthorized TELC examination centre to confirm current dates, fees and registration arrangements.

Practical advice for mentees

Before registering for an examination:

1. Identify why you need the certificate.

Residence, citizenship, university, regulated profession or employment?

2. Check the required level.

B1, B2, C1 or another level?

3. Check which certificates are accepted.

Do not assume that every Polish-language certificate is accepted for every procedure.

4. Select an authorized examination centre.

5. Check the price, registration deadline and examination date before paying.

This prevents a candidate from spending time and money on an examination that does not meet the requirements of the procedure for which the certificate is needed.

Self-leadership through mental training

Mental training is a method for self-leadership. The method is based on science and proven experience and involves training your thoughts to 1) *feel good* and 2) *perform well*.

The goal is personal success. Personal success can be defined as *satisfaction at having achieved personal goals that you have set for yourself*.

Research in mental training shows that we want to achieve personal success in three so-called "areas of life":

- Employment (Work and/or leisure)
- Relationships (Family, friends, etc.)
- Health (Mental, physical, spiritual)

There are four different "success factors" (SMAK factors) that lead to personal success:

- | | |
|---------------|-------------|
| 1. Self-image | 3. Attitude |
| 2. Goals | 4. Emotion |

1. Self-image

Self-awareness

Self-awareness

Self-esteem (Self-worth)

Self-confidence (Performance value)

2. Goals

Provides motivation, goal orientation and meaning. Goals should be shaped based on individual motivations.

- Goals are concrete and describe *what* one wants to achieve (measurable).
- Motivations are abstract and are the answer to *why* you want to achieve a specific goal (not measurable).

3. Attitude

Focus on solutions (e.g. things you can influence, solutions, now and in the future).

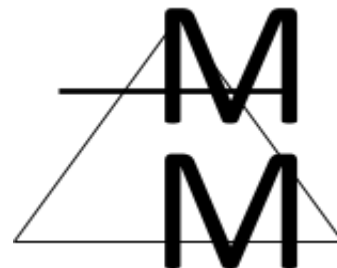
4. Emotion

Over 90% of our behaviour is controlled by our subconscious. We therefore need to influence these subconscious processes in order to develop new skills.

The subconscious is influenced through:

- The conscious mind (M) through thought and action

- The subconscious (U) through mental relaxation



Scientifically proven effects of mental relaxation

- | | |
|--|--|
| <ul style="list-style-type: none"> • Relaxation • Creativity and learning • Calmness, focus and concentration • Reduces anxiety and negative stress • Provides more energy and improves health • Positive thinking | <ul style="list-style-type: none"> • Improved immune system • Increased rehabilitation/recovery of the brain and body • Relieves chronic pain • Affects the autonomic nervous system |
|--|--|

Self-image and attitude

- Your perception of yourself and the world around you. How is it created?

We experience through our:

Fem sinnen

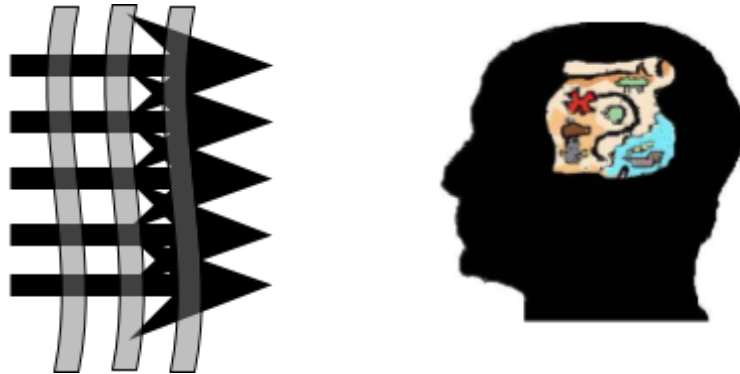
Syn

Hörsel

Känsel

Lukt

Smak



Impressions

We receive millions of impressions per second and can only perceive a fraction of these impressions. This means that, in addition to **excluding** many impressions, we also **generalise** and **distort** information.

Influence

Each individual's perception of reality is created through external influences:

- Individual Parents, teachers, colleagues, friends, etc.
- *Collective* Media, religion, science, culture, political climate, etc.

Individual influence shapes our views on, for example: Our own abilities, education, entrepreneurship, femininity, masculinity, and shapes our personality (in combination with genetic inheritance).

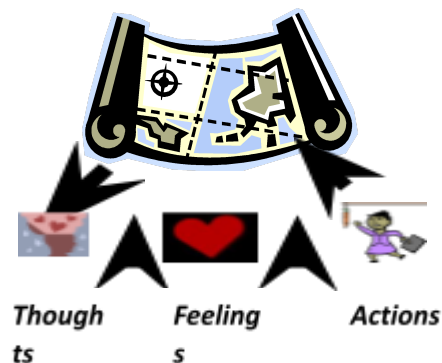
Collective influences shape so-called paradigms (generally accepted views). These paradigms shape our collective views on, for example: Health, science, religion, identity, work, family.

Self-image & the map of reality

Together, these influences shape *our self-image* and an inner "map" of reality. *The map is not reality.*

Self-image and behaviour patterns

This *self-image* and "map" shape our *thoughts*, which in turn create *feelings* that become our *actions*. We unconsciously repeat these behaviour patterns to confirm that "my" *self-image* and "map" of reality are the correct ones.



Attitude

Our behaviour patterns shape a fundamental *attitude* that determines, among other things, what we focus on, e.g. solutions or 'being right', ourselves or our surroundings, the present and the future or the past, etc.

Goals – about goals, values and goal analysis

1. Difference between values and goals

Values

Why? (driving force)

Context (what you want to contribute)

Abstract (not measurable)

Goals

What? (specific)

Personal

Measurable

2. Setting goals – coaching questions

- What will your life look like in 10 years? How will you have developed?
(in terms of work/leisure, relationships, health)
- How do you want other people to see you in 10 years? What will they say about you?
- How do you want to contribute? What do you want to give?
- What would you regret not doing?
- What do you want to be recognised for?
- What does achieving this mean to you? What added value does it give you?

3. Formulating goals

- Formulate in the present tense (present)
- Use positive wording (focus on what you want to achieve)
- Make them measurable (and set measurable sub-goals)

4. Goal analysis (scale 1-10)

Goal: _____

Self-selected

1 _____ 1

Is the goal set by you for your own sake?

Completely? Partially?

Motivation

1 _____ 10

How important is the goal to you? Explain your reasoning!

Belief

1 _____ 10

How confident are you that you will achieve your goals? Do you need change your goal or your thoughts? How?

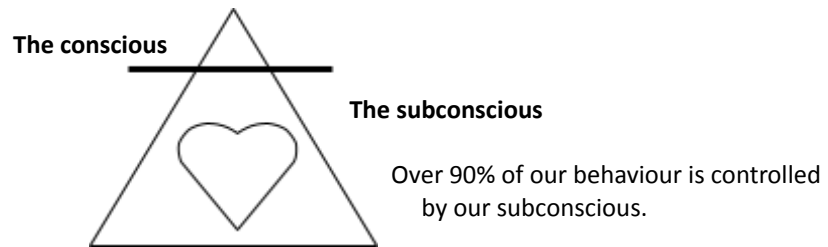
Connection between goals and *behaviour*

1 _____ 10

What do you need to change?

Emotions – the brain, relaxation and influence

1. Conscious/subconscious



Our subconscious can be influenced:

- Via our *conscious mind*: Through thoughts, behaviour
- Directly in our *subconscious*: Through mental relaxation

2. Mental states - Measured in cycles per second

Beta	13-25	CPS	Waking state
Alfa	8-12	CPS	Relaxed state
Theta	4-7	CPS	Deep relaxation or light sleep
Delta	0.5-3	CPS	Deep sleep or coma

3. Effects of mental relaxation

- Perception of time and space ceases
- The brain works more as a whole
- Increased ability to shape desired self-image and vision of the future
- Increased ability to remain calm, focused and concentrated
- Improved stress management
- Improved contact with oneself and improved self-esteem
- Increased positive thinking (activity increases in the left frontal lobe)
- Increased creativity
- Improved immune system
- Positive impact on the autonomic nervous system (heart, lungs, blood pressure, etc.)
- New brain cells are formed
- Younger biology

4. How does the brain work?

4 lobes – Frontal lobe (personality), temporal lobe (hearing), parietal lobe (touch), occipital lobe (vision)
100 billion active nerve cells, each capable of forming up to 20,000 branches

5. The brain and recovery

- New nerve cells during relaxation
- Restoration of balance in neurotransmitters

6. The brain and ageing

- 50,000 cells die every day
- Branches that are not used die
- Become less creative with age, but make decisions more easily due to the use of experience

7. What counteracts brain ageing?

- Learning new things
- "Brain exercises" (sudoku, crossword puzzles, "puzzles & riddles")
- Relaxation and mental training (e.g. meditation, mindfulness)
- Diet and nutrition (e.g. omega 3)
- Meaningful tasks (context, identity, networks)
- View of chronological age affects biological age

Mentoring Programme 5.4 - Validation

Validation and Recognition of Foreign Education in Poland

Foreign education and professional qualifications may need to be recognised or confirmed before they can be used in Poland. However, not every foreign diploma requires nostrification.

The procedure depends mainly on:

- what type of document you have;
- where it was issued;
- whether you want to continue your education or work;
- whether your profession is regulated in Poland.

The first step should therefore always be to determine why you need recognition.

1. School Certificates and Secondary Education

Foreign school certificates may need to be recognised if they are to be used as evidence of completed primary, vocational or secondary education in Poland.

Recognition by operation of law

Certain foreign school documents are recognised in Poland by law. This includes certificates and other documents confirming secondary education issued within the education systems of:

- EU Member States;
- OECD Member States;
- EFTA/EEA Member States;
- International Baccalaureate (IB);
- European Baccalaureate (EB).

In these cases, a separate administrative recognition procedure is generally not required for confirming the level of school education.

When an administrative procedure is required

Other foreign school certificates may require formal recognition by the relevant **Education Superintendent (Kurator Oświaty)**.

The procedure may require:

- an application;
- the original or certified copy of the certificate;
- apostille or legalisation, where applicable;
- documents concerning the course of education;
- a certified Polish translation.

Requirements depend on the document and country of origin, so they should always be checked before submitting an application.

Important: applying for university

Recognition of a secondary-school certificate for general educational purposes and recognition for admission to university are not the same procedure.

Since **1 July 2025**, NAWA is responsible for issuing information concerning certain foreign secondary-school documents for the purpose of applying for first-cycle or long-cycle Master's studies in Poland.

Where to check:

Ministry of National Education – Recognition of foreign school certificates and diplomas in Poland.

2. Higher-Education Diplomas

If you completed university outside Poland, first check the legal status of your diploma before applying for nostrification.

Depending on the country, diploma and applicable international agreements, a foreign diploma may already give its holder particular rights in Poland. However, this does not necessarily mean that it is equivalent to a specific Polish degree such as *licencjat*, *inżynier* or *magister*.

Step 1 – Check your diploma in KWALIFIKATOR

KWALIFIKATOR is NAWA's online system for checking how particular types of foreign higher-education diplomas are treated in Poland.

It can provide information about:

- the level of the foreign qualification;
- rights associated with the diploma;
- possibilities for continuing education in Poland;
- whether nostrification may be necessary.

This should normally be one of the first places to check your foreign university diploma.

Step 2 – NAWA recognition statement

If you need more formal information about your diploma, for example for an employer or university, you can apply to **NAWA – the Polish National Agency for Academic Exchange** for an individual recognition statement.

Applications are submitted electronically through the **SYRENA system**.

NAWA states that individual recognition statements concerning foreign higher-education diplomas are issued electronically and free of charge.

Important distinction:

KWALIFIKATOR → general information about the qualification.

SYRENA → system through which an application for an individual NAWA recognition statement can be submitted.

3. Nostrification of a University Diploma

Nostrification is a formal procedure establishing the Polish equivalent of a foreign higher-education diploma when such equivalence cannot be established under another applicable legal basis.

It is therefore not automatically required simply because a diploma was obtained outside Poland.

A foreign diploma may be recognised as equivalent to a Polish diploma:

- under an applicable international agreement; or
- through nostrification where there is no applicable basis for equivalence.

Nostrification is carried out by a Polish higher-education institution authorised to conduct the procedure in the relevant discipline.

NAWA does not conduct the nostrification procedure itself. The university may compare the foreign programme with the relevant Polish qualification and determine what is required under the applicable nostrification procedure. There may be a fee for nostrification, determined according to the applicable rules and by the institution conducting the procedure.

Practical advice

Do not start nostrification before checking whether you actually need it.

Start with:

KWALIFIKATOR → **NAWA information** → **nostrification only if required.**

4. Working in Poland – Is Recognition Necessary?

This depends primarily on whether the profession is **regulated or non-regulated**.

Non-regulated professions

For a profession that is not regulated in Poland, formal recognition of professional qualifications is generally not required. The employer decides whether the applicant's foreign education, professional qualifications and experience are sufficient for the position.

An employer may nevertheless ask for:

- a translated diploma;
- information about the level of the qualification;
- a NAWA recognition statement;
- additional evidence of professional skills or experience.

Example

A person applying for a non-regulated office or business position may not need formal professional recognition simply because their university diploma was obtained abroad.

5. Regulated Professions

A **regulated profession** is a profession that can only be practised after meeting requirements established by Polish law.

These requirements may concern, for example:

- specific education;
- professional experience;
- examinations;
- professional registration;
- professional licences;
- language competence.

Examples of regulated professions include certain:

- medical professions;
- teaching professions;
- legal professions;
- engineering and construction professions;
- architecture and other specialist professions.

The responsible authority differs depending on the profession. For example, recognition may involve a professional chamber, ministry or another competent public authority.

First question to ask

Is my profession regulated in Poland?

If **NO** → usually the employer evaluates your qualifications.

If **YES** → identify the competent authority and check its recognition requirements.

The current list of regulated professions and relevant authorities should be checked through the official Polish information on professional qualification recognition or the European Commission's regulated professions database.

6. Qualifications from EU/EFTA Countries

Special EU rules apply to the recognition of professional qualifications obtained in EU Member States and, under the relevant arrangements, EEA/EFTA countries and Switzerland.

If the profession is regulated in Poland, the applicant must contact the Polish competent authority responsible for that particular profession. There is no single authority responsible for recognising all regulated professions. Depending on the profession, the competent authority may be:

- the relevant ministry;
- a professional chamber or professional self-government body;
- another public authority specifically designated by Polish legislation.

For example, different authorities are responsible for medical professions, teaching professions, architects, lawyers, surveyors and other regulated occupations. For geodesy and cartography professions, for instance, the competent authority is the **Surveyor General of Poland (Główny Geodeta Kraju)**.

How to find the correct authority

Before applying, the applicant should:

1. Check whether the profession is regulated in Poland.
2. Find the profession in the official regulated-professions database.
3. Check which Polish authority is listed as the competent authority (*właściwy organ*).
4. Contact that authority to confirm the required documents, procedure, fees and any additional requirements.

The Polish information system on recognition of professional qualifications and the **European Commission Regulated Professions Database** can be used to identify the appropriate authority.

Automatic recognition

EU legislation provides a system of automatic recognition for seven sectoral professions where the qualifications satisfy the relevant harmonised requirements:

- doctor;
- dentist;
- nurse responsible for general care;
- midwife;
- pharmacist;
- veterinary surgeon;
- architect.

The applicant still contacts the competent Polish authority responsible for the profession and completes the required recognition or authorisation procedure.

For other regulated professions, the competent authority may compare the applicant's qualifications with Polish requirements. In some cases, additional measures such as an aptitude test or adaptation period may be required.

7. Older Diplomas Recognised under International Agreements

Some older foreign diplomas are recognised as equivalent to Polish qualifications under international agreements and therefore do not require nostrification, provided that they meet the conditions of the relevant agreement.

This applies, for example, to qualifying diplomas obtained in Ukraine up to 20 June 2006, Belarus up to 29 September 2005, Russia up to 25 September 2005, and Kazakhstan up to 29 September 2005.

Similar rules apply to certain older qualifications from other countries covered by former bilateral or multilateral agreements. Important exceptions apply, particularly to diplomas in medicine, dentistry, pharmacy, nursing, midwifery, veterinary medicine and architecture. Because the applicable date and rules differ by country and qualification, the diploma should always be checked through NAWA/KWALIFIKATOR or the Ministry's information on international recognition agreements before starting nostrification.

8. Where to Find Information

NAWA - Polish National Agency for Academic Exchange - Use NAWA for information concerning recognition of foreign higher-education qualifications and academic recognition.

KWALIFIKATOR - check general information about the status and rights associated with a foreign higher-education diploma.

SYRENA - submit an application to NAWA for an individual recognition statement.

NAWA also provides guidance concerning nostrification, although nostrification itself is conducted by authorised higher-education institutions.

Ministry of National Education - Use the Ministry's information when you need to check the recognition of foreign school certificates and secondary education.

9. Practical Checklist for Foreigners

Before paying for translations, nostrification or another recognition procedure, answer these questions:

1. *What document do I have?*

School certificate, secondary-school diploma, Bachelor's degree, Master's degree, doctorate or professional qualification?

2. *Where was it obtained?*

EU/EFTA/Switzerland, OECD country or another country?

3. *Why do I need recognition?*

Employment, university admission, further studies or access to a regulated profession?

4. *Is my profession regulated in Poland?*

5. *Does my document already have legal recognition in Poland?*

6. *Can I check it through KWALIFIKATOR?*

7. *Do I need an individual NAWA statement through SYRENA?*

8. *Is nostrification actually required?*

9. *If the profession is regulated, which authority should I contact?*

Mentoring Programme 6 - Matching

The Matching Process

General information and topics: This module describes the matching process that connects participants with employment or regular education, framed as an integral part of wider integration initiatives. It outlines a five-step sequence: individual assessment, tailored skills development, employer contacts, interview or internship, and finally employment, each building on the results of the previous step. The process is participant-centred, combining self-assessment and individual planning with active outreach to employers who have recruitment needs. Particular attention is given to the specific circumstances of newly arrived immigrants, including the recommendation that counsellors, rather than participants themselves, make initial employer contact due to language

barriers and limited networks. The module also covers practical considerations during internships, such as insurance, supervision and follow-up, and the availability of employment support schemes for employers who hire participants.

Competence, skills, ability:

Understand the five stages of the matching process and how they connect to individual mentoring and skills development

Be able to conduct or coordinate an individual assessment of skills, obstacles, goals and support needs

Know how to identify and approach suitable employers on behalf of a participant

Be able to prepare a participant for a job or internship interview

Know the key practical and legal considerations for organising and supervising an internship

Be aware of available employment support schemes and how to guide employers through applying for them

Goal: To equip trainers and coaches with a structured framework for guiding participants from assessment through skills development to sustainable employment or education.

References:

Public Employment Service (placeholder), Guidelines on Individual Action Planning and Labour Market Matching, national employment agency publication

European Commission, Guidance on Skills Assessment and Validation for Third-Country Nationals (placeholder reference)

OECD, Working Together: Skills and Labour Market Integration of Refugees and Immigrants (placeholder reference)

National vocational guidance handbook on employer engagement and internship management (placeholder reference)

The matching process

The matching process for working life (work or regular education) is an integral part of other initiatives. Matching also includes individually tailored steps towards increased employability for participants who, for various reasons, do not appear to be ready for matching with work or regular education.

It is based on *the assessment (1)* carried out within the framework of individual mentoring. Participants need to be equipped with individually tailored *skills development (2)* in order to strengthen their employability or receive guidance towards regular education or starting their own business. In parallel with this, *employer contacts (3)* are made with the aim of finding a suitable employer with recruitment needs. The supervisor books an *interview (4)* or a study visit, which in turn can lead to *employment (5)*, possibly preceded by a short internship period.

See Figure 1.

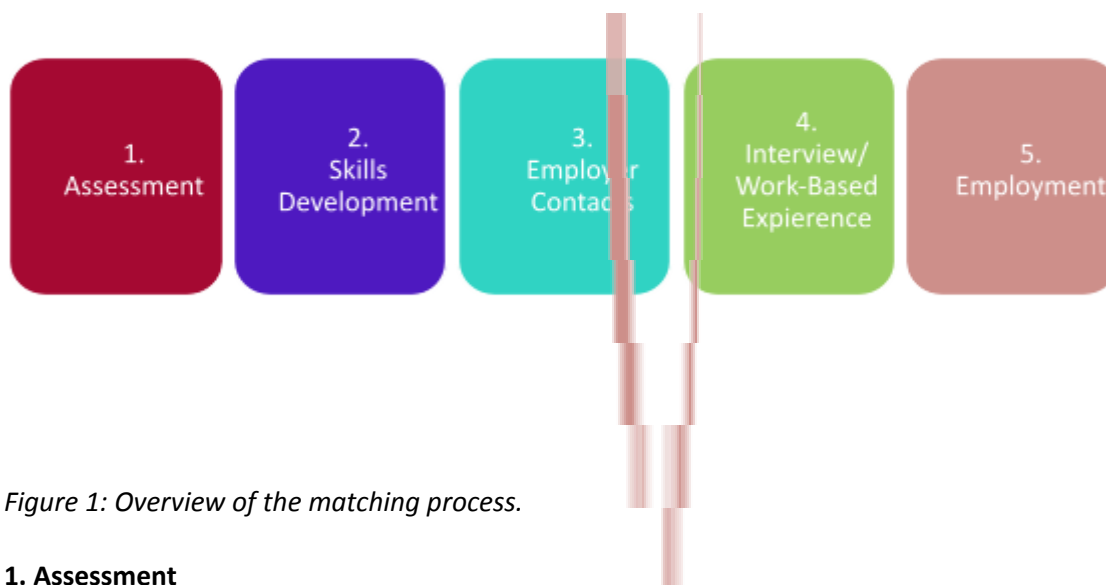


Figure 1: Overview of the matching process.

1. Assessment

The assessment shows the individual's skills, any obstacles, current situation and goals, as well as support needs. This is done through self-assessment and individual planning. *See documents in the folder "Individual Mentoring".*

2. Skills development

During the assessment, activities are planned that strengthen employability and thus increase the possibility of matching. These may include career guidance, job search skills, self-leadership, language training, basic IT, social orientation, start-up advice, and information about the education system and different study paths. If necessary, a process for validating skills and/or qualifications is also initiated. *(See documents in the "Skills development" folder).*

If regular education is needed, the participant may require in-depth career guidance and support in the application process. Participants who are interested in starting their own business are referred to in-depth support in that process. *(See separate documents)*

3. Employer contacts for matching with the labour market

Matching with employers is based on the participant's unique circumstances. For the target group of newly arrived immigrants, it is recommended that the counsellor make the initial contact with the employer, which is assessed on a case-by-case basis. Although there may be advantages to the participant contacting employers themselves, the disadvantages, such as language barriers and a lack of established contacts, often outweigh the advantages for this particular target group. Suitable employers to contact can mainly be found among advertised positions, within the organisation's network or through staffing agencies. The goal is to identify employers for each participant who match the participant's goals and skills profile and have a potential recruitment need.

The primary goal of contacting employers is to arrange a meeting between the employer and the participant.

Potential employment opportunities can be identified through:

- advertised vacancies;
- Praca.gov.pl and public employment services;
- Grodzki/Powiat Labour Offices (GUP/PUP);
- EURES;
- recruitment portals;
- LinkedIn and professional networks;
- direct contact with employers;
- employment agencies;
- NGOs and project networks;
- job fairs and recruitment events.

Private employment agencies operating in Poland can be checked in the official Register of Employment Agencies (KRAZ). Employment agencies generally cannot charge jobseekers for job-placement services, apart from specified actual costs permitted by law.

4. Interview/Work-Based Experience

Before an interview, the participant should be prepared for Polish recruitment practices and the specific position (*see document on interview preparation*).

Where appropriate, a participant may also gain experience through a traineeship, internship or other work-based placement.

Important – traineeships in Poland

A work-based placement should not automatically be presented as a necessary stage before employment. One formal option in Poland is a *staż* organised through a Powiat/Grodzki Labour Office (PUP/GUP) for an eligible unemployed person. Under this arrangement, the participant gains knowledge and practical skills in the workplace without entering into an employment relationship with the employer. Other internships or work-based placements may operate under different legal arrangements. Their legal basis, remuneration, insurance, responsibilities and participant status should therefore be clarified before the placement begins.

5. Employment

When hiring, there is often the possibility of employment support for the employer. There are several different types of support. See current employment support with the relevant WUP/PUP/GUP or through Praca.gov.p

Career Guidance

Career guidance helps individuals make informed decisions about their education and future career. The process is often tailored to the individual and aims to match the person's interests, skills and goals with suitable educational pathways. The process is described step by step below.

1. Mapping the individual's background and goals

Description: The counsellor begins by understanding the individual's current situation, previous education, work experience, interests and long-term goals. This can be done through individual mentoring, interest tests or personality analyses.

Purpose: To identify strengths, goals, opportunities and any obstacles in order to create a basis for further career guidance.

2. Information about educational options in Poland

Description: Information about relevant educational opportunities

Vocational Education and Training

Poland offers vocational education through different forms, including:

- vocational schools (branżowa szkoła);
- technical secondary schools (technikum);
- post-secondary vocational schools (szkoła policealna);
- vocational qualification courses (kwalifikacyjne kursy zawodowe – KKZ);
- other vocational courses and training programmes.

For adult migrants, szkoła policealna, vocational qualification courses and other adult vocational training may be particularly relevant.

Admission requirements should always be checked with the institution providing the programme.

Important – Polish Language Requirement

Foreign candidates considering a *szkoła policealna* should check the current Polish-language certification requirements before applying. Since September 2025, Polish legislation has introduced a requirement for foreign candidates to demonstrate Polish-language proficiency at the required level.

Participants should verify the currently accepted certificate and any applicable exemptions before paying for an examination or enrolling.

Adult Education

Adults can supplement their education, obtain additional qualifications or prepare for examinations through:

- schools for adults;
- vocational qualification courses;
- vocational skills courses;
- continuing education institutions;
- training offered by public employment services and other providers.

The appropriate route depends on the person's previous education and professional objective.

Higher Education

Higher education in Poland includes:

- first-cycle studies – Bachelor's (licencjat) or Engineer's (inżynier) degree;
- second-cycle studies – Master's (magister) degree;
- long-cycle Master's studies;
- postgraduate studies (studia podyplomowe);
- doctoral education.

Universities establish their own recruitment procedures within the applicable legal framework.

Foreign candidates should check both admission requirements and recognition of their previous education. NAWA confirms that foreign qualifications may provide access to further studies depending on their status and applicable recognition rules.

Recognition of Foreign Education

Before choosing a new educational pathway, the counsellor should check whether the participant's existing foreign education can already be used in Poland.

Useful resources include:

NAWA - Polish National Agency for Academic Exchange - Provides information about recognition of foreign education.

KWALIFIKATOR - Allows users to check general information about selected foreign higher-education diplomas and how they are recognised in Poland.

SYRENA - Used to apply to NAWA for an individual recognition statement. NAWA currently issues these statements electronically and free of charge.

Nostrification should not automatically be recommended to every person with a foreign diploma. A foreign diploma may already have particular rights in Poland or may be recognised under an international agreement.

Purpose: To provide an overview of educational pathways, eligibility requirements and labour market needs.

3. Create a study and career plan

Description: Together with the participant, the counsellor prepares a realistic plan for achieving the participant's educational or professional goal.

The plan may include:

- target profession;
- required education or qualification;
- recognition of existing foreign qualifications;
- Polish-language development;
- additional vocational training;
- chosen institution or programme;
- admission requirements;
- application deadlines;
- financing;
- expected duration;
- possible combination of employment and education.

Purpose: To ensure that the chosen pathway is realistic and appropriate to the participant's qualifications, financial situation, family responsibilities and long-term professional goals.

Example: A participant who worked as an accountant in Ukraine should not automatically be directed towards starting their education again.

The counsellor should first establish:

What qualification does the participant already have? → How is it recognised in Poland? → What Polish-language or professional skills are missing? → Is additional training necessary?

The final plan may therefore involve recognition of the existing qualification, Polish-language development and a short professional course rather than completing an entirely new qualification.

4. Support in the application process

Description: The career counsellor provides practical help with applications, e.g. personal letters, uploading documents or preparing for entrance exams. They also provide information about important dates and requirements.

Purpose: To increase the chances of being accepted by ensuring that the application is correct and competitive.

5. Follow-up and continued support

Description: The counsellor follows up with the individual to ensure that the plan is being followed and offers support when needed, e.g. in the event of changed goals or unexpected obstacles.

Purpose: To provide continuous motivation and adapt the plan if circumstances change.

Digital Support and Useful Resources in Poland

Praca.gov.pl / Public Employment Services

Polish Public Employment Services provide information and support related to employment, career development, training and labour-market services.

Career guidance is available through Powiat Labour Offices (PUP/GUP) and Career Guidance Centres operating within Voivodeship Labour Offices (WUP). Current public-employment guidance can support people with choosing or changing occupations, planning careers, identifying competences and interests and determining qualification-development needs.

Importantly, career guidance is available not only to registered unemployed people but also to people who are not registered with a labour office. The service is free of charge.

NAWA

nawa.gov.pl

Use NAWA when the participant has foreign educational documents and needs information about their recognition in Poland.

KWALIFIKATOR

Use KWALIFIKATOR to check how selected foreign higher-education diplomas are treated in Poland and what rights they may provide.

SYRENA

Use the SYRENA system when an individual NAWA recognition statement concerning a foreign diploma or relevant secondary-school certificate is required.

University Recruitment - Candidates should check the official website and recruitment system of the chosen university, as the university determines its recruitment procedure and deadlines within the applicable legal framework (IRK – internetowa rekrutacja kandydatów).

Vocational and Adult Education

Information about vocational schools, szkoła policealna, vocational qualification courses and adult education should be checked through official education sources and directly with the chosen school or training institution.

Labour-Market Information

When selecting an educational pathway, participants should also consider current labour-market demand rather than choosing education only on the basis of availability.

Where can you find career guidance?

Career guidance is available through different institutions depending on the person's situation.

a) Public Employment Services

Powiat/Grodzki Labour Offices (PUP/GUP) provide career guidance at local level.

Voivodeship Labour Offices (WUP) provide career guidance through specialised career guidance services.

These services can support people in:

- choosing or changing a profession;
- planning their career;
- identifying skills and interests;
- identifying training needs;
- developing job-search skills.

Public career guidance is provided free of charge.

b) Schools and Educational Institutions

Career guidance is also available within the Polish education system, including schools and educational institutions.

c) Universities

Universities may provide career guidance through university career offices (*Biura Karier*), particularly for students and graduates.

d) NGOs and Migrant-Support Organisations

Migrants and refugees may also receive career guidance through NGOs, integration programmes and projects providing employment, education and qualification-recognition support.

Starting Your Own Business

Start-up advice

There are several public institutions and organisations in Poland that provide information and support for people who want to start their own business. For migrants and refugees, it is particularly important to check the right to conduct business activity in Poland before starting the registration process.

1. Choosing the Form of Business

The participant should consider which legal form is appropriate before registration.

Common options include:

- *Sole Proprietorship – JDG*

Jednoosobowa działalność gospodarcza is one of the simplest and most common forms of running an individual business. A JDG is registered in CEIDG.

- *Civil-Law Partnership*

A spółka cywilna can be used where two or more partners conduct business together under a civil-law agreement. The partners themselves are entrepreneurs and are registered appropriately.

- *Commercial Companies*

Other forms include, among others:

- 1) limited liability company (spółka z ograniczoną odpowiedzialnością – sp. z o.o.);
- 2) simple joint-stock company (prosta spółka akcyjna – P.S.A.);
- 3) joint-stock company (spółka akcyjna – S.A.);
- 4) partnerships provided for by Polish commercial law.

Companies that are subject to registration in the National Court Register (Krajowy Rejestr Sądowy – KRS) follow a different registration process from a JDG. The appropriate form depends on factors such as the number of founders, financial risk, taxation, accounting requirements and planned scale of activity. Participants should obtain professional accounting or legal advice where necessary.

2. Foreigners Starting a Business in Poland

Description: The right of a foreign national to conduct business in Poland depends on factors including: citizenship; residence status; type of residence permit or other legal basis of stay; chosen form of business.

EU and EEA citizens can generally conduct business in Poland under the same conditions as Polish citizens.

For citizens of countries outside the EU/EEA, the rules depend on their legal status. Some residence statuses allow a foreigner to establish a sole proprietorship (JDG) on the same basis as a Polish citizen. Other foreign nationals may be able to establish or participate in specified forms of commercial companies even where they are not entitled to establish a JDG. (biznes.gov.pl)

Foreign nationals entitled to temporary protection in Poland can work and conduct economic activity under the conditions specified by Polish legislation. The official government information confirms that persons entitled to temporary protection can take up or conduct economic activity on the same principles as Polish citizens. (gov.pl)

Important: A mentor should not assume that every foreign national can register a JDG. Before registration, check the person's current residence status and the business forms available to them through Biznes.gov.pl or an appropriate specialist.

3. Biznes.gov.pl

Description: Biznes.gov.pl is the official Polish government information and service portal for entrepreneurs. It should be the main starting point for participants who want to understand how to establish and operate a business in Poland.

Services:

- starting and registering a business;
- choosing a legal form;
- CEIDG registration;
- taxation;
- VAT;
- ZUS obligations;
- licences, permits and regulated activities;
- employing workers;
- suspending, resuming and closing a business;
- administrative procedures for entrepreneurs.
- relevant information in Ukrainian language;
- service is available in English.

Contact: Biznes.gov.pl

4. CEIDG – Registration of a Sole Proprietorship

Description: The Central Register and Information on Economic Activity (Centralna Ewidencja i Informacja o Działalności Gospodarczej – CEIDG) is the public register for individuals conducting a sole proprietorship (jednoosobowa działalność gospodarcza – JDG) and individuals who are partners in a civil-law partnership. Registration in CEIDG is free of charge.

Contact: Registration can be completed through Biznes.gov.pl/CEIDG. Under the current rules, registration can also be handled through the relevant municipal office, although Poland is progressively moving CEIDG procedures towards fully electronic processing. (podatki.gov.pl)

5. Non-registered Activity

Description: Not every small-scale income-generating activity requires immediate registration as a business. Polish law allows non-registered activity (działalność nierejestrowana) where the statutory conditions are met. From 2026, one of the main conditions is that the person's revenue from such activity must not exceed 225% of the minimum wage in a quarter. With the 2026 minimum wage of PLN 4,806, the quarterly threshold is PLN 10,813.50. Other statutory conditions also apply. This can be relevant for

a person who wants to test a small business idea before establishing a registered business. However, non-registered activity is not suitable or legally available in every situation, particularly where the activity itself requires a concession, licence or entry in a regulated-activity register. Foreign nationals should also check whether their residence and legal status allows them to use this form of activity.

6. Public Employment Services – Support for Starting a Business

Description: A registered unemployed person may, subject to statutory conditions and availability of funds, apply through a Powiat Labour Office (PUP) or Grodzki Labour Office (GUP) for support connected with starting a business.

Services:

- information and career guidance;
- entrepreneurship training;
- support with developing a business plan;
- one-off financial support for starting a business (*jednorazowe środki na podjęcie działalności gospodarczej*), where the applicant meets the conditions of the programme.

Important: Financial support is not automatic. Conditions, application periods, available budgets and assessment criteria can differ between labour offices and programmes. Participants interested in this option should contact their local PUP/GUP before registering the business, because starting a business too early may affect eligibility for particular support.

Contact: Praca.gov.pl

7. Business Development and Financing in Poland

Entrepreneurs may also find business-development programmes, loans, grants, training, mentoring or specialist advice through institutions and programmes such as:

- Polish Agency for Enterprise Development (PARP);
- Polish Development Fund (PFR) and programmes within the PFR Group;
- regional and local entrepreneurship programmes;
- EU-funded programmes;
- business incubators and accelerators;
- loan and guarantee funds;
- chambers of commerce and business organisations;
- universities and technology parks;
- NGOs supporting entrepreneurship, migrants or social enterprises.

Availability and eligibility change between programmes. Participants should therefore search for current calls and programmes rather than assume that a particular grant is permanently available.

8. Tax Office / National Revenue Administration

Description: The National Revenue Administration (Krajowa Administracja Skarbowa – KAS) and the relevant Tax Office (Urząd Skarbowy) deal with taxation.

A person establishing a business needs to understand, among other things: income taxation; VAT, where applicable; tax records and accounting; invoicing; tax declarations and payment deadlines.

For a JDG, the main forms of income taxation currently include:

- tax scale (skala podatkowa);
- flat-rate tax of 19% (podatek liniowy);
- lump sum on registered revenue (ryczałt od przychodów ewidencjonowanych).

Not every form is available or advantageous for every type of business. (biznes.gov.pl)

9. ZUS – Social Insurance

Description: Entrepreneurs may have obligations towards the Social Insurance Institution (Zakład Ubezpieczeń Społecznych – ZUS).

Depending on the participant's situation, these may include:

- social insurance contributions;
- health insurance contributions;
- registration and reporting obligations.

New entrepreneurs who meet the statutory conditions may be able to use contribution relief such as:

- Ulga na start;
- preferential social insurance contributions;
- Mały ZUS Plus, where the applicable conditions are met.

For example, Ulga na start can exempt an eligible new entrepreneur from specified social insurance contributions for the first six months, but it does not remove the obligation to pay the applicable health insurance contribution.

10. Punkt Obsługi Przedsiębiorcy – Kraków

Description: For participants in Kraków, a particularly useful local service is the Punkt Obsługi Przedsiębiorcy (Entrepreneur Service Point) of the Municipality of Kraków.

Services:

- The point provides support and information relating to:
- establishing and running a business;
- CEIDG procedures;
- administrative procedures for entrepreneurs;
- information for people planning to start a business;
- access to specialist consultations and other entrepreneurship support available in Kraków.

Contact: The Kraków Entrepreneur Service Point currently provides services at ul. Zabłocie 22 and also offers online consultations. Importantly for migrant participants, the municipality currently lists telephone support in Polish, Ukrainian and English - 12 616 56 00 [PL], 12 616 56 07 [UA, EN] and the official Kraków dla Biznesu website.

Interview Questions

General information and topics: This module compiles frequently asked job interview questions organised into thematic categories: background and experience, skills and competencies, personality and cultural fit, situational and behavioural questions, and questions about the role and the future. For each question, the material states its underlying purpose, such as assessing problem-solving ability, teamwork, resilience, cultural fit or long-term motivation. It also includes additional questions participants should be mentally prepared for, such as salary expectations and self-assessment questions, and closes with practical tips for preparation, including tailoring answers to the role, using the Situation-Task-Action-Result structure for behavioural questions, and practising honest, specific responses.

Competence, skills, ability:

Recognise the main categories of interview questions and the purpose behind each

Be able to coach a participant in preparing structured, specific answers using frameworks such as Situation-Task-Action-Result

Understand how to help participants tailor their answers to a specific role and organisation

Be able to identify and rehearse likely follow-up or sensitive questions, such as salary expectations

Know how to build participant confidence and reduce rehearsed-sounding answers through practice

Goal: To equip trainers and coaches with a structured question bank and preparation framework for supporting participants ahead of job interviews.

References:

National Public Employment Service (placeholder), Job Interview Preparation Guide

Society for Human Resource Management, Behavioural Interviewing Techniques (placeholder reference)

European Employment Services Network, Interview Skills for Jobseekers (placeholder reference)

Career services handbook, Preparing for Competency-Based Interviews (placeholder reference)

Frequently asked questions during a job interview

Background and experience

- ***Can you tell us about yourself?***
Purpose: Provide an overview of your background, education and relevant experience.
- ***Why do you want to work for us?***
Purpose: To assess your interest in the company and the role.
- ***What is your greatest professional achievement?***
Purpose: To evaluate previous successes and contributions.
- ***Tell us about a challenge you have encountered in your work and how you dealt with it.***
Purpose: To assess problem-solving skills and ability to handle difficult situations.
- ***Why did you leave (or want to leave) your current job?***
Purpose: To understand your motivations and how you handle change.

Skills and competencies

- ***What are your strongest skills and how have you used them in previous roles?***
Purpose: To identify core competencies and their relevance to the role.
- ***Can you give an example of when you worked in a team to achieve a goal?***
Purpose: Assess teamwork skills and group dynamics.
- ***How do you stay organised and manage multiple tasks at once?***
Purpose: Evaluate time management and prioritisation skills.
- ***Do you have experience with [specific skill or tool relevant to the role]?***
Purpose: To check technical or role-specific competence.
- ***How do you handle stress or pressured situations?***
Purpose: Assess resilience and coping strategies.

Personality and cultural fit

- ***What motivates you in your work?***
Purpose: To understand what drives you and whether it aligns with the company's values.
- ***How would your colleagues describe you?***
Purpose: Gain insight into your self-image and how you are perceived in work environments.
- ***What do you do in your spare time?***
Purpose: To assess your personality and how you balance work and private life.
- ***How do you handle feedback, both positive and negative?***
Purpose: To evaluate your openness to development and self-criticism.
- ***Where do you see yourself in five years?***
Purpose: To understand your long-term goals and ambitions.

Situational and behavioural questions

- ***Tell us about a situation where you took the initiative to solve a problem.***
Purpose: Assess proactivity and decision-making.
- ***Give an example of when you made a mistake and how you handled it.***
Purpose: To evaluate honesty and ability to learn from mistakes.
- ***How would you handle a conflict with a colleague or manager?***
Purpose: To assess your conflict resolution skills and emotional intelligence.
- ***Describe a situation where you had to work to a tight deadline.***
Purpose: To evaluate how you perform under time pressure.

Questions about the role and the future

- ***What do you know about our business and industry?***
Purpose: To check whether you have researched the company.
- ***How would you contribute to our team/company?***
Purpose: To assess how you see your role and value in the organisation.
- ***Do you have any questions for us?***
Purpose: To evaluate your commitment and curiosity about the role/company.

Other questions you may want to be mentally prepared for

- Do you have any salary requirements?
- References (if you have not already provided these in your application)
- Do you think we have gained a fair impression of you? Is there anything else you would like to add?
- What do you think makes a good colleague?
- How would your manager describe you?
- What are your strengths and weaknesses?
- What makes you enjoy your work?
- Why should we hire you?

Tips for preparing

Tailor your answers: Link your answers to the specific role and company.

For behavioural questions: Structure your answers using Situation, Task, Action and Result.

Be honest and specific: Give specific examples instead of general answers.

Practise: Prepare and practise your answers, but avoid sounding rehearsed.

Internship Agreement Template

General information and topics: This module provides a standardised template for formalising an internship arrangement between an organisation and an internship-hosting employer. It sets out the fields required to document the parties involved, contact details, internship period, scope (full-time or part-time), working hours and job description. The template also states core terms of the arrangement: that the intern must be insured during the internship, that neither party commits to employment after the internship ends, that early termination requires contacting the organisation's representative, and that the agreed period cannot be extended without the organisation's approval. The agreement is intended to be signed in duplicate, one copy for each party.

Competence, skills, ability:

Understand the essential elements that must be documented in a formal internship agreement

Be able to complete the template accurately with organisation, employer and participant details

Know the standard terms and conditions that protect both the intern and the host organisation, such as insurance and non-commitment to employment

Be able to explain the agreement's terms clearly to both the participant and the host employer

Understand the procedure for early termination or extension of an internship period

Goal: To provide trainers and coaches with a ready-to-use, legally clear template for setting up and documenting internships for participants.

References:

National Public Employment Service (placeholder), Internship and Work Placement Agreement Guidelines

International Labour Organization, Quality Apprenticeships and Internships: A Practical Guide (placeholder reference)

National labour law handbook, Internship and Work Placement Regulations (placeholder reference)

European Commission, Quality Framework for Traineeships (placeholder reference)

Internship agreement

Organisation:	
Address:	
Postcode/town:	
Organisation number:	

Agreement regarding internship

'The organisation' and the internship organiser below have agreed through this internship agreement on an internship for *first name surname, 999999-9999* with the internship organiser.

Internship organiser:

Employer:		Contact person:	
Address:		Telephone:	
Postcode/town:		Email:	
Organisation number:			

Internship period:

From:

To:

Scope:

Fulltime

☐

Parttime

☐

Working hours:

Job description:

Other:

The organisation undertakes to ensure that the intern is insured during the internship period. Neither the internship company nor the intern undertakes to enter into any form of employment after the end of the internship period. In the event that the internship period needs to be terminated early, the internship company shall contact the organisation's representative. The agreed internship period cannot be extended without the organisation's approval.

This internship agreement is drawn up in two (2) copies, one for each party.

Organisation

Internship organiser

Place and date:

Place and date:

First name Surname

First name Surname

Title and project:

Titel:

Telephone:

Telephone:

Email:

Email:

Website:

Mentoring Programme 7 - Health Promotion and Social Inclusion

Health Promotion Initiatives

Health promotion initiatives in theory and practice - Poland

Purpose:

To provide practical knowledge and tools for supporting physical, mental and social well-being, and basic information on accessing healthcare in Poland.

1: Introduction to health and well-being

- Physical, mental and social health.
- Preventive healthcare and healthy lifestyles.
- Basic orientation in the Polish healthcare system: NFZ, POZ, specialist care, SOR, emergency services (112/999), IKP, e-prescriptions and e-referrals.
- Differences between healthcare systems in Ukraine and Poland.

Suggested activities:

- ✓ Participants discuss factors that affect their health (positively and negatively).
- ✓ Simple relaxation exercise
- ✓ Exercise on where to seek healthcare in Poland.

2: Mental health and well-being

- Stress, anxiety, low mood and other signs that professional support may be needed
- Where to seek psychological and psychiatric support.
- Centres for Mental Health (Centra Zdrowia Psychicznego - CZP) and crisis-support services.

Suggested activities:

- ✓ Try a mindfulness exercise that focuses on being present in the moment.
- ✓ Share experiences on how to manage stress in everyday life.

3: Physical activity and exercise

- Physical benefits (e.g. improved cardiovascular health, stronger muscles)
- Mental benefits (e.g. reduced stress, better sleep).
- Different forms of exercise that are easily accessible in the local community (outdoor gyms, gyms, swimming pools, nature reserves and clubs)

Suggested activities:

- ✓ Walking together (walk and talk)
- ✓ Light exercise (e.g. yoga).
- ✓ Activities in collaboration with a local club
- ✓ Visit an outdoor gym (if available)
- ✓ Study visit to a nearby sports facility

4: Diet and nutrition

- Basic nutrition: Proteins, carbohydrates, fats, vitamins and minerals.
- Polish **Healthy Eating Plate (Talerz Zdrowego Żywienia)**.
- Reading Polish food labels and making healthy choices on a realistic budget.
- Similarities and differences between Ukrainian and Polish food habits.

Suggested activities

- ✓ Participants plan a simple and nutritious weekly menu.
- ✓ Workshop: Cooking together.

5: Managing stress and building healthy habits

- What is stress?
- Muscular and mental relaxation.
- The impact of stress on the body and the physical effects of relaxation.

Suggested activities

- ✓ Relaxation exercise with a focus on muscular relaxation.
- ✓ Discussion about the importance of sleep, recovery and balance in everyday life.
- ✓ Discussion about small changes you can make in your everyday life to reduce stress and improve your well-being.

6: Goals and the future

- Setting goals for physical and mental health.
- Tools for planning and following up on activities in line with goals (e.g. apps)
- Local opportunities for health-related social inclusion (e.g. local associations).

Suggested activities:

- ✓ Participants set goals and make a personal action plan for physical and mental health.
- ✓ Create a group list of possible local activities. Plan one joint activity per week.
- ✓ Try healthy snacks (e.g. fruit, nuts, smoothies)

7. Useful Resources in Poland

Pacjent.gov.pl / IKP – healthcare information and digital patient services.

NFZ – public healthcare and health insurance information.

Centra Zdrowia Psychicznego (CZP) – mental-health support.

NCEŻ – reliable information on healthy nutrition.

112 / 999 – emergencies.

NGOs supporting mental health, health, migrants.

Role of the mentor: The mentor provides orientation, helps participants find reliable information and appropriate services, and encourages healthy habits. The mentor does not diagnose conditions or provide medical or psychological treatment.

Social Inclusion

Proposed activities for social inclusion

1. Language cafés / Language clubs

Organise language cafés where both Poles and Ukrainians can meet to practise Polish and share their cultures. Feel free to combine language cafés with cultural activities (e.g. cooking food from both countries' cuisines).

2. Cultural exchange days

Arrange events where Ukrainian refugees can present their culture (e.g. food, music, dance and crafts). Feel free to involve local associations and/or schools to create interactivity and contribute to increased social inclusion.

3. Mentoring programmes

Create a mentoring programme where volunteers are matched with Ukrainians to help them navigate the social system (e.g. the labour market, education system, healthcare, social security or other authorities).

4. Sports activities

Start local sports activities that include both Poles and Ukrainians.

5. Volunteer projects and community engagement

Participate in volunteer work in the local community to create a sense of belonging, build networks and contribute to society.

6. Family activities and child-friendly events

Organise activities for children and families, such as crafts, games, story time or excursions. Parents also have the opportunity to network.

7. Integration into working life

Organise workshops to help Ukrainians understand the Polish labour market.

8. Women's groups and support groups

Create women's groups where women can share experiences, build networks and receive support in adapting to their new society.

9. Music and artistic projects

Start music or art workshops where people from different backgrounds can collaborate to create something together. Organise concerts or art exhibitions that encourage participation from both Ukrainians and Poles.

10. Joint gardening projects

Create local gardening projects where Ukrainians and Poles can work together.

11. Educational programmes and courses

Arrange courses and study circles, e.g. Polish, English, IT, entrepreneurship and more.

12. Forum for sharing experiences

Organise meetings where Ukrainians and Poles can share their life stories and experiences. This can contribute to social inclusion and increased empathy and understanding for each other's life situations.