MASTER

Measures for Adults to Support Transition to further Education and Re-skilling opportunities

SELF-ASSESSMENT TOOLKIT

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PROJECT INFORMATION

Project acronym ————————— MASTER

Project title ————————— Measures for Adults to Support Transition to further Education and
Re-skilling opportunities

Project number ————————— 2019-1-IT02- KA204-063178

Sub programme or KA ———————— KA2: Cooperation for innovation and the exchange of good
practices.
KA204: Strategic partnerships for adult education

Project website ————————— www.master-project.it

EXECUTIVE SUMMARY

The MASTER Self-Assessment Toolkit offers a series of tools that have been selected, analyzed
and tested as part of the MASTER Project, with the aim of helping low-skilled adults to recognize
their PSL competence. The PSL competence is one of the eight key competences for lifelong
learning defined by the European Parliament and the Council in 2006 and reviewed by the Council
in 2018.
This Report presents the research methods and procedures through which the tools were
identified, analyzed and used within an experimentation procedure with groups of adults in
four different countries. The implementation of rigorous methods of evaluating test results
has enabled the partnership to understand how the tools work in the real context of training
environments and to identify which component of the PSL competence can be assessed through
the use of each of them.
In the second part of this Report (chapter 6), the six tools are presented in detail and
suggestions for their use are proposed.

Glossary of Terms

AE: Adult Education

Cedefop: Centre Européen pour le Développement de la Formation Professionnelle (European Centre for the Development of Vocational Training)

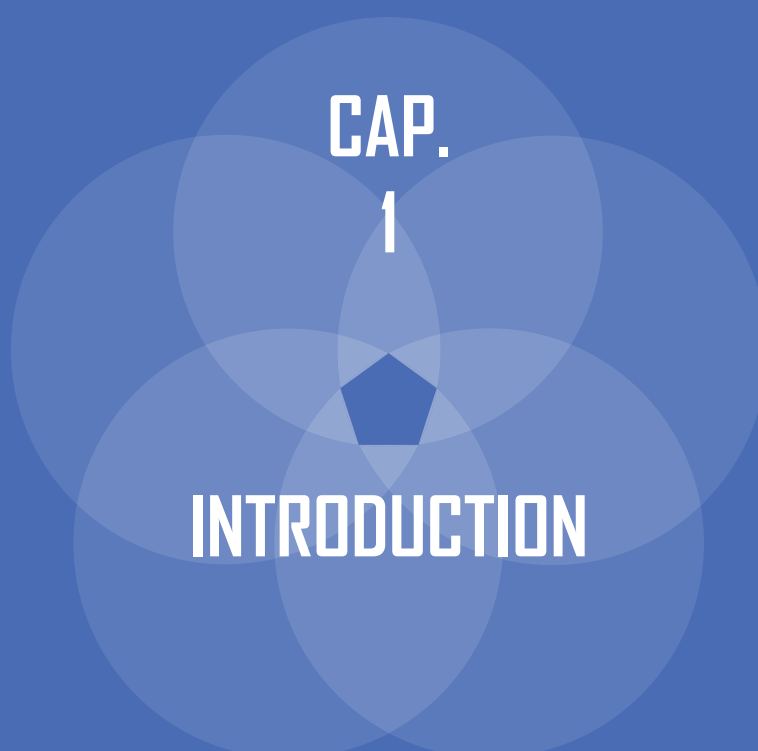**Erasmus+:** European Union program for education, training, youth and sport

MASTER: Measures for Adults to Support Transition to further Education and Re-skilling opportunities

PSL: Personal, Social and Learning to Learn

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CAP. 1

INTRODUCTION

1.1. THE MASTER PROJECT

The MASTER Self-assessment Toolkit is one of the main results of the MASTER project, an Erasmus+ initiative aimed at facilitating the participation of low-skilled adults in education, training opportunities, and in the labour market by developing or reinforcing their Personal, Social and Learning to Learn competences (PSL competence), set as a key competence in 2018 by the Council Recommendation on Key Competences for Lifelong Learning .

The PSL competence includes the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathise and manage conflict in an inclusive and supportive context.

The main actions that the MASTER project is implementing for contributing to upskilling, and by so doing empowering, low-skilled adults, are:

- design and monitoring of an outreach strategy, applying participatory approaches in partnership with adult beneficiaries and local stakeholders;
- adaptation and testing of self-assessment tools to allow the identification and reflection about PSL competence by specific low-skilled sub-target groups, identified at national level;
- design, testing, assessment and validation of a model for the development or reinforcement of the PSL competence for the selected categories within this group of low-skilled adults, based on a tailored learning programme, the MASTER Plan, based on non-formal and contextualised learning approach;
- transnational training targeting AE staff on methods and tools to support the beneficiaries in conducting the self-assessment and identifying the skills gap in the sphere of the PSL competence;
- provision of guidelines to public authorities and AE providers for setting up effective and renewed policies and provisions to improve the chances of disadvantaged and low-skilled adults.

The project started on November 2019 and will end on April 2022, and is implemented by a partnership including the following organisations:

- Project coordinator (P1) – FORMA.Azione srl, Italy
- P2 – Università degli Studi Roma Tre, Italy
- P3 – Scottish Wider Access Programme West SCIO, United Kingdom
- P4 – DOREA Educational Institute WTF, Cyprus
- P5 – KERIGMA – Instituto de Inovacao e Desenvolvimento Social de Barcelos, Portugal
- P6 – European Association for the Education of Adults, Belgium

CAP. 2

THE TOOLKIT CONSTRUCTION PROCESS

2.1. PURPOSE OF THE ACTIVITY

The activity described in this report was aimed at selecting and testing a set of tools practitioners of Adult Learning can use for helping low-skilled adults in recognize their PSL competence.

The personal, social and learning to learn competence is considered a key one to live in a complex, rapidly changing and interconnected society. It is also a strategic competence, because it is a condition to develop and act other competences, in the perspective of the lifelong and lifewide learning.

The personal, the social and the learning to learn are intertwined dimensions and they are included deeply into the biography of the person. For this reason, the self-assessment of the PSL competence requires tools who help people to reflect upon themselves and upon their life experiences. Furthermore, this tools have to be easy accessible and motivating, so that even adult with low skills and even with low level of self-confidence can use them.

Within the research performed in the MASTER Project several tools have been considered and analised and some of them has been tested in the real context of Adult Education activities.

2.2. THE PARTNERSHIP

The MASTER partnership is made by 6 entities: three private training centres, a public university, a partnership organization between colleges and universities, and a European network.

Private adult education centers:

- **Partner 1:** Forma.Azione, adult education provider working in Italy, and located in the Umbria region;
- **Partner 3**: SWAPWest (Scottish Wider Access Programme West), a consortium of 8 Scottish Regional Further Education Colleges, 8 Higher Education establishments, working with Community Education;
- **Partner 4:** DOREA Educational Institute (Cyprus), a non-profit NGO established in 2012 in Cyprus, offering high quality non-formal education for youth and adults;
- **Partner 5:** Kerigma, Institute of Innovation and Social Development (Barcelos, Portugal), a local development association, with a very broad experience in the field of adult education and training. All those partners have carried out the task to map the self-assessment tools and to select and test some of them with their learners.

Public university:

- **Partner 2:** Università degli Studi Roma Tre, where a Department of Education is established. The partner has been scientifically responsible for the development of this Toolkit.

European network:

- **Partner 6:** European Association for the Education of Adults (EAEA), based in Brussels (Belgium), a transnational, non-profit association with 141 members in 45 countries. Depending on its proven experience in effective communication of education-related contents, the partner has been involved in the design of the final output of the Toolkit, to make it more attractive for AE professionals and Adult learners.

2.3. THE PARTNER 2 COORDINATION ROLE

Roma Tre University played the role of coordinator of the whole toolkit elaboration process. In particular, it worked out the methodological proposals and tools aimed at carrying out the mapping activity, including the way to implement the desk research for mapping the existing PSL self-assessment tools, principles and criteria for the pedagogical adaptation of the tools to the target groups, methods and questionnaires for evaluating the tools testing activities, the structure for the national reports.

In order to valorise the knowledge of each partner and make the project's a learning practice, every proposal has been discussed within the partnership and improved on the basis of the in field experiences.

2.4. THE PROCESS

The Toolkit has been built with a significant contribution from all partners. The development of the Toolkit foresaw the following phases:

a) definition of guidelines for the mapping of the self-assessment tools of the PSL competence and of the practices of use;

b) carrying out the mapping;

c) definition of pedagogical criteria for the selection of tools to be tested, on the basis of their consistency with the target;

d) definition of guidelines for the evaluation of tools testing activities;

e) implementation of the testing of the tools;

f) drafting of national reports documenting the outcomes of the tools testing;

g) carrying out a peer learning activity, sharing the lessons learned and choosing the tools to be included in the Toolkit.

In the following chapters the main activities and results of this process are described.

CAP. 3

MAPPING OF TOOLS AND PRACTICES

3.1. MAPPING GUIDELINES

The process began with the definition of the guidelines for carrying out the mapping of already available tools and practices that could be adopted for the self-assessment of PSL competence. Under the coordination of the Roma Tre University, each partner was asked to launch a desk research to identify tools and practices for the self-assessment of the PSL competences used with low-skilled adults in Europe. The research was to be carried out by each partner mainly in its Country, but it was recommended to search for practices in other countries too, for example through the involvement of other partnerships and networks. At least 5 tools, and at least one practice in which each tool had been used, were expected per project country.

"Tool" was intended as a module, a questionnaire, software, a list of questions or other similar things, while a "practice" could be an experience, or a project, or a service in which that tool (eventually combined with others) had been used. Four criteria were defined to identify and select the tools to be mapped: 1) be aimed at self-assessment of competences; 2) be referred to PSL competence (or to its components); 3) be intended for adults (or adaptable to them); (preferably) be described in scientific paper, books, project reports, administrative acts or other appropriate documents to demonstrate their validity.

For the description of each tool and connected practices a form was adopted (see Annex 2).

3.2. MAPPING IMPLEMENTATION

The mapping process was carried out between mid-May and the end of June 2020.

23 self-assessment tools and 27 practices were identified.

All the forms filled in by the partners were shared via the Basecamp platform and a general table was drawn up in a Google Drive spreadsheet. The table reports the main information for each tool: unique code, name, language of use, type of administration, type of feedback provided, accessibility, licence, type of skills that can be assessed, characteristics of the main users. In this way it is possible to compare the tools according to their different characteristics.

All the tools identified are listed in the Table 1, with an indication of the competences they allow for self-assessment.

Table 1: List of the PSL self-assessment tools mapped by the project partners

CODICE	NOME DELLO STRUMENTO	COMPETENCES
P101	eLene4work self-assessment tool	social; personal; methodological; digital
P102	Prior learning transparency document	Competences included in the Regional Repertoire of Professional Profiles
P103	ERASMUS SKILLS self-assessment questionnaires	European identity and global citizenship; Cultural knowledge; Social skills; Curiosity / Openness attitudes; Discipline awareness; Adaptability to change; Teamwork in diverse environment; Planning & Organizing; Creativity
P201	Questionnaire of Perception of Competences and Beliefs	Affective-emotional dimensions; Volitional dimensions; Cognitive dimensions, Motivational dimensions
P202	Semi-structured ePortfolio on the Mahara platform	Reflection; self-assessment; self-certification
P203	Questionnaire for the perception of one's strategic skills	Collaborate in work and learning; Manage accentuated forms of anxiety; Self-regulation and Volition; Manage reflexive processes; Make sense; Motivation (perception of competence)
P204	Career Adaptability Scale (CAS)	Concern; Control; Curiosity; Confidence
P205	Zimbardo Time Perspective Inventory (ZTPI)	Negative past; Positive past; Fatalistic present; Hedonistic present; Future
P301	SWAPWest Preparation for Higher Education: Taking Stock 1	Interpersonal skills; Academic; Cognitive
P302	SPARK - Community Resource Tool Kit	Life-skills; Academic; Cognitive; Transversal; Socio-emotional competences
P303	My World of Work - Skills Explorer Too	Integrity; Sense making; Communicating; Initiative; Feeling; Creativity; Critical thinking; Collaborating; Focusing; Leading; Curiosity
P304	Recognition of Prior Learning Toolkit	Life-skills; Cognitive; Transversal; Socio-emotional
P305	My Skills, My Future	Life Skills; Cognitive; Socio-emotional competences; Relational
P401	Competence cards for immigration counseling	Social skills; Personal skills; Technical and Methodological skills; Interests
P402	EU Skills Profile Tool for Third Country Nationals	language; Education and training (literacy; mathematics; digital; professional; team working; problem solving …)

P403	ReTraVaSSEV (Recognition, Training and Validation of Soft Skills for Employability of Vulnerable groups) - Trainer's Manual and Validation Toolbox	Customer service; Intercultural communication; Learning to learn; Motivation; Team work; Conflict management
P404	Migrant Information Center (MIC)	Greek language; Digital skills
P405	Competence assessment cards for low skilled adults	Personal skills; Social skills; Digital skills; Professional skills; Hobbies
P501	Learn with autonomy	Consolidate group integration; Teamwork; Learn to learn
P502	Reflective Learning Portfolio	Meta-cognitive and Meta-reflective competence
P503	Passport qualification	Manage one's own learning and career
P504	Vi @ exploration - "Know yourself" subsection	Cognitive dimensions; Self-awareness
P505	ProfilPASS	Ability to reflect upon oneself; Manage information; Manage one's own learning and career; Future-oriented perspective

Note that the first two digits of the code are referred to the partner who proposed that tool.

Appendix 4 shows the overall table of self-assessment tools.

All tools found were considered very useful. However, the partnership had decided to subject them to further analysis. Therefore, all the tools were verified against 5 criteria:

a) Is it a tool for self-assessment of skills?
b) Does it refer to the PSL competence or to a part of it?
c) Can it be used with adults?
d) Can it be used with low-skilled people?
e) Can it be used with one of the sub-targets of the project (unemployed; unemployed living in areas of social deprivation; with a migratory background)?

The 14 tools for which all criteria were considered satisfied, were included in a specific group for the further selection phase.

They are: P101 - eLene4work self-assessment tool, P201 - Questionnaire of Perception of Competences and Beliefs, P204 - Career Adaptability Scale (CAS), P205 - Zimbardo Time Perspective Inventory (ZTPI), P301 - SWAPWest Preparation for Higher Education: Taking Stock 1, P302 - SPARK - Community Resource Tool Kit, P303 - My World of Work - Skills Explorer Tool, P304 - Recognition of Prior Learning Toolkit, P305 - My Skills, My Future, P401 - Competence cards for immigration counseling, P405 - Competence assessment cards for low skilled adults, P502 - Reflective Learning Portfolio, P504 - Vi @ exploration - "Know yourself" subsection, and P505 - ProfilPASS.

CAP. 4

TOOLS SELECTED FOR TESTING

4.1. PEDAGOGICAL ADAPTATION

The development of the Toolkit required the selection of a small number of self-assessment tools, to be subjected to a test procedure, with the purpose of verifying their effectiveness with respect to the recipients of the project. The methodology for selecting the tools was defined on the basis of specific principles for pedagogical adaptation, not intended for modifying the tools themselves, but as a process to allow the effective use of the tools themselves with the specific target groups identified by each project partner.

In this light, three principles for the pedagogical adaptation of the tools administration procedure, and five criteria for the pedagogical adaptation of the tools were established

4.1.1. PRINCIPLES OF PEDAGOGICAL ADAPTATION OF THE TOOLS ADMINISTRATION PROCEDURE

Principle of participation: the procedure should be open and accessible. It is important to adopt an inclusive logic, and to avoid barriers to accessing the procedure, above all with respect to adults with personal disadvantages, in order to guarantee everyone the same opportunities to participate. For example, it is useful to verify, in the initial phase, that the tools are suitable for the identified specific sub-target.

Principle of globality: the procedure should look at individuals in their entirety. It is important to adopt a holistic logic that considers the person as a whole.

For example, it is useful that the adopted self-assessment tools take into consideration cognitive, emotional, and social aspects together, as well as the different areas of experience (formal, non-formal and informal) of users.

Principle of equal opportunity: the procedure should take into account the individual characteristics of each beneficiary and their specific needs. It is important to adopt a personalisation logic in the procedure to adapt, as far as possible, the tools and activities to the characteristics of the users. For example, following the information collected in the

initial phase, it may be useful to vary the instruments or administer them in different ways; in the final phase, it is useful to help users identify a personal path to be undertaken starting from the results of the PSL skills self-assessment.

4.1.2. CRITERIA FOR PEDAGOGICAL ADAPTATION OF THE TOOLS

The criteria for the pedagogical adaptation of the tools has been organized according to the following keywords:

Proactivity: tools must help people develop the will to get involved.

Reflexivity: tools must help people reflect on their strengths and weaknesses and become aware of them.

Motivation: tools should help people develop the will to engage, achieve positive results, and develop empowerment.

Experience: tools must help people enhance their biography.

Project: tools should help people develop a plan to re-enter training or education, also in occupational perspective.

4.2. SELECTION OF THE TOOLS TESTED

Based on the defined principles and criteria as well as taking care of the specific needs of the selected target group, each partner chose two tools to be tested.

Each partner provided specific information on the tools chosen and the main reasons for their choice, as follows.

____ 4.2.1. PARTNER 1: FORMA.AZIONE (ITALY)

Table 2: Information sheets on the tools tested by Forma.Azione

Most relevant characteristics of the target group	Low-skilled adults, with specific reference to long-term unemployed adults (intended both as people with few formal qualifications and people who need to update their skills regardless of their own educational background)

Tool 1: P2O1 - Questionario di Percezione delle proprie Competenze e Convinzioni QPCC (Italian)
Questionnaire of Perception of Competences and Beliefs

Available languages	Italian, Ukranian
PSL competence components self-assessed by means of the tool	Affective-emotional dimensions; Volitional dimensions; Cognitive dimensions, Motivational dimensions
Most relevant features of the tool	The tool is aimed at job guidance and personal empowerment. It can be self-administered online and provides an automatic standardized feedback after the filling The tool is freely accessible online and usable after registration
Why the tool is suitable for the target group	It's an easy tool for self-assessment. It focuses on specific areas, which are very relevant for the assessment of PSL competence; it presents concrete situations of the daily-life that the users can easily figure so as to evaluate their frequency; the report that is provided at the end of the questionnaire is very complete and gives some insights for overcoming obstacles or improving the reference competences. The sentences and the words included are very understandable, and the statements/questions are clearly linked to the people's daily experience. These characteristics make it easy to answer it. After filling it, the tool provides a summary of the given answers and a general framework including the main strengths and weaknesses emerged from the assessment – it also provides some suggestions to support the users in defining the cause of specific weaknesses and in overcoming them. It is also extremely useful to explore and reflect on communication skills and dynamics.
Expected individual results	• Activating a process of self-reflection on PSL competence • Increasing the awareness of low-skilled long-term unemployed adults about specific skills and cognitive dimensions linked to PSL competence, so as to define how to enhance the skills they already have and to acquire the ones they don't. • Contextualising PSL competence in daily life experience.

Tool 2: P401 - Competence cards for immigration counselling

Available languages	Italiano, Ucraino
PSL competence components self-assessed by means of the tool	Affective-emotional dimensions; Volitional dimensions; Cognitive dimensions, Motivational dimensions
Most relevant features of the tool	The tool is aimed at job guidance and personal empowerment. It can be self-administered online and provides an automatic standardized feedback after the filling The tool is freely accessible online and usable after registration
Why the tool is suitable for the target group	It represents an innovative and smart tool which can fit users with different disadvantaged backgrounds. It is a versatile tool, and it would be very interesting to learn how to use it from practitioners and also to exploit it in other contexts. It allows a self-assessment of different competences and personal interests, and also to define a link between them. Despite this completeness, it isn't time-consuming. The tool also includes specific insights that could be personalised. • The infographic on the front facilitate the comprehension of the competences regardless of the user's language skills, even considering that the competences' meaning is not always immediately understandable if explained in words • Their structure allow to interact with the users, specifically asking questions to connect the competences with their personal and professional experiences
Expected individual results	• Activating a process of self-reflection on PSL competence • Linking competences with individuals' interests and life experience • Increasing the awareness of low-skilled long-term unemployed adults about their PSL competence, so as to define how to enhance the skills they already have and to acquire the ones they don't.

4.2.2. PARTNER 3: SWAPWEST (SCOTLAND)

Table 3: Information sheets on the tools tested by SWAPWest

Most relevant characteristics of the target group	Low skilled adults

Tool 1: P405 Competence assessment cards for low skilled adults

Available languages	English, Italian, Spanish, Slovenian, Romanian
PSL competence components self-assessed by means of the tool	Personal skills; Social skills; Digital skills; Professional skills
Most relevant features of the tool	The tool can be administered remotely and given that the majority of our target group will be working through a blended learning system, this allows us to offer support to them without the need for face-to-face contact. The competence level can be easily assessed on a three point scale for the assessor and individual to discuss. The skills assessed can be tailored to individuals' needs.
Why the tool is suitable for the target group	The competences assessed align closely with what we would consider necessary for our target group. The tool is already in English.
Expected individual results	The individuals would gain an idea of their competence levels in a variety of areas and be able to recognise what support they will need from the guidance system.

Tool 2: P101 eLene4work self-assessment tool

Available languages	English
PSL competence components self-assessed by means of the tool	Social; personal; methodological; digital
Most relevant features of the tool	The tool is used online for self-assessment with feedback provided for Individuals. Competences cover areas which we already consider in guidance to this target group.
Why the tool is suitable for the target group	The competences assessed align closely with what we would consider necessary for our target group. The tool is in English already.
Expected individual results	The individuals would gain an idea of their competence levels in a variety of areas and be able to recognise what support they will need from the guidance system

4.2.3. PARTNER 4: DOREA (CYPRUS)

Table 4: Information sheets on the tools tested by Dorea

Most relevant characteristics of the target group	Young adult immigrants who are still choosing their career path

Tool 1: P505 ProfilPASS

Available languages	English, Italian, Spanish, Slovenian, Romanian
PSL competence components self-assessed by means of the tool	The ProfilPASS system assumes that people acquire a large part of their skills in informal areas of life, such as family and volunteering, but are not aware of these skills. This acquisition of competences is very important, so the ProfilPASS process contributes to the recognition and appreciation of informally acquired PSL competences.
Most relevant features of the tool	No specific skills required, besides English/Greek language knowledge. Quite a lot of time is required to complete all parts of the tool thus every facilitator should choose the most relevant ones to their target group. Going through all parts of the tools does require a lot of time, preferably even couple sessions. For a facilitator, it is important to have skills to guide the participants throughout the whole process, to create the positive learning environment that will allow them to relax and open up. As well as facilitator should have knowledge of the local opportunities/organisations offering development opportunities to guide the participants in their journey of further skills development.
Why the tool is suitable for the target group	The tool is suitable as it allows participants to focus and evaluate skills and competences they gained from non-formal and social learning, which is especially important for young people that may not have a lot of formal qualifications.
Expected individual results	For each participant to evaluate their current skills, decide on what they should improve and how they want to do it – either continuing with the formal studies or looking for a job. , etc.

Tool 2: P402 EU Skills Profile Tool/Europass

Available languages	EU languages + various third country languages (Arabic, etc.)
PSL competence components self-assessed by means of the tool	The tool allows participants to map their skills, qualifications and experiences (including those previously discussed in the tool 1) and fill them in a formal document they can use later on either for applying for further development opportunities (formal education) or job positions.
Most relevant features of the tool	The tool, developed in 2017 as part of the Skills Agenda for Europe, will soon become an integral part of the new Europass platform, launched on 1 July 2020 in the context of the updated Skills Agenda. The computers/mobile devices are required. Preferably each participant should have a laptop, tablet, etc. Good internet connection is also required. For beneficiaries at least basics of computer skills are required as well as English/Greek language.
Why the tool is suitable for the target group	The tool is suitable as it allows participants to communicate their skills, qualifications and experiences in one unified document, they can later use to evaluate what skills they need to improve further or what career options they have available. The participants will also be able to find possible job and skills development opportunities using the tool.
Expected individual results	The participants prepare and have their own Europass as well as action plan of what they need to do next to fill in the gaps/further improve their skills and choose a career path.

4.2.4. PARTNER 5: KERIGMA (PORTUGAL)

Table 5: Information sheets on the tools tested by Kerigma

Most relevant characteristics of the target group	Unemployed; young adults/ adults; low qualification people

Tool 1: P504 - Vi@ Exploração (Portuguese) / Vi @ exploration - "Know yourself" subsection

Available languages	Portuguese
PSL competence components self-assessed by means of the tool	▪ Knowing various ways to develop competences & search for education, training & career opportunities, guidance or support available ▪ Curiosity to look for opportunities to learn & develop in variety of contexts ▪ Ability to evaluate and share learning ▪ Positive attitude to learning throughout life; motivate oneself
Most relevant features of the tool	- Questionnaire - Standardised feedback - No particular required skill for beneficiaries - Free tool - available after registration on website
Why the tool is suitable for the target group	▪ It helps the user to improve self knowledge ▪ it helps improve the knowledge about personal characteristics ▪ it helps to know more about professions ▪ it helps to know more about improving level of school, professional qualification ▪ it helps know more about employment support
Expected individual results	To know more about their characteristics and to apply them in their professional work. To know more about professional qualification and what type of employment support there is

Tool 2: P505 ProfilPASS

Available languages	English, French, Greek, Slovenian, Spanish
PSL competence components self-assessed by means of the tool	- Ability to reflect upon oneself; - Manage information; - Manage one's own learning and career; - Future-oriented perspective
Most relevant features of the tool	- Personalised feedback with a consultant - Available at a centre/office - Available in multiple languages - Portfolio of self-evaluation tools - Workbook available for free on website
Why the tool is suitable for the target group	- It helps plan professional development - prepares for employee reviews and personal developments meetings - prepare to enter or re-enter professional life - make decisions regarding your professional or personal (re)orientation - plan future learning ventures
Expected individual results	The tool helps the user to have a clearer vision of what he wants to do in order to better plan his future regarding his professional life

CAP. 5

TESTING OF TOOLS: PROCEDURES AND RESULTS

Under the coordination of Roma Tre University (partner P2), the testing of the tools has been carried out by the partners Forma.Azione (P1), SWAPWest (P3), Dorea (P4), and Kerigma (P5).

Due to the pandemic situation, most of the testing of the tools was performed online, between October and December 2020. As part of a shared framework, each partner implemented a procedure for administering the tools, according to their own target group and the characteristics of the tools to be tested. In some cases the partners administered different tools to different groups of users, in other cases both tools were administered to the same group.

5.1. THE COMMON FRAMEWORK OF THE ADMINISTRATION PROCEDURE

The shared guideline for defining the procedure for administering the tools included three phases:

Initial phase: information and guidance function. It has to be the first contact established with users. For this reason, the initial phase is considered very important to both establish a climate of trust and strengthen motivation. For example, it was suggested to sign a service agreement, which clearly contains information on objectives, activities, tools, and results. It was also suggested to perform this phase in group meetings;

Middle phase: function of analysis and self-assessment of PSL competence. In this phase the tools have been used for the self-assessment of the PSL skills; feedback has been given to facilitate the process of analysis and reflection of the users. For example, assisted compiling by a consultant, or ongoing reflection activities were adopted. It was also suggested to perform this phase in individual or small groups meetings;

Final phase: function of synthesis of the experience. It has been the phase that concluded the path and served to take stock of the results of the activities carried out, as well as to make a projection into the future. A summary description presenting the results as well as the possible prospects of commitment in future projects, both in the short and in the long term, have been provided.

All phases have been performed in the presence of professionals supporting the beneficiary in carrying out the activities. To support the application of the general structure to the specific partners' procedure, some examples have been provided, showing possible hypothetical scenarios.

5.2. THE EVALUATION SYSTEM

The test of self-assessment tools was aimed at verifying how the selected tools worked with low-skilled adults. For this reason, a common evaluation system was adopted to make the partners' test results comparable.

A set of questionnaires has been worked out using Google Module, so that data have been available as soon as they were inputted.

Three questionnaires were reserved to collect data related to the learners' point of view and a fourth for the advisors' one. With the first questionnaire some socio-demographic data were collected on the users, substituting their names with unique codes, for privacy reasons. The second and the third questionnaires allowed collection of the users' evaluations on several elements at the beginning as well as at the end of the tools administration procedure.

The fourth questionnaire was useful to collect synthetic evaluations of the advisors, especially useful in the case they were more than one for a partner.

All the questionnaires were translated into the languages of the partners, so that users and advisors could autonomously fill in them.

After the end of the testing activities, all the data collected through the questionnaires were processed by P2 and the results made available for the partners' considerations.

5.3. TESTING ACTIVITY RESULTS IN ITALY

Forma.Azione tested the tools:

1. P201 - Perception questionnaire of one's own competences and beliefs (QPCC);
2. P401 - Competence cards for immigration counselling.

The testing was performed with 40 users, selected among the participants in training courses or the adults requesting support for labor market inclusion. The majority of them (67,5%) were males while 32,5% were female. Most of the users were young-adults, under 35 (57,5%). In the following pictures the composition of the group in terms of age classes and prevailing social status is shown.
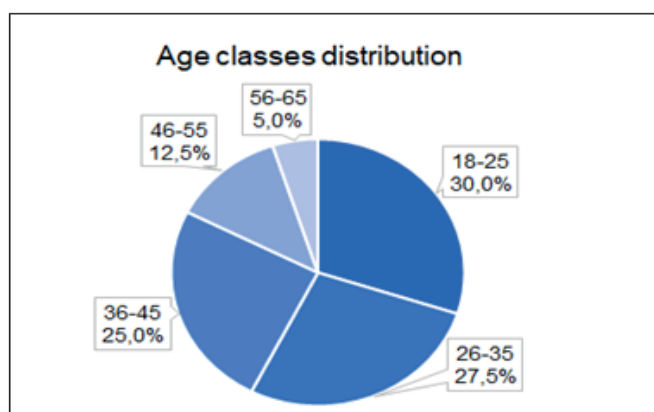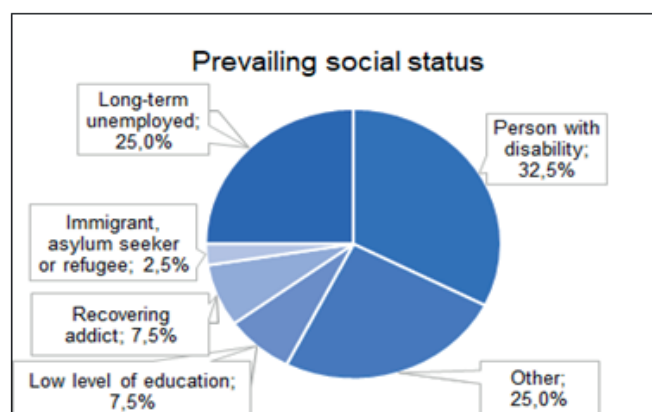

FIG.1

FIG.2

The first tool (QPCC) was administered to 17 users, selected among them owning sufficient language and elaborative skills, as well as abilities in abstract thinking.

The second tool (Cards) was administered to 23 users, owning a low level of language and elaborative skills (regardless of their mother tongue, so both Italians and migrants), who needed a graphic support to understand better the meaning of the different competences.

The group of advisors were made by seven practitioners: 4 from the partner's organization and 3 from the public employment services in Perugia's area. All of them were women.

5.3.1. TOOLS ADMINISTRATION PROCEDURE

The testing activity has been performed online, through the Zoom and the Google Meet platforms, by adapting the procedures and the tools to be administered, doing without the face-to-face contact between the practitioner and the user.

It has been articulated in 3 different sessions, each one lasting about 1 hour.

- The first session, addressed to small groups of users (3 to 9 users), allowed the professionals to introduce the self-assessment process, the objectives and the competences to be evaluated, as well as to introduce the different professionals involved in the activity to the users.
- The second one was aimed at the individual self-assessment through one of the two selected tools.
- The QPCC was already suitable to be administered online so we didn't need to adapt it. In order to make the administration more effective with reference to the users' self-awareness and empowerment, we decided to support them in filling it, by explaining the different items and trying to support their reflection about the competences they put into play in the different situations proposed. The Cards needed to be adapted for being administered online: 24 cards were selected among the proposed

ones according to their relevance with the PSL competence, grouped them in 4, and included them in a slide presentation. For each slide, the practitioner explained the meaning of the competences/skills presented in the 4 Cards; then, users were asked to select, among these ones, a Card including a competence/skill they think to have already acquired, and one other introducing a competence/skill they think to be improved. Once selected the two Cards, the users were asked to explain the reasons for their selection, making concrete examples of situations within which they acquired the competence/skill or demonstrated to be able/don't be able to use it.

- The third session made it possible to report the outcomes of the self-assessment process, and to have a first exchange about the activity results with the users. To support this third session, the practitioners used a report that synthesizes users' individual strengths and competences to be improved. The report of the QPCC results was automatically delivered by the online system after filling the questionnaire; for the Card a template of a report was provided including, together with the description of the selected skills/competences, also the transcription of what the users told for explaining the reasons

of their choice.

During the process, a feedback was requested from users both asking questions during the sessions and through the specific questionnaires developed by the University of Roma Tre:

a)   at the end of the first session, with reference to their understanding the PSL competence and the path to be followed;

b)   at the end of the third session, concerning the whole self-assessment process, their feelings about self-evaluation as well as their perception about its usefulness for self-awareness, empowerment and reactivation.

During the whole process, the exchange among all the professionals involved in the testing activities (both directly and indirectly) has been constant and very fruitful, specifically in order to collect additional feedback from users and to re-adjust approaches and procedures according to their emerging needs.

5.3.2. MOTIVATION AND AWARENESS ON PSL COMPETENCE AT THE BEGINNING OF THE PROCESS

The user involved in the testing activity invested much energy in the process, declaring a high level of motivation at the beginning of the procedure.

The most recurrent expectations were: a stronger awareness of one's resources, personal development, getting new opportunities for jobs and training, living a
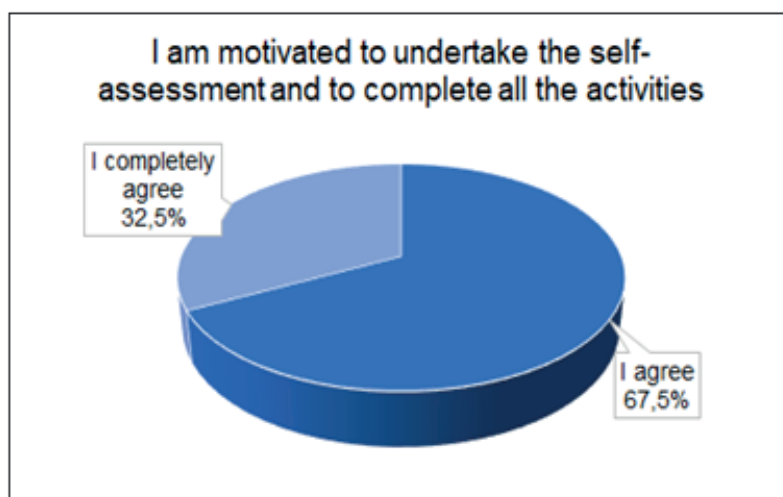
FIG.3

new experience.

At the beginning of the procedure, by means of a questionnaire, participants were asked to provide an example of Personal, Social and Learning to learn competences. The answers were evaluated by the staff, in order to understand the level of awareness

about the meaning of these concepts. As shown in the following graphs, only the "Social" competence was well understood by the users and they were able to do very relevant examples, while the "Personal" one resulted in the least understandable for most (almost the 60% of users provided a not or little relevant example).
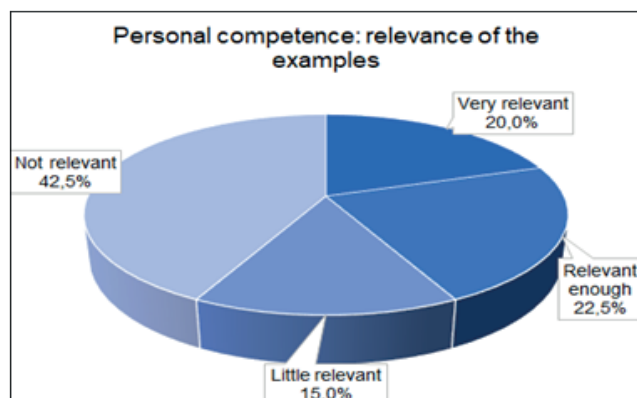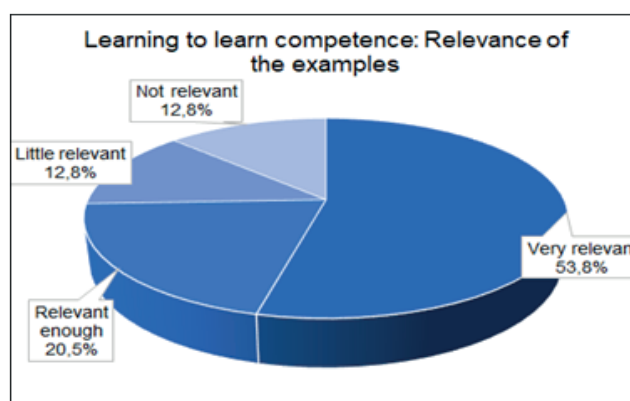
FIG.4
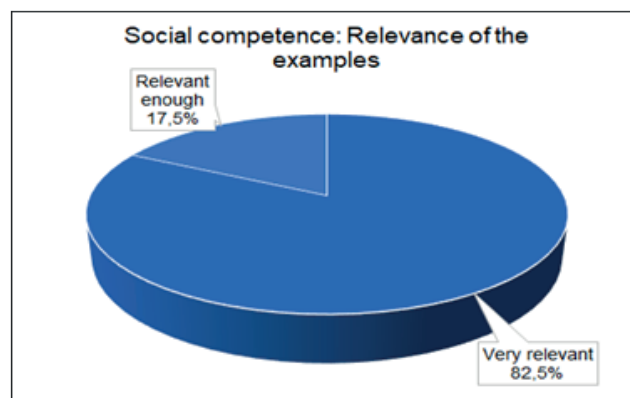
FIG.5

FIG.6

5.3.3. MAIN RESULTS OF THE TEST OF THE P201 TOOL - QUESTIONNAIRE OF PERCEPTION OF OWN COMPETENCES AND BELIEFS (QPCC)
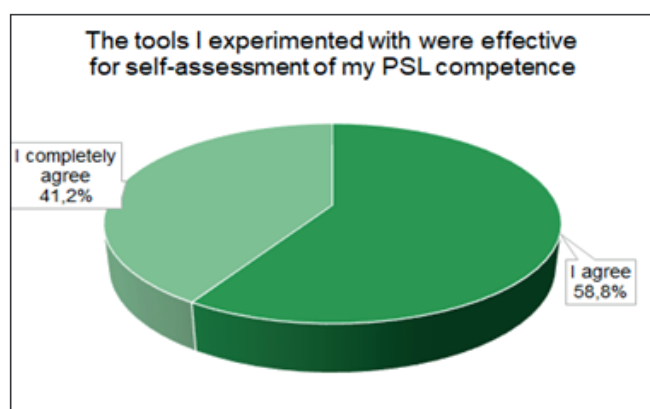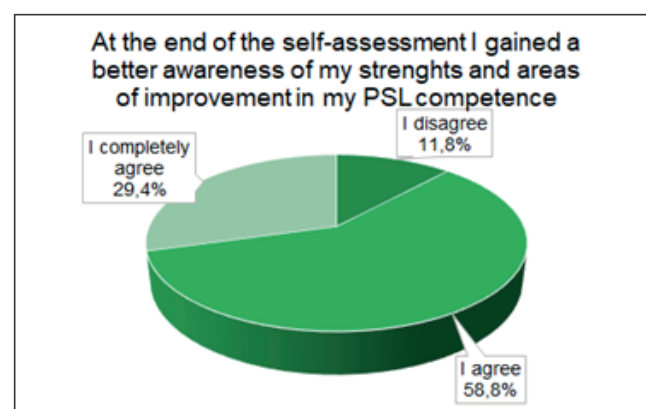

FIG.7

FIG.8

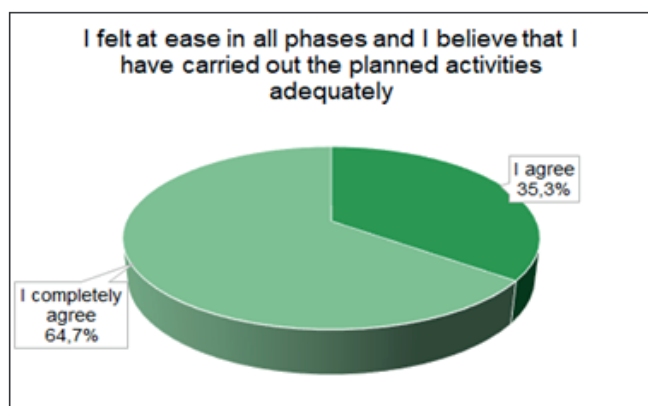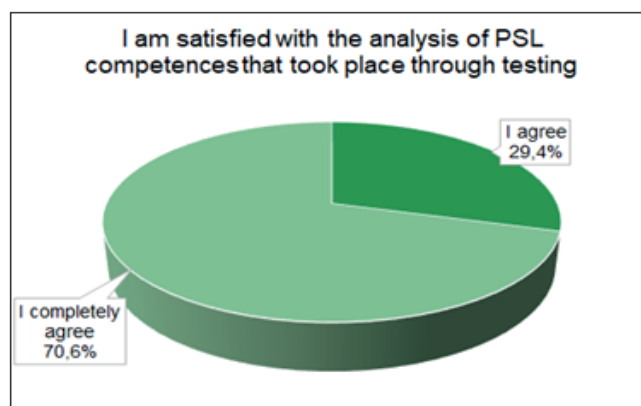The administration procedure was largely considered comfortable and effective.

FIG.9

FIG.10

These results are confirmed by the percentage (more than 80%) of users who declared they know what to do on the basis of this new consciousness. In

particular, almost 90% of users intend to undertake a training activity to improve their PSL competence. The practitioners' experience suggests that the QPCC
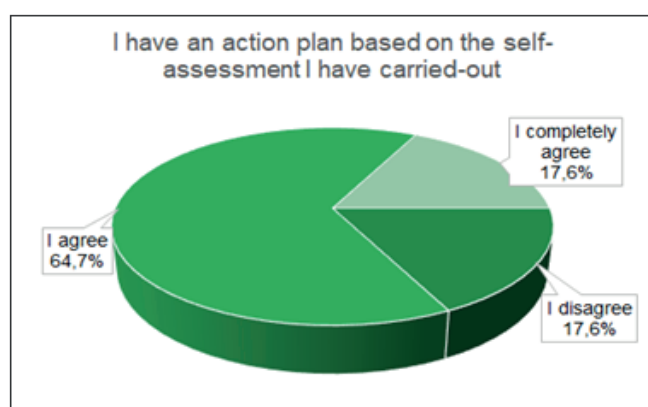
FIG.11
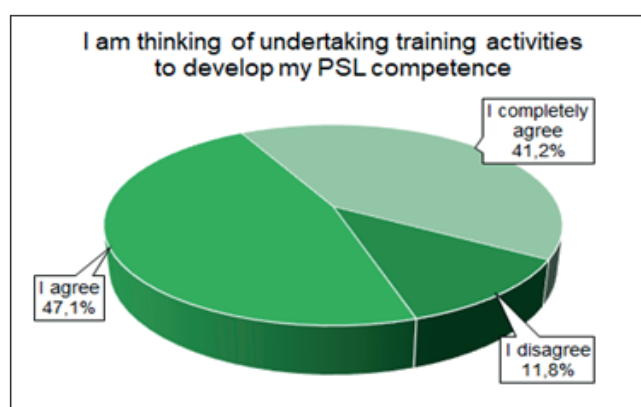
FIG.12

questionnaire is an easy tool easy to present as well as easy enough to use and adequate for low-skilled adults, even where the tool is more suitable for low-skilled adults who have sufficient skills in terms of attention, concentration, understanding of the Italian language.

The practitioners appreciated the following features of the tool:

- it is an extremely interesting tool, it covers many competence areas that are often very relevant for guidance activity and can be exploited also with other targets;
- although it is a self-assessment tool, it gives back an "external" report to the user;
- if administered by the professional, as done in the experimentation, it allows the users to

reflect on their skills (which is not possible if the user fills it in autonomously).

As points of attention they reported that:

- it is a quite long and complex questionnaire that requires a high level of attention and concentration;

- the automatic report is not easy to understand and must be explained carefully; for this reason the practitioners suggest administering the questionnaire within the framework of a consultancy procedure.

___ 5.3.4. MAIN RESULTS OF THE TEST OF THE P401 TOOL - COMPETENCE CARDS FOR IMMIGRATION COUNSELLING

As for the previous tool, after the use of the Competence cards tool, all of the users declared it effective for self-assessment of their PSL competence. In this case 100% of the users recognised as well an increase of awareness on personal strengths and weaknesses related with the PSL competence.

The tools I experimented with were effective for self-assessment of my PSL competence

I completely agree; 31,8%

I agree; 68,2%

FIG.13

At the end of the self-assessment I gained a better awareness of my strenghts and areas of improvement in my PSL competence

I completely agree 36,4%

I agree 63,6%
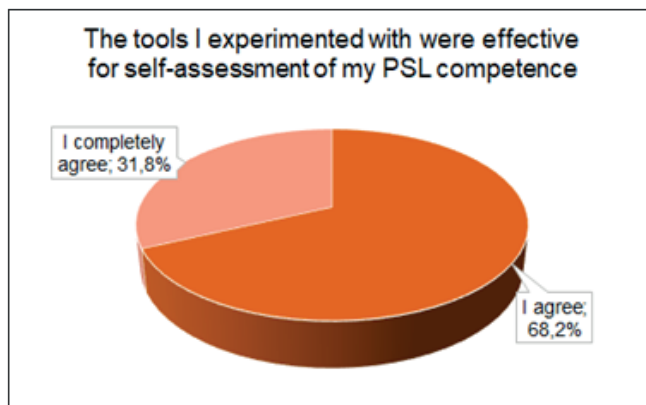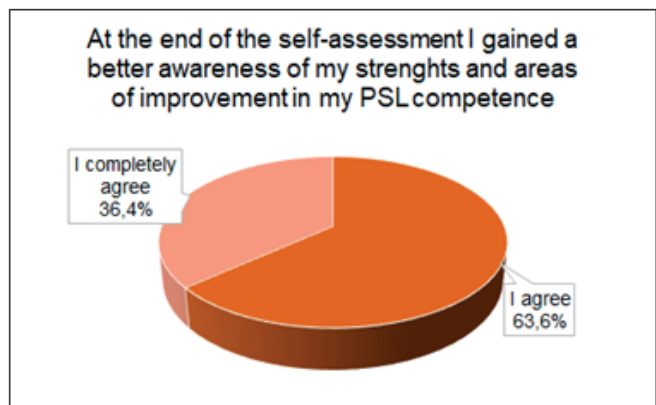
FIG.14

As regards the testing procedure in which they had been involved the users reported a feeling of ease and satisfaction, even if with a smaller percentage for the maximum level ("completely agree") compared with the QPCC tool.
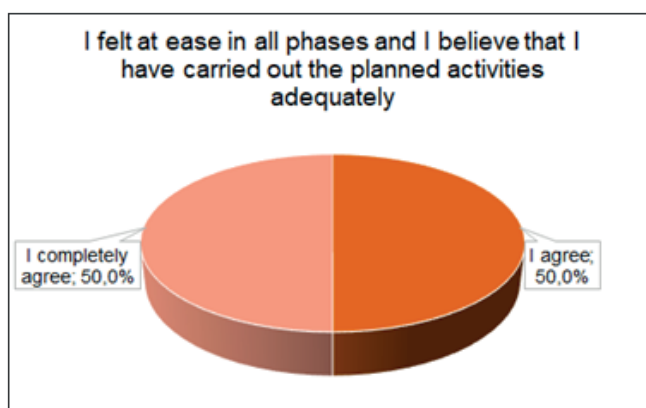
I felt at ease in all phases and I believe that I have carried out the planned activities adequately

I completely agree; 50,0%

I agree; 50,0%

FIG.15

I am satisfied with the analysis of PSL competences that took place through testing
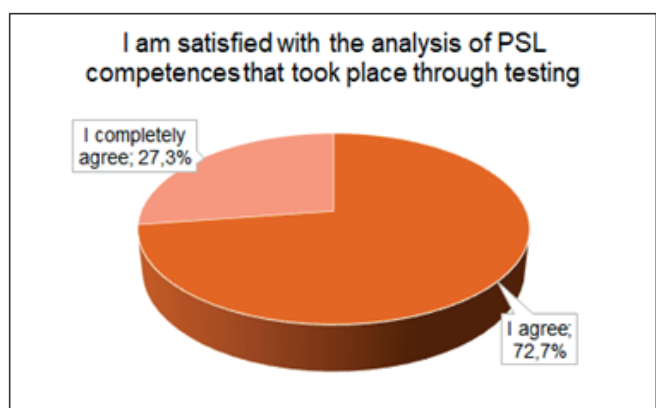
I completely agree; 27,3%

I agree; 72,7%

FIG.16

Anyway, the efficacy of the Competence cards testing procedure is proved by the will of a larger part of the users (more than 90%) willing to carry out some actions connected with the new awareness about PSL competence or to undertake a training course to develop them.
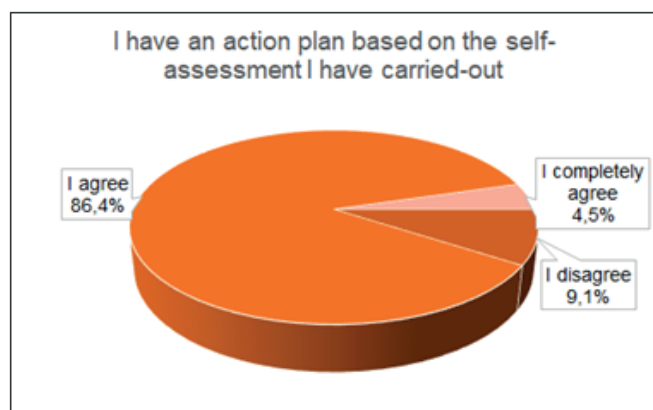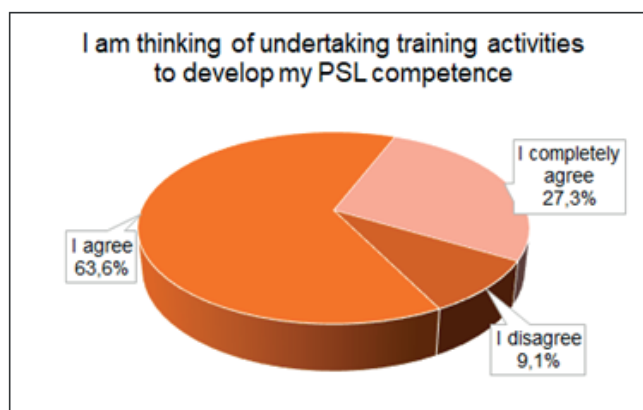

FIG.17

FIG.18

The practitioners' experience suggests that the Competence cards for immigration counselling is a tool easy to present as well as easy to use, although online administration seems to make it a bit more difficult. A quite similar consideration has been made about the adequacy of the tool to the specific group of low-skilled adults: the results were very good, but would be higher in an in-presence administration.

As specific strengths of the administration of Competence cards, the practitioners involved in the experimentation have underlined the following:

- the tool allows the users to be more aware of their possibilities and, above all, helps them to improve their communication and social skills;
- the Cards apply a graphic tool to a path that it is more often led with more narrative and "intellectual" tools;
- the Cards allow a simple explanation of the PSL competence through images, short and clear sentences, and allow involvement of the user through questions that facilitate interaction, dialogue, and reflection;

- the users are able to self-evaluate the skills through the story of their life and work experiences, and this facilitates the awareness of their strengths and weaknesses, promotes self-esteem and motivation, and the exchange with other people;
- the Cards offer the possibility to share difficult experiences or failures, however linking them to the acquisition of specific skills;
- the Cards are very useful when the process takes place with very young adults or with people having poorer language skills.

As points of attention they reported that:

- in one case, the administration of the tool did not give a positive result, perhaps due to the lack of direct contact.

5.3.5. GENERAL CONSIDERATIONS ON THE TESTING ACTIVITY AND LESSONS LEARNT

Because of the COVID-19 restrictions, it was necessary to adapt the tools for the online administration. According to the results, this worked and also allowed the users to improve their digital skills, with specific reference to video conference tools.

The procedure for testing the tools has been shared among practitioners but it has also been adapted to the individual needs of each user, emerging session by session (i.e. to dedicate much time to a question or a competence, to leave time for discussion and reflection without proposing all the foreseen competences).

The work of the practitioners can be considered an example of applying the subsidiarity principle to a practical case, according to a bottom-up approach.

The main lessons learnt about the self-assessment process in general, and with specific reference to the understanding and the awareness of the PSL competence from the users, are the following:

- the «Personal competence» is not easily understandable because it's more difficult to reflect on one's personal resources and the way to use it, so it is important to find a better way to explain it to low-skilled adults.;
- before the self-assessment the users declare a wish to master the PSL competence even if they don't, so they show a lack of awareness but also the willingness to improve themselves;
- the self-assessment process gave the users the perception of a greater awareness of one's strengths / competences to improve with reference to the PSL;
- in the process implementation, the trustworthiness of the operators/professionals who proposed participation is very relevant for engaging and motivating adults;
- at the end of the process it is notable that there is explicit willingness to participate in new training opportunities for the majority of users (especially

for women, while men, very young or older, are less interested).

About the testing procedures, the main lesson learnt are described below:

- the online administration worked and also allows the users to improve their digital skills;
- the practitioners supporting the self-evaluation needed for adapting the common procedure for testing to the individual needs of each user;
- the role of Public Services Entities (PES) operators in supporting the FORMA.Azione professional during the testing, both in selecting the most suitable tool, and to support the users during the self-assessment, has been very relevant;
- users feel at ease while carrying out the activities, which was also a means to relieve them from isolation during the COVID-19 pandemic.

The self-assessment process allows the practitioners to:

- acquire or improve relevant competences
  - remote communication skills
  - empathy and non-judgemental approach
  - improvisation skills, stress management
  - administration of tools for PSL self-evaluation
- perceive to have concretely impacted on their target groups, to have a clear understanding about the usefulness of their work;
- to have a systematic exchange with other practitioners with different backgrounds and roles;
- to be a protagonist in the application of the subsidiarity principle to a practical case, according to a bottom-up approach.

All practitioners showed the need and the willingness to use the tools with reference to low-skilled adults mainly for guidance and empowerment purposes (some of them already did it). In the PES in Perugia, one professional intends to use the QPCC also for career guidance with Higher Education graduates.

5.4. TESTING ACTIVITY RESULTS IN SCOTLAND

SWAPWest tested the tools:

1. P405 - Competence assessment cards for low skilled adults;
2. P101 - eLene4work self-assessment tool.

The test activity was carried out with 57 beneficiaries, selected from among the learners enrolled in the SWAP programmes for low-skilled adults.

They are adults with low or no qualifications, who want to return to training and study at university. SWAPWest offers them full-time training programmes dealing with various subjects, depending on the vocational course they want to attend (Humanities, Science, Nursing, Primary Education teaching, etc.). The courses are benchmarked at level 6 of the Scottish Credits and Qualifications Framework (comparable with EQF level 4) and are recognised by colleges and universities for enrollment. In addition to completing academic qualifications, SWAP students are required to complete SWAPWest's Preparation for Higher Education (Prep for HE) module, a module designed specifically for adult learners to develop the skills and competences required for higher education level study.

Among them, three groups were selected for the MASTER experimentation on the PSL self-assessment tools:

1) learners to Access to Humanities (15 students);
2) learners to Access to Primary Education (22 students);
3) learners to Access to Science (20 students).

The first tool - Competence assessment cards for low skilled adults - was administered to the groups 1 and 2, while the second tool - eLane4work self-assessment tool - was administered to the group 3.

Data about 51 participants were collected by means of a Google Form.

The majority of them were young-adults (86%) and women (84%).

However, women were more numerous among the younger participants (see Table 6).

Table 6: Group composition in terms of gender and age

Gender/Age	18-25	26-35	36-45	Total
Female	47%	40%	14%	100%
Male	25%	63%	13%	100%
Total	43%	43%	14%	100%

The tools were administered by two facilitators, both women. They are SWAPWest employees of many years, and work as Development Officers on SWAP projects as well. They regularly deliver training and workshops to learners on a variety of topics.

5.4.1. TOOLS ADMINISTRATION PROCEDURE

The testing activity was performed online, due to the pandemic restrictions, through the Zoom platform.

Even if both tools are designed to be administered in a one-to-one setting between advisor and client, SWAPWest staff thought it would provide a better experience if they were delivered in a workshop environment. When needed the Zoom "breakout rooms" function was used for sub-group activities. Every workshop was managed by both the facilitators.

As regards the first tool, Competence Cards are available in two sets: a professional version designed for use by facilitators; and a version for low-skilled adults. The two sets of cards test the same competences, however, the professional version is more advanced. So, SWAPWest staff decided to test both sets as tools at different in-deep levels. Cards in "client" format were delivered to Access to Humanities learners while Cards in "professional" format were delivered to Access to Primary Education learners. In both cases these learners are aiming to progress onto university degrees that may require an interview and the Staff considered the Cards useful because they are modelled on the STAR interview technique (a structured manner of responding to a behavioural-based interview question by discussing the specific situation, task, action, and result of the situation you are describing).

Tool 1, *Competence assessment cards for low skilled adults*, was delivered over two workshop sessions with each group during the time which would normally be used by learners for guidance and support from their class tutor. In addition, participation in the MASTER project had been explained to the learners during their induction to the college.

The first workshop ran for around 90 minutes and presented the learners with firstly, an overview of the MASTER Project and then an explanation of the difference between competences and skills. The STAR interview technique was discussed and the facilitators then delivered a series of questions on the selected competences which the learners were allowed to discuss and answer in breakout rooms within the Zoom platform. Learners then shared their responses with the facilitators and other group members. The assessment (Skills Portfolio) was then explained to them and they were provided with a schedule for the follow-up workshop at a later date. They were asked to provide the facilitators with the Skills Portfolio and action plans for the development of the competences in which they felt they were deficient.

Workshop 2 focused on the competence levels identified by the learners on their Skills Portfolio and reinforced the learning from Workshop 1 with a series of video clips around the competences and their use in learning and work situations.

Tool 2, *eLene4Work self-assessment*, was delivered in a similar workshop format.

Workshop 1 for this group was slightly shorter given that the self-assessment tool is completed online as an individual exercise. Therefore, workshop 1 for this group introduced the MASTER project, the difference between skills and competences, and provided instructions for how to access and complete the online self-assessment tool. Finally, facilitators explained the assessment component: learners' PDF files of the self-assessment outcome was to be emailed to the facilitators for evaluation and discussion during the second workshop.

Workshop 2 for the *eLene4work* tool was identical to the other tool's second workshop.

All the online workshops were managed by two facilitators. This way it was easier to share the delivery, switch the presentations in the shared screen facility and organise the breakout rooms for the small teams. It also helped that one person could watch the reactions of learners to the material while the other undertook the delivery, ensuring that any areas which needed clarification could be addressed.

The main stakeholder has been West College Scotland staff. College staff offered their learners the opportunity to participate in the workshop and have attended several preliminary and post workshop meetings. They also provided the facilitators with time during the college teaching timetable to deliver the workshops.

5.4.2. MOTIVATION AND AWARENESS ON PSL COMPETENCE AT THE BEGINNING OF THE PROCESS

26 out of 57 learners completed the evaluation questionnaires on the PSL self-assessment test procedure in which they had been involved.

At the beginning of the procedure, the larger part of them (92%) declared a strong or very strong motivation to participate.
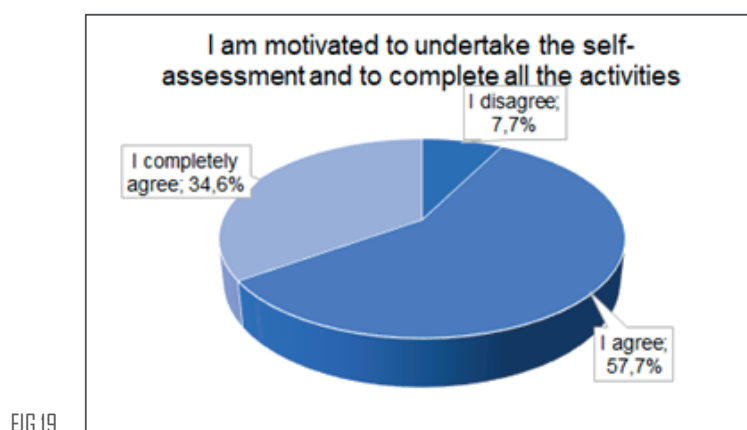
FIG.19

The main reasons for motivation were self-knowledge, one's own strengths and weaknesses, opportunities for personal improvement, the expectation of developing useful competences for carrying out the training programmes in which the learners were engaged.

Through the evaluation questionnaires learners were asked to provide examples on the meaning of the terms "personal competence", "social competence"

and "learning to learn competence". The staff members evaluated these examples, assigning a level of relevance, from "not relevant" to "very relevant". The results show that "social competence" is the clearer field of PSL competence (93% of learners provide a relevant or very relevant example), while one fourth of learners provide not or little relevant examples for "personal competence" and one third for "learning to learn competence".

MASTER - Measures for Adults to Support Transition to further Education and Re-skilling opportunities
2019-1-IT02-KA204-063178

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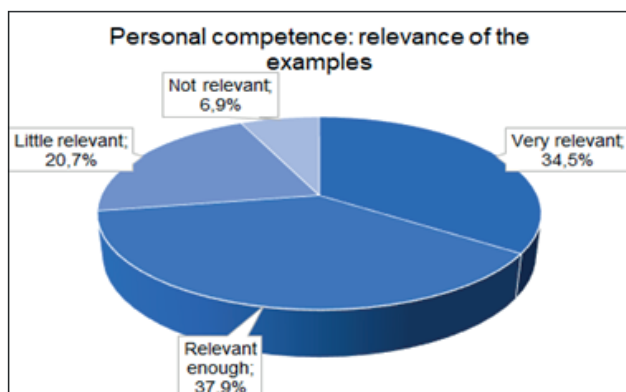
FIG.20
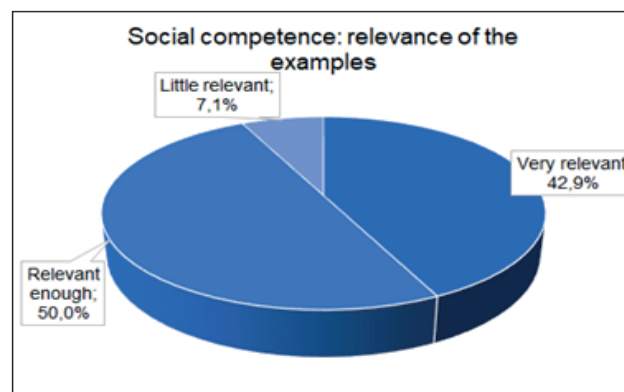
FIG.21
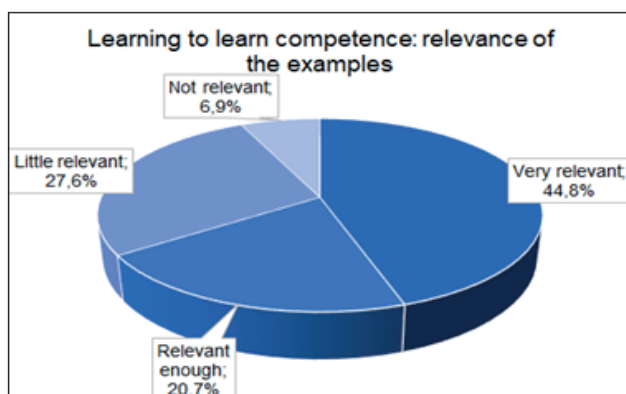
FIG.22

This confirms the usefulness of working on these subjects, to improve the knowledge of the meaning of the terms as a basis for enforcing motivation to develop awareness of one's competence heritage.

5.4.3. MAIN RESULTS OF THE TEST OF THE P405 TOOL - COMPETENCE ASSESSMENT CARDS FOR LOW SKILLED ADULTS

16 out of 37 learners provided their evaluation on the experience of using the Competence assessment cards for low skilled adults. All of them considered the tool effective for self-assessment of PSL competence. Only one learner declared not to have gained a better awareness of its strengths and weaknesses, probably because she had expressed the conviction of having PSL competence and to be already aware of herself and her actions, before starting the self-assessment procedure.z
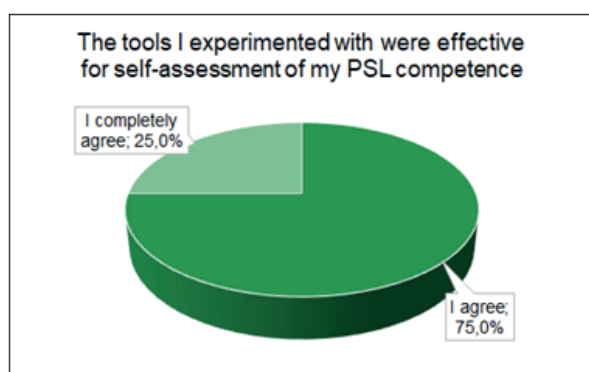
FIG.23
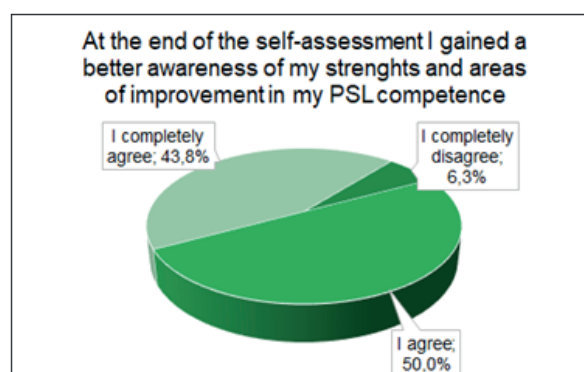
FIG.24

The administration procedure of the tool - articulated in two workshops - has been considered well conducted and all participants felt at ease and satisfied.
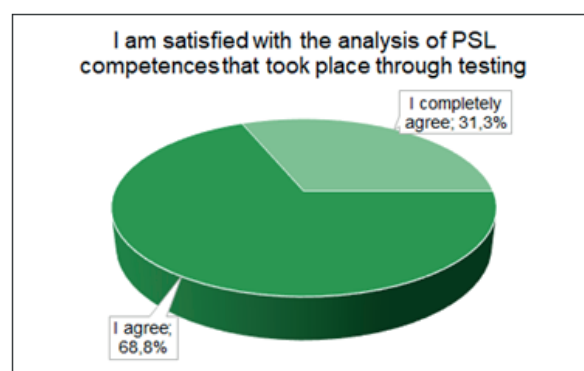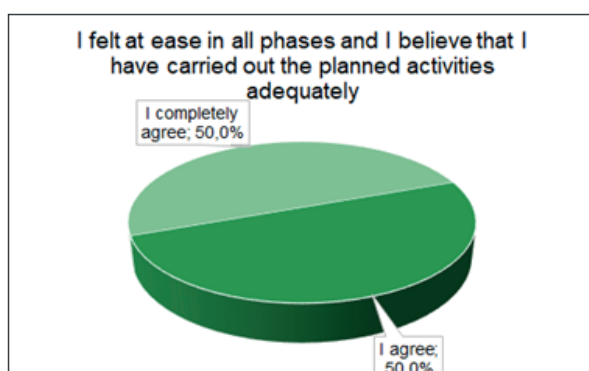
FIG.26

The activity was also considered fruitful, in fact all the learners declared that they had an action plan based on the new awareness of their PSL competence, even if in some cases this action plan is not based on a training activity.

FIG.27

FIG.28
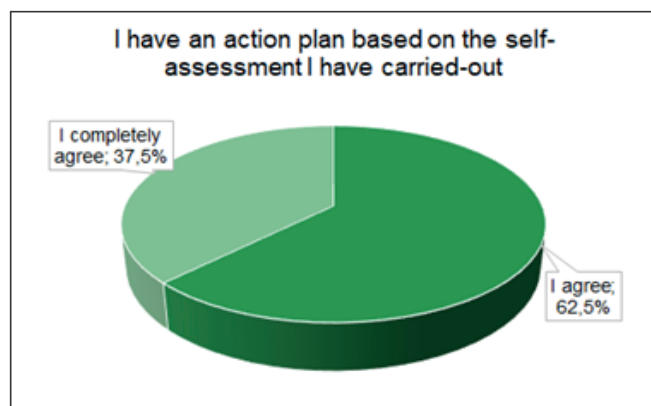
This is understandable, considering that in this experimentation the users were already involved in a learning process.

The practitioners' experience suggests that Competence assessment cards for low skilled adults is a tool easy to present and learners had no difficulty in using it. The professional set of cards were more appropriate for the SWAP learners rather than that aimed at unemployed or low skilled adults.
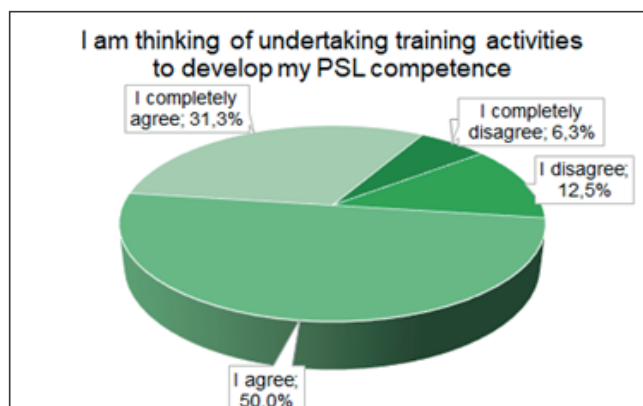
However, the tool was reasonably effective for the learners' self-assessment of competences. Some of the language used in the low skilled and unemployed adults version was rather simplistic and might be more appropriate for those whose first language is not English, young learners, or learners of pre-entry and pathways programmes.
The tool's strength was in its capability to give an outcome relatively quickly with a clear analysis of each learner's level as a baseline for further work.

5.4.4. MAIN RESULTS OF THE TEST OF THE P101 TOOL - ELANE4WORK SELF-ASSESSMENT TOOL

10 out of 12 learners provided their evaluation on the experience of using the eLene4work self-assessment tool. All of them agree that the tool was effective for

self-assessment of their PSL competence and that they gained a better awareness of their strengths and areas of improvement in this field.
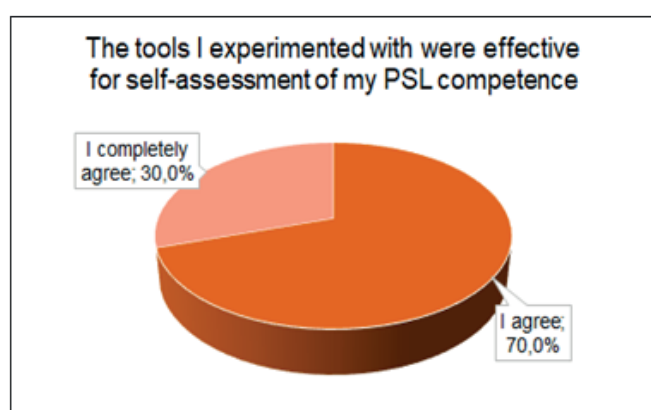
FIG.29
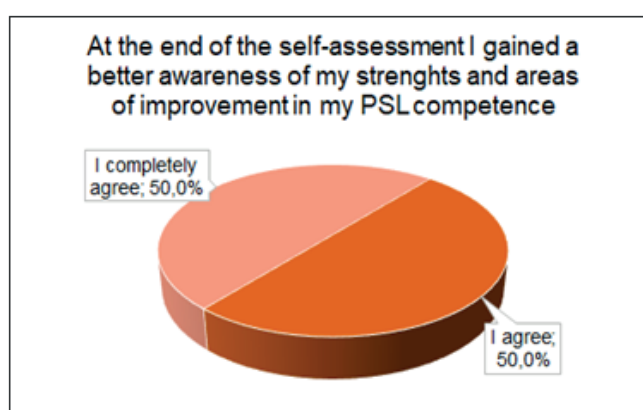
FIG.30

There is also a general agreement (8 out of 10) on the easy climate in which the procedure was held as well on the efficacy of analysis conducted on PSL competence.
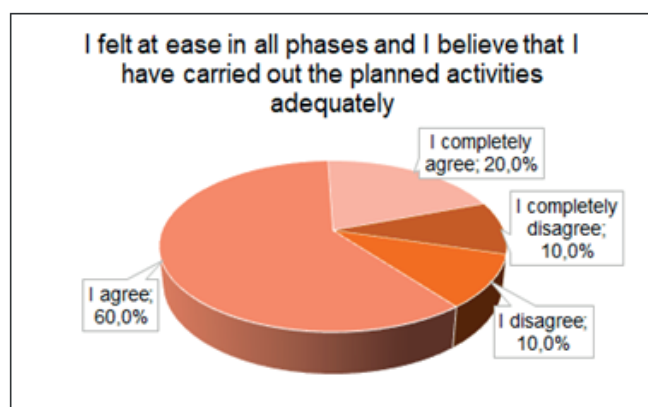
FIG.31
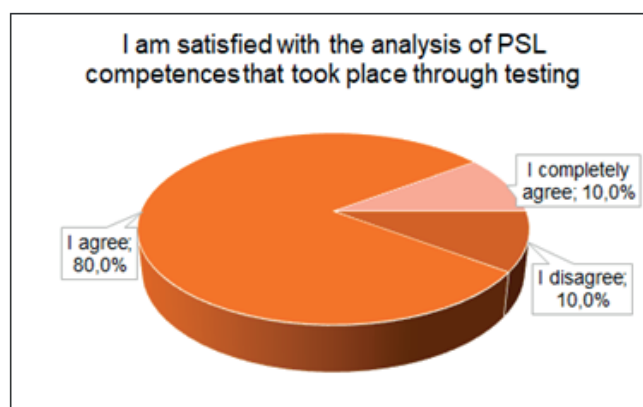
FIG.32

Except in one case of strong disagreement on the sentence "I felt at ease", which consistently with the other answers of the same learner can be read as an error, only one learner gave negative evaluations about climate and satisfaction. This learner showed a "critical approach" in many responses, both as regards herself and the procedure she was involved in. She gave specific negative comments on the learning material provided in the workshop and on the recording of the sessions, even though specific permission had been requested from the learners on this topic.

The tool has given proof of efficacy. 90% of respondents agree that they have an action plan based on the self-assessment carried out. This means that the awareness of one's PSL competence is a good source of motivation to act for self-development.
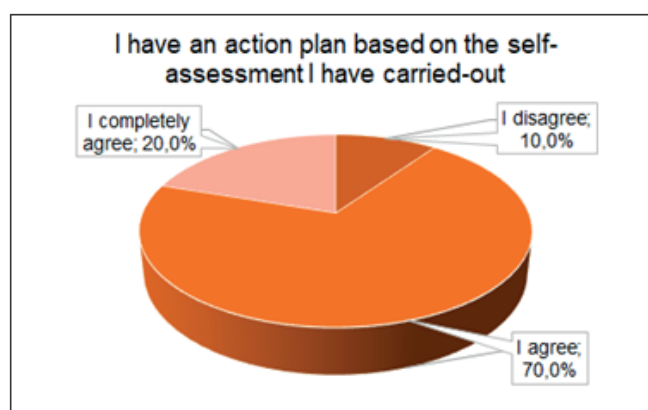
FIG.33
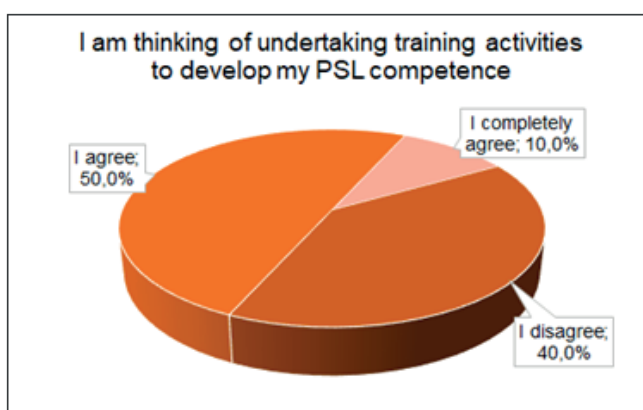
FIG.34

As already seen for the previous tool, also in this case, the action plan is not connected for all with a new training path to be undertaken and this can be explained with the training activities all the users of SWAPWest are already involved in.

The facilitators' experience suggests that eLene4work self-assessment tool is a tool very easy to present and although designed for individual use, worked well in the group setting. The facilitators felt that the tool was quite simplistic for the level it was aimed at but this may be because it was designed for adults with exceptionally low levels of education (primary school completers) and those whose first language is not English.

Anyway, the tool gave a very full assessment of the learners' competences across a wide range of skills and abilities with simple examples. It was quite time consuming to complete because it was very in-depth.

The SWAPWest staff is thinking potentially to use it again but perhaps with refugee and asylum seeker groups who are less familiar with the concept of assessing competences.

5.4.5. GENERAL CONSIDERATIONS ON THE TESTING ACTIVITY AND LESSONS LEARNT

Both tools were successful in the identification of the PSL competence. The tools are easy to access and to use. Overall, the tools were appropriate for the level of SWAPWest learners, however, the Competence Cards low-skilled version was less successful than the professional version. This is due to the slightly more advanced level of the PSL competence amongst SWAP learners who have already undertaken competence development on their education programme. The Competence Cards for low-skilled adults may be more suitable for pre-entry and pathways programme learners.

The eLene4work self-assessment tool is designed for the identification and improvement of Social, Personal, Methodological and Digital PSL competences and is delivered via an on-line assessment. Although this is a more basic tool than the Competence Cards, due to the digital focus of both accessing and using this tool, the facilitators selected adults whose learning requires a specific development of digital skills, and whose degree progression will require a proficient level of IT and digital competence.

The tools worked well in an online environment with learners who were reasonably used to working with digital software. The automatic analysis of the tools was a great strength as it cut the time which staff required to analyse and interpret the results, albeit the interpretation and feedback to learners took a substantial amount of time and effort by staff.

The involved learners had a good understanding of their own levels of competence in key areas on which the workshop sessions have been built.

It has been verified that it is much easier to run the workshops with two staff in attendance who could share the delivery, switch the presentations in the shared screen facility and organise the breakout rooms for the small teams. It also helps that one person could watch the reactions of learners to the material while the other undertook the delivery allowing them to ensure that any areas which needed clarification could be addressed.

Finally, a benefit for stakeholders can be recognised. In particular, the head of division and SWAPWest coordinator at West College Scotland stated that when the time came for learners to complete their university application forms, they were much more capable than previous year groups at discussing their competences. This saved staff much time in coaching learners to confidently discuss their competences.

5.5. TESTING ACTIVITY RESULTS IN CYPRUS

DOREA Educational Institute tested the tools:
    1. P505 - ProfilPASS;
    2. P402 - EU Skills Profile Tool/Europass.
The testing was performed with 40 users, selected through a call spread through channels and networks of the stakeholder: Limassol Intercultural Council, Technopolis center, VitaCom Education center. Participants were predominantly young adults (75%), women (67.5%), workers (55%) and immigrants or asylum seekers (52.5%). In the pictures belows the composition of the group in terms of age, gender, working status and prevailing social status is shown.
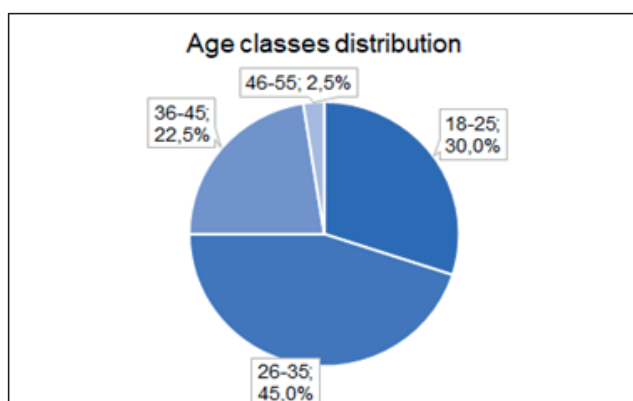
FIG.35
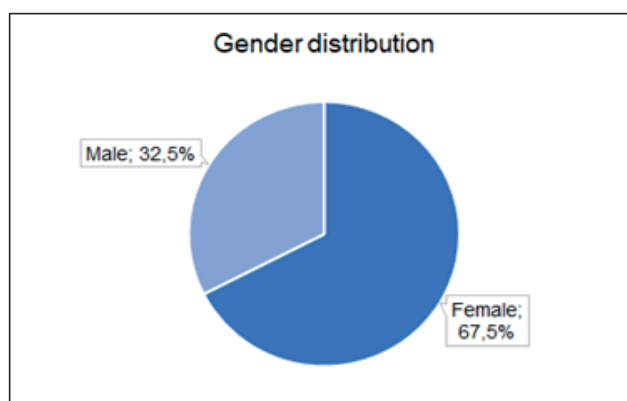
FIG.36
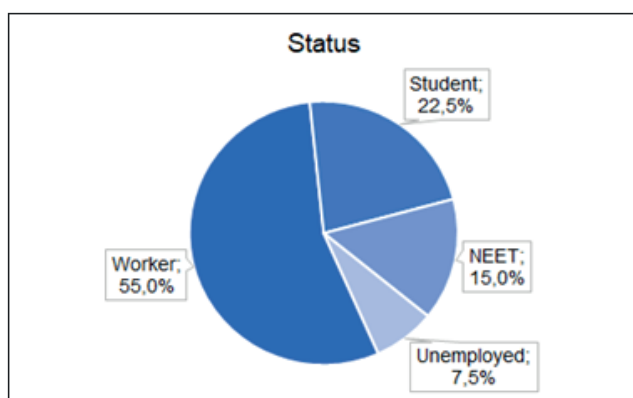
FIG.37
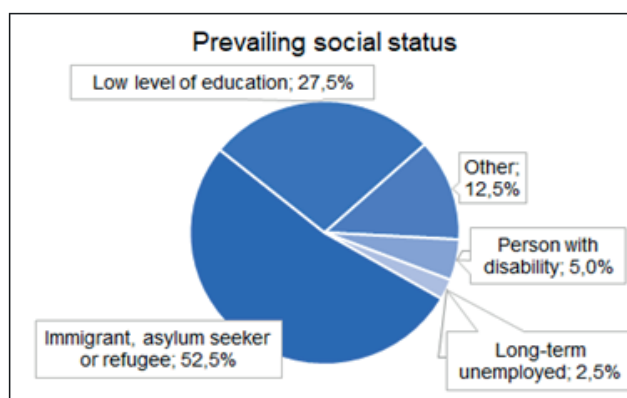
FIG.38

Both tools were administered to all learners within a unique procedure.
The staff was made up of two practitioners, both women, the first experienced in adult education online courses and the second on designing and implementing training courses on various soft skills.

5.5.1. TOOLS ADMINISTRATION PROCEDURE

The testing was supposed to take place in face to face workshops. Unfortunately, just before the first workshop, due to the worsening pandemic situation, the lockdown in Cyprus was introduced, forbidding any kind of gatherings. Due to this, it was decided to "shift" the training to an online environment, which unfortunately meant that "older participants" were not able to take part due to the lack of digital skills. The main aims of the online course were to:

1. Introduce participants to PSL competences;
2. Introduce participants to ProfilPass – help them to discover their strengths and areas they need to improve;
3. Introduce participants to Europass and help them to make one identifying their skills and putting them in Europass;
4. To introduce online learning as an option for skills enhancement during pandemic in general.

The online course was developed and uploaded to specifically created Google Classroom. The structure of the course was*:

1. Welcome& Introduction
  A quick hello
  Workshop format & approach
  Material order & tips on how to use it
  Framework documentation & printing
  Training overview
  Expectation disclaimers

2.ProfilPASS
  Introduction to ProfilPASS
  My life – an overview
  My life – activity
  My activities – documentation
  TEDx talk Video
  My qualities
  My qualities -activity

3.Exploring my activities further
  Moving forward
  Process steps
  Hobbies & interests
  Home & Family
  School
  Professional Education
  Trade union activity & voluntary work
  Professional life & work experience
  Political & Civil commitment
  Extraordinary circumstances

4.My competences – A review
  My competences – a review
  Level A & B skills recognition
  Level C1 & C2 skills recognition
  Assigning competences
  My competences
  Identifying my strengths

5.LifeComp- PSL competences
  PSL competence definition
  LifeComp introduction
  LifeComp puzzle
  PSL competences PART1
  PSL competences PART2
  PSL competences PART3
  Video – growth mindset

6.EVALUATION 1

7.Language tips for CV creation
  Presentation and Receptiveness
  Language tips PART1
  Language tips PART2
  Language tips PART3
  Helpful verbs
  Further CV tips

8. Europass
      Introduction to Europass
      Europass FAQs
      Europass CV tutorial

9. Closing Remarks
      Certificates
      Opportunities with DOREA

10. EVALUATION 2

*The practical activities are marked in Italic, the evaluations are underlined

The material presented in the course follows the order of the ProfilePASS document published by German Institute for Adult Education – DIE. The only change made, is that the last section "Gathering proof" was replaced with Europass tool – where participants are "gathering proof" in a form of Europass.

The PSL competences were presented based on LifeComp publication following the same order – first introducing Personal competences, then Social competences and finally Learning to Learn competences.

Participants were encouraged to contact mentors by email if they had any questions or needed help with the tasks. They were given a chance to upload their tasks to the online form if they preferred but it was not a requirement. Note that most of the participants contacted the mentors with questions about the Europass and EURES platform.

5.5.2. MOTIVATION AND AWARENESS ON PSL COMPETENCE AT THE BEGINNING OF THE PROCESS

Users were all highly motivated in undertaking the PSL competence self assessment.
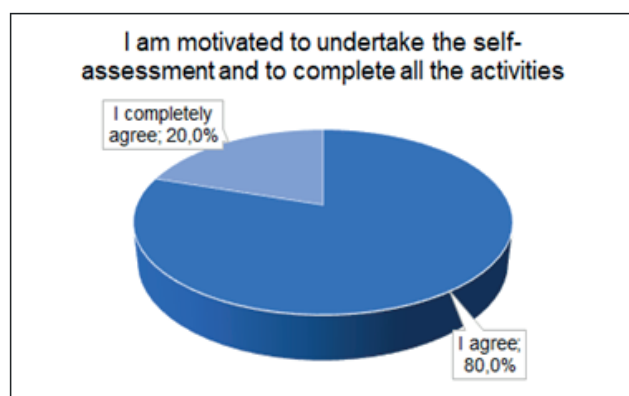
FIG.39

The main motivations were curiosity, a general interest either in the specific subject or in new experiences in general, the attractiveness of the proposals, and expectation to develop new skills.

Dorea staff delivered the first evaluation questionnaire after the first block of materials of the online courses. For this reason, users were more aware about the meaning of "personal", "social" and "learning to learn" competences, compared with the users of other countries. As the following figures show, most of them were able to provide relevant examples for each of those concepts.
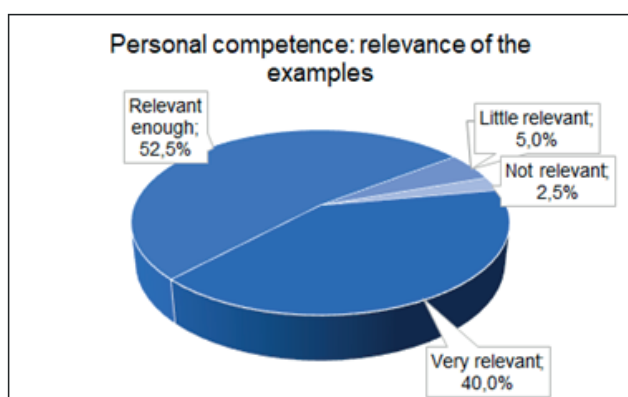
FIG.40
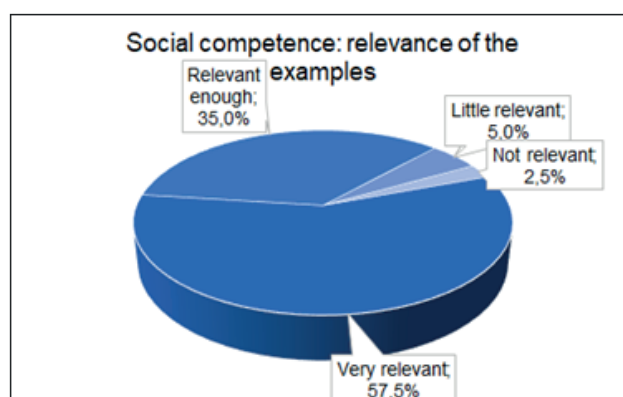
FIG.41
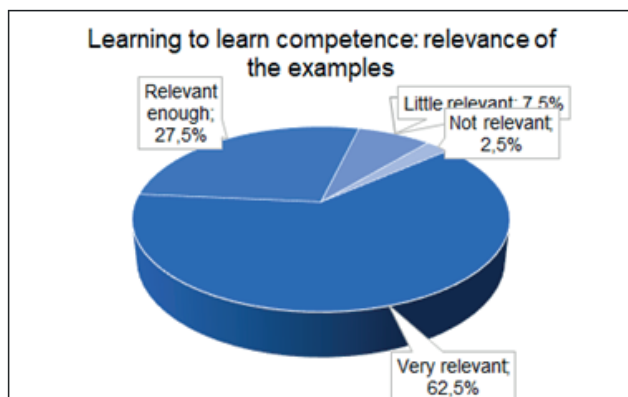
FIG.42

In general, all the respondents stated that PSL competences are important to them, however not all the respondents believe that they have such competences (12,5%).

Almost a quarter of respondents (22,5%) do not know how to use PSL competence. This means that even those respondents who indicated that they have the PSL skills do not necessarily know how to use them.

The respondents who indicated that they do not have PSL competences or do not know how to use it, indicated that they feel that there are still competences and skills they need to improve or they need more help and guidance.

5.5.3. MAIN RESULTS OF THE TEST OF THE TOOLS P505 - PROFILPASS AND P402 - EU SKILLS PROFILE TOOL / EUROPASS

Among participants there has been a general agreement on the efficacy of the experience in giving them a better awareness of their competences. The majority of respondents agreed that tools were effective for self-assessment.
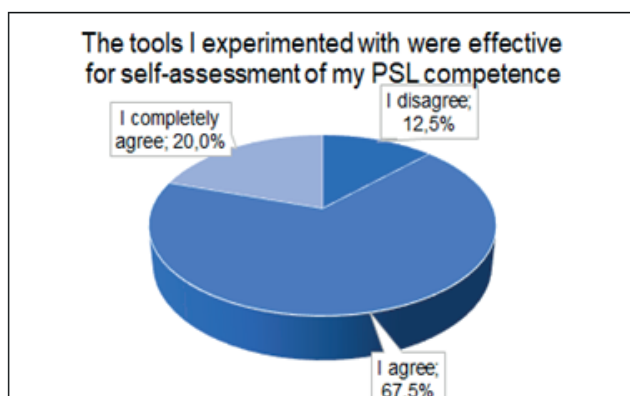

FIG.43

FIG.44

Those who disagreed commented that it would be much better if the meeting was face to face and self-assessment had been done with the trainer. Some of the participants also felt that some tasks were complicated, especially Europass platform.
Majority of respondents felt at ease in all the phases because they felt that the course was very well structured and informative, easy to follow, and the trainer was good at explaining the subject and tasks. The participants also liked that they could take the course anytime they wanted to and come back to previous topics discussed if they needed too. This led to a high level of satisfaction.
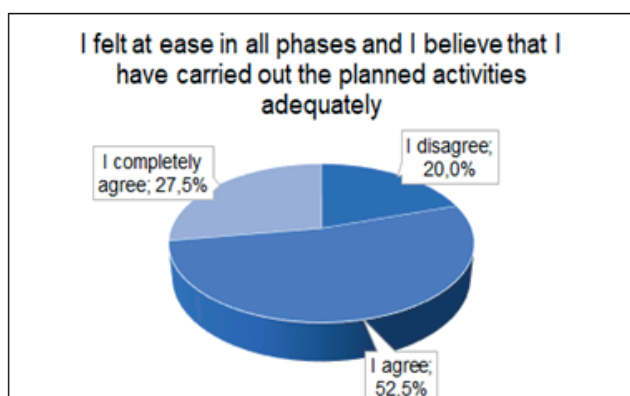
FIG.45
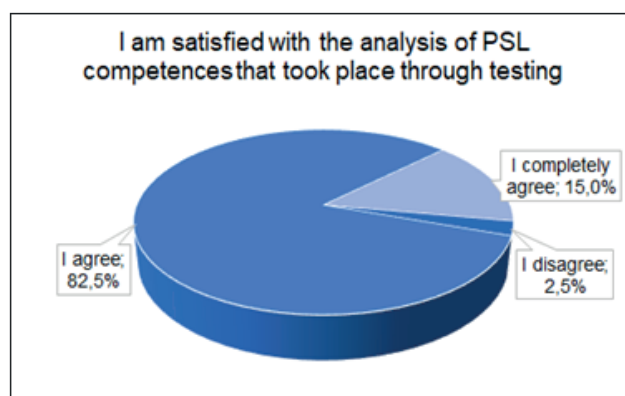
FIG.46

Those who disagreed, commented that some topics were complicated, or language used was too difficult for them. They also stated that they would prefer face to face workshops, as they felt that they need more direct help from the trainer.

Regarding the use of the results of the self-assessment of PSL competence, more than 80% of participants declared knowing what to do with them, as they have an action plan and/or they want to undertake a training activity to develop them.
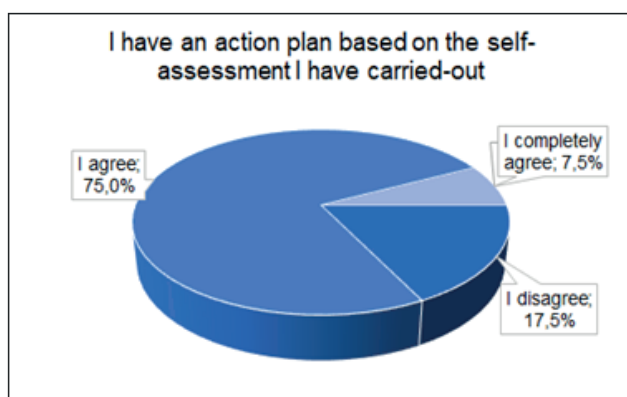

FIG.47

FIG.48

Most of those who answered "I disagree" are the same participants who felt uneasy in the procedure and had difficulty understanding the tools or working online.

The practitioners' experience suggests that the *ProfilPass* is useful but it is quite big in terms of time needed to spend going through all the material and activities. While it is definitely difficult to administer this tool online, it would be a great tool to implement in a face-to-face series of small lessons/workshops where participants can also work in groups, help each other and provide feedback to each other as well as get the direct support from the practitioners. If the tool has to be implemented online, it would be better having workshop sessions with all the participants, self-study (homework) and individual consultations online with each student separately to discuss their progress and answer their questions. Depending on the level of users, to go through all the tasks, users need at least a couple of days, preferably a week. It should also be done not all at once, taking breaks.

The tool is written in quite simple language with understandable and clear instructions on how to use it. It

makes it easy for practitioners to modify it if needed and adapt it to meet the needs of different learners. This way it could be suitable for low skilled adults. It is also possible for learners to choose the area/task they want to work with as well as the practitioners to choose some specific areas depending on their target group, their background and skills. Thus, making a tool quite flexible and adaptable to different contexts.

Regarding the *EU Skills Profile Tool/Europass*, practitioners experience suggests that it is definitely useful for users trying to enter/re-enter a labour market or switch work position, as it enables users not only to discover/evaluate their skills and competences while writing them in a document that they can later use in their job search. Nevertheless, if you are targeting low skilled adults with low levels of digital skills, this may not be the right tool for them if they have to do it alone. In fact, the tool requires a higher than basic digital skills level. If a usage with low digital skilled adults is required, a specific training for students first is recommended. Of course, the environment and delivery method itself could be adapted to fit the low skilled

adults with low levels of digital skills, but it would require much more time and effort. It could be done using face-to-face meetings preferably in a computer classroom where trainer/practitioner and several volunteers (depending on the group size) would guide participants step by step how to create Europass and use EURES platform, what skills to consider, etc.

Furthermore, a separate session/workshop focused on CV writing in general, including topics such as Language tips for CV creation, Helpful verbs, CV Tips & tricks, etc is recommended. This is especially useful if learners are coming from migrant backgrounds and the local language used is not their native language. This session/workshop should be done before the workshop presenting *Europass*. *Europass* would be best to implement with the group of migrants/refugees as well locals who are in the process of looking for a job or changing careers in lower skill jobs as at the end users create their own Europass, which can be printed or used digitally as CV and the platform itself is connected with EURES where users can look for job opportunities.

5.5.4. GENERAL CONSIDERATIONS ON THE TESTING ACTIVITY AND LESSONS LEARNT

As regards the testing of tools, it demonstrated that for a group of low skilled adults, it would be much better to implement the tools in face-to-face workshops instead of online, especially with *ProfilPASS* and *Europass*, which require more time, support and digital skills. Because of the tools being tested online, a lot of potential learners, especially older people did not have the opportunity to take part.

ProfilPASS can be adapted to specific background and needs of learners: each area of the tool can be done separately, all together or in different combinations, etc. In the implementation phase, after the presentation of tools and practical tasks/homework, participants were free to choose which tasks they wanted to do, all of them or most relevant to them.

Regarding the PSL competence, it is kind of a new term and even though there is a PSL framework developed (LifeComp), the framework itself is written in very sophisticated language, that even for a practitioner takes time to go through material and fully comprehend it. In order to transfer it to adults, especially low skilled adults it has to be "shown" using simple language and with practical examples. This also takes time and has to be taken into consideration and implemented as a separate workshop before practitioners start implementing the tools chosen.

The experience was effective even for practitioners. Getting involved in the project, they learned more about PSL competence, gained more knowledge on different tools, improved their digital skills and gained more insight into Cyprus realities. As a result, Dorea staff are thinking of adopting these tools with migrants and refugees or asylum seekers as well as to adapt and use them to train the youth how to examine their own resources and to develop their CV.

In conclusion, while practitioners consider both tools to be good, they would not recommend using the second tool (P402 EU Skills Profile Tool/Europass) as a separate tool on its own. It is a good option as a complementary tool to put all the gained knowledge and skills in practice and prepare a visible outcome/result in a form of Europass.

5.6. TESTING ACTIVITY RESULTS IN PORTUGAL

Kerigma tested the tools:
1. P504 Vi@exploration- "Know yourself" subsections;
2. P505 - ProfilPASS.

The testing was performed with 40 users, selected among adults with low qualifications who were attending training at Kerigma to increase their qualifications. Participants were predominantly between 36 and 45 years old (42,5%) and equally distributed between women and men. 97,5% were workers and 2,5% students. In the pictures belows the composition of the group in terms of age and gender is shown.
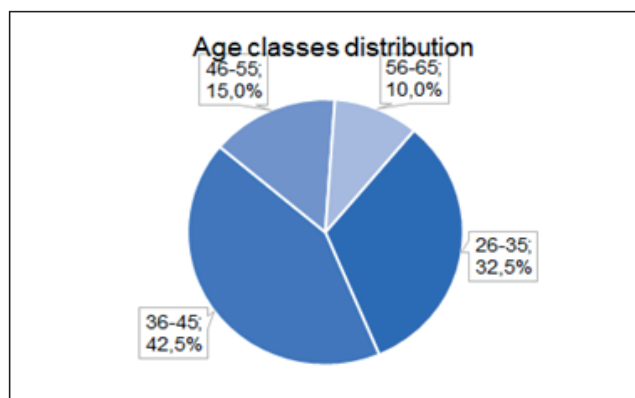
FIG.49
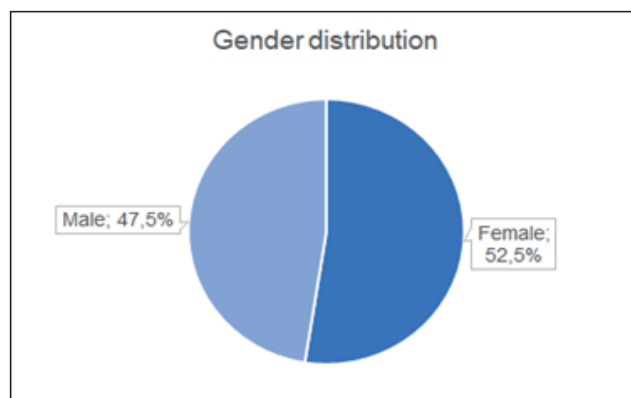
FIG.50

Both tools were administered to the learners within a unique procedure.

The staff was made up of two practitioners, both men, working in Kerigma at that time, the first in international projects and the second in the Human Resources department.

5.6.1. TOOLS ADMINISTRATION PROCEDURE

The two tools were administered to 40 trainees, registered in Kerigma, in the Qualifica Center and attending training to increase their qualifications. These 40 trainees belonged to classes of 20 people each. To simplify the application of the tools, each class of 20 was divided in 2, thus making groups of 10 people.
The activity carried out with each group was articulated in 2 sessions.
Before the first session, the Kerigma Qualifica Center trainer responsible for the group provided a brief presentation of the process that would be developed. The process was developed in the training room and in a face-to-face meeting.

1st Session

In the first session, Kerigma organsation, its intervention in international projects, the MASTER project, and the professionals involved were presented.

After the introduction to the self-assessment process and PSL competencies, the practitioner asked the learners to fill in the procedure evaluation questionnaire (first phase) agreed within the partnership. That questionnaire was administered through a "Google Form" module worked out by Roma Tre University. This required a few attempts because of technical issues resulting from a lack of digital skills on the part of most trainees.

Then a printed copy of the self-assessment tool PS04 Vi@s exploration- "Know yourself", was distributed to each participant for completion. This task was accompanied by the practitioner, who explained the structure of the document and helped in filling it in, answering questions whenever asked.

After filling out this tool, the 2nd self-assessment tool, PS05 ProfilPass was administered. The same procedure was used. Right after the distribution of the document to the participants, the practitioner explained the tool and answered learners' questions, while they were filling out it and whenever necessary.

The session lasted about 2 hours.

2nd Session

Based on the results obtained from the 2 Self-Assessment Tools applied in the 1st session, a debate space was created between the practitioner and users and among users, with the objective of consolidating the retention of the concepts covered and understanding each one's strengths and skills to be improved, depending on each one's personal and professional objectives. To facilitate this thoughtful activity, users were involved in compiling a SWOT analysis scheme.

At the end of this session the second online questionnaire for the procedure evaluation was filled in by the learners, analysing the whole self-assessment process developed, their feeling about the self-assessment as well as their perception about its usefulness for self-awareness, empowerment and reactivation.

The second session lasted about 90 minutes.

Throughout the process, information was always exchanged between the practitioners involved and the trainer of the groups in question in order to obtain continuous feedback throughout the process and thus be able to adapt methods and techniques to the needs felt.

5.6.2. MOTIVATION AND AWARENESS ON PSL COMPETENCE AT THE BEGINNING OF THE PROCESS

Thanks to the good presentation provided by the Qualifica Center trainers, learners were all highly motivated in undertaking the PSL competence self-assessment.

FIG.51
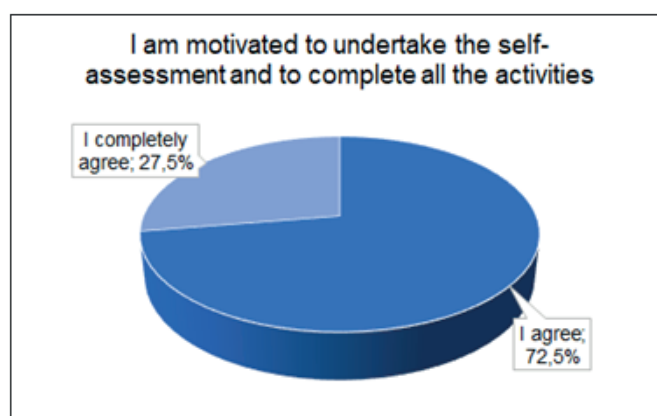
Among the main declared reasons why they wanted to undertake this programme are: interest in the subject, improvement of personal or professional condition, knowing themselves or their capacities, improvement of their competences, enthusiasm for learning.

Looking at the examples provided by the learners at the beginning of the procedure, as in the other project countries, Portuguese users involved in the testing seem to have a good understanding of the meaning of "social competence", while "personal competence" and "learning to learn competence" appear less clear. In the last case, one third of respondents provided an example not or little relevant.
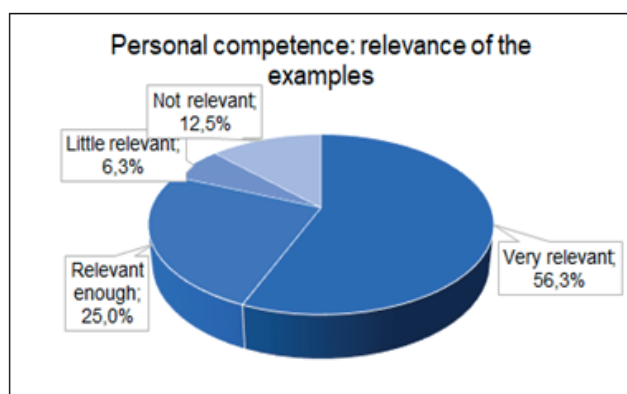
FIG.52
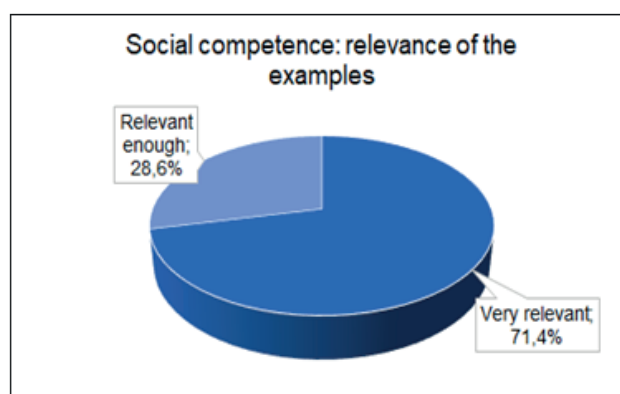
FIG.53
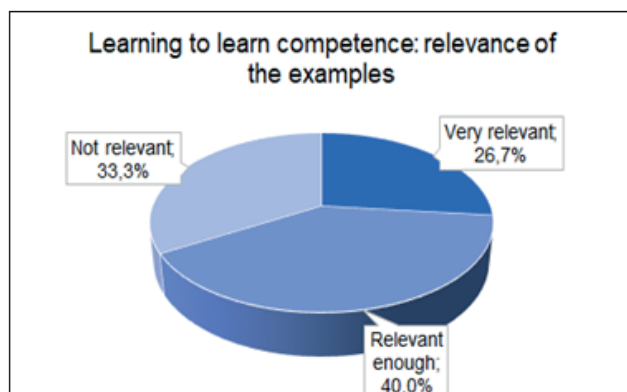
FIG.54

FIG.55

However, at least two third of learners were able to provide a relevant example for the three concepts, almost all users (97,5%) think that PSL competence
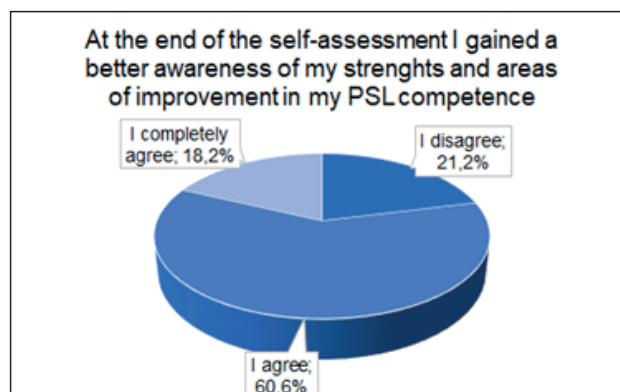
will be important to them and believe (82,5%) they have that competence, but more than 40% of them don't know how to use it.

5.6.3. MAIN RESULTS ON THE TEST OF THE TOOLS P504 - VI@ EXPLORAÇÃO AND P505 - PROFILPASS

In the perception of users the combination of the two tools tested gave a good result. More than 80% expressed a good evaluation of the efficacy of self-

assessment procedure and a bit less declared they have gained a better awareness of their strengths and areas of improvement.
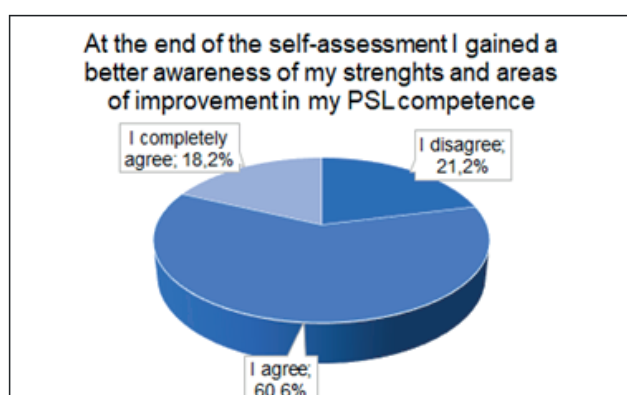
FIG.55
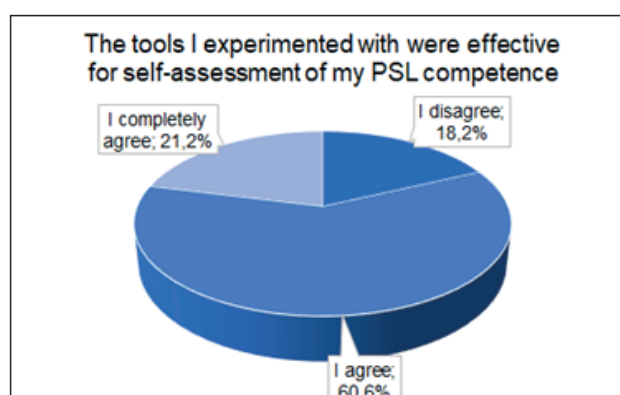
FIG.56

Most of them who disagreed (however less than 20%) specified that in their opinion the tools were not well targeted to PSL competence.

The majority of users felt at ease in all the phases mainly thanks to the practitioners that participants

considered clear and ready to provide help when necessary. More than 90% declared satisfaction with the analysis of PSL competence carried out with the self-assessment procedure.

FIG.57
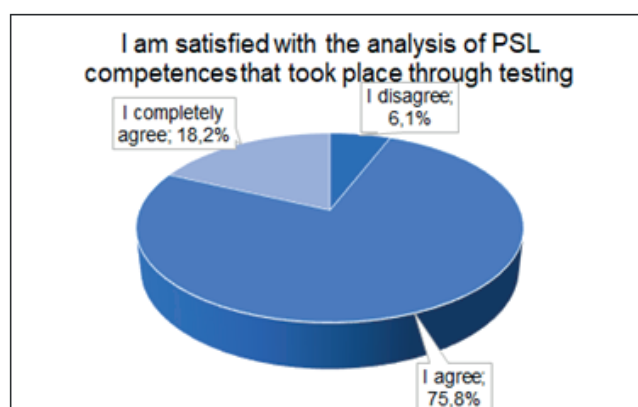
FIG.58

The efficacy of procedure and self-assessment tools in making learners aware of their competence led to the decision to work out an action plan based on the PSL competence assessed. This is true for 81,8%

of participants. Nevertheless, slightly more than half (54,6%) are thinking of undertaking training activities to develop their personal, social and learning competence.
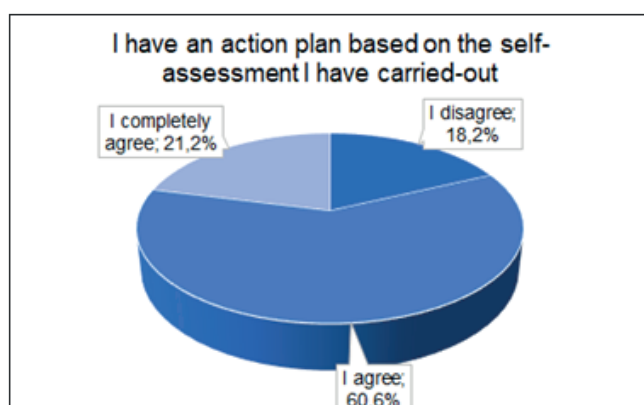
FIG.59
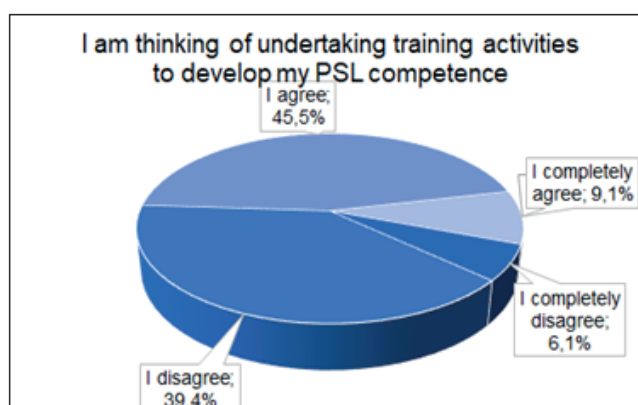
FIG.60

The group of learners least willing to train their PSL competence is the one over 45 years old. Within this age class the percentage of people who answered "I disagree" or "I completely disagree" is 75%. The older age class is also characterised by a larger number of participants who felt uneasy during the process.

These data could be related to a stronger lack in basic skills needed to carry on the activity and with less availability towards learning paths. However, this issue should be better understood.

The practitioners' experience suggests that as the target audience for these tools were low-skilled adults, some help is needed to better understand the questions and tailor their answers.

In general, it can be said that:

- when the subject was introduced and the explanation of the process began, all the learners were curious about the activity and they wanted to learn more about their competences;

- the administration of the tools was similar for all four groups of adults and no difficulties with the tools or in filling them out were demonstrated;

- thanks to the help assured to learners either by the Kerigma trainers and by the project practitioners, the process was successfully completed;

- throughout the process, one of the difficulties encountered was at the technological level, with some requests for help in accessing and filling out the procedure evaluation questionnaires. Anyway it is to consider that those questionnaires were part of the project's tools testing but not of the PSL self-assessment procedure itself, so the lack of digital skills should not be considered a problem in standardising the use of these tools.

From the involved practitioners' point of view, Vi@s exploration – "Know yourself" is easy to present and easy to use for adult learners. Its main strengths are the very detailed questions regarding each competence considered, which make information gathering as real as possible. On the other side, the concepts dealt with are sometimes unfamiliar for users and this requires a bit more attention and the practitioners' accompaniment.

ProfilPASS also appears easy to present for practitioners and easy enough for users to understand. It is very effective in promoting self-analysis and self-assessment of competences thanks to the questions it presents and the information it requires. One point of attention might be that it is very long and detailed and requires enough time to complete.

5.6.4. GENERAL CONSIDERATIONS ON THE TESTING ACTIVITY AND LESSONS LEARNT

About the tools and the administration procedure tested, practitioners are of the opinion that both tools tested are effective and should be implemented as a self-assessment tool for adults with low qualifications. The way the activity and its objectives were explained was clear, and the results showed that it could perfectly be a procedure to be adopted for this target audience. It was felt necessary to spend more time in this phase than initially planned for the success of the following phases. It was clearly perceived that the structure, and the vocabulary used in the tools, in general, were easily understood by the target audience, however, and despite having requested the advisers help to clarify occasional doubts, the learners are of the opinion that the ProfilPass raised more doubts because of the concepts applied (new to the learners) and their unfamiliarity with them although, like the other tool, it was filled in relatively easily.

As for the PSL competence, both tools were very useful and effective in self-assessing people with low skills. They serve as a starting point to become aware, first of their meaning (the meaning of the various concepts related to PSL) and also of how important these skills are to their lives in general and how they can help improve their quality of life. Another lesson learnt is that, contrary to what was initially predicted, people with these characteristics, essentially low qualifications, can perfectly well, after a brief explanation, understand and evaluate their skills in a general way. It is also important to emphasize the fact that the way and the time dedicated to the initial explanation of the process and tools is fundamental to its success.

For these reasons it is possible to conclude that the tools are perfectly adequate for low skilled learners.

CAP. 6
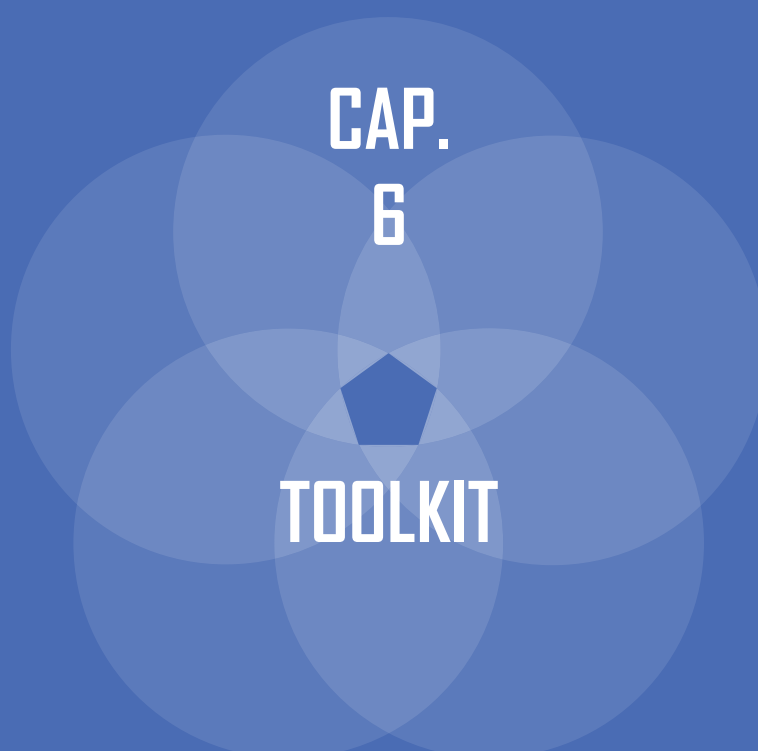
TOOLKIT

6.1. THE SIX TOOLS CONTAINED IN THE TOOLKIT

Personal, social and learning to learn are intertwined dimensions of PSL competence. They are crucial elements of every person's life and constitute a strategic competence to grow and live with awareness and in a fruitful way in today's complex society.

The PSL competence includes elements such as the ability to self-regulate one's behavior and emotions, to act and think with flexibility, to communicate effectively and collaborate with others, to adopt a growth mindset and to think critically. To be aware of their level of PSL competence can enhance the self-confidence of low-skilled adults and can motivate them to develop they condition, to undertake new experiences, and to involve themselves in new trainings.

Three of these are questionnaires that the user can answer online, two in the form of cards and one in the form of a portfolio.

The tools are:
1. eLane4work (a questionnaire);
2. ProfilPASS (a portfolio);
3. Competence assessment cards for low skilled adults (a set of cards);
4. Competence cards for immigration counselling (a set of cards);
5. Perception questionnaire of one's own competences and beliefs – QPCC (a questionnaire);
6. Vi@exploration – "Know yourself" subsection (a questionnaire).

The experience of the project partners has shown that using these tools as part of a counseling relationship improves the effectiveness and depth of self-assessment.

In the following paragraphs each tool will be presented together with some suggestions deriving from its use.

6.2. T1. eLene4WORK SELF ASSESSMENT TOOL

6.2.1. DESCRIPTION

eLene4work self-assessment is a tool developed within the European project "eLane4work" in 2016. Its purpose is to help learners identify their soft skills and digital soft skills, set their own learning agenda by identifying their strengths and areas for improvement, and decide whether they want to build on these strengths and/or fill the gaps in their soft skills profile. The tool is designed for students to use prior to entering the job market and for young workers, but in the MASTER project it was demonstrated to work well with low-skilled adults as well.

A definition of "soft skills" is adopted, taken from the Modes Project (2021), which states: "Soft Skills represent a dynamic combination of cognitive and meta-cognitive skills, interpersonal, intellectual and practical skills. Soft skills help people to adapt and behave positively so that they can deal effectively with the challenges of their professional and everyday life". eLene4work can be freely downloaded from http://sa.elene4work.eu/selfassessment.php.

The tool is a declarative online questionnaire made up of four self-assessment sheets followed by a last sheet aimed at helping learners to make decisions on a possible learning agenda. The four sheets deal with the following groups of skills: Social, Personal, Methodological, and Digital. PSL competences are included in the conceptual framework of the tool, especially in the first three groups.

Social skills include: communication, teamwork, conflict management, and negotiation.

Personal skills include: leadership, self-evaluation, and adaptability and flexibility.

Methodological skills include: learning to learn, analytical skills, creativity and innovation, and problem solving.

Digital skills include: information and data processing, communication, content creation, and digital problem solving.

A brief description of all the skills mentioned above can be found at this web page: http://og.elene4work.eu/en/soft-skills.html.

FIG.61

For each skill, every sheet presents a list of statements on which learners have to declare their level of agreement, from "I strongly disagree" to "I strongly agree" (see Fig. 61). Every answer is an opportunity for the learner to reflect on behaviours that show a specific skill "in action".

At the end of every list related to a skill, learners can choose how important they consider that skill (see Fig. 62).

FIG.62

After completing the four sheets of the questionnaire, learners can move to the last sheet "Learning Agenda", in which they can see the results of their self-assessment and select which skills they want to improve in the future (see Fig. 63).

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FIG.63

At the end, a PDF file can be created to keep track of this self-assessment later on.

6.2.2. TIPS FOR USE

The tool gives a very full assessment of the learners' competences across a wide range of skills and abilities with simple examples. This means that it is quite time consuming to complete because it goes very in-depth.

Nevertheless, eLene4work adopts very simple language and it can be used even with adults with exceptionally low levels of education and those whose first language is not English, for example with refugee and asylum seeker groups.

The ease of use of the tool makes it possible for learners with basic digital skills to use it independently. However, its inclusion in a consultancy process - both individualised and in groups - extends learners' opportunity to receive support, compare their reflections with others, and share their considerations and their programmes.

6.3. T2. PROFILPASS

6.3.1. DESCRIPTION

The ProfilPASS is a tool developed in 2006 by the German Institute for Adult Education - Leibniz Centre for Lifelong Learning (DIE) and the Institute for Developmental and Structural Research (ies). It was funded by the German Federal Ministry of Education and Research and the European Union.

Within the EU-Leonardo project "Knowing Interests – showing skills" the ProfilPASS was adapted to the needs of the participating countries Bosnia and Herzegovina, France, Ireland, Slovenia and Spain. The tool can be downloaded in English, French, Greek, Slovenian, Spanish from this link: https://bit.ly/3hAywOX.

The tool has been demonstrated to work well with several kinds of users. It was successfully tested by the German Institute for Adult Education (DIE), in several Erasmus+ funded projects, with different targets: new immigrants; vulnerable and disadvantaged young adults (especially NEET); People with cognitive impairments (e.g. learning disabilities). It was also tested for the young volunteers' competence self-assessment, within the Erasmus+ project "European Volunteer Inclusion Program (EuroVip)" implemented by a consortium of Civil Society Organisations in France, Belgium, Romania, UK, and Germany in 2017-2018. Within the MASTER project it has been successfully tested with low-skilled adults as well as with immigrants, asylum seekers, and refugees.

ProfilPASS is mainly focused on learnings people gain outside the formal contexts, in those activities which are not aimed at releasing certificates, credits or other kind of competences formal assessment and recognition, but in which - even if with different ways - people develop important competences.

Personal, Social and Learning to learn competences are not the only ones the tool deals with and they are not specifically mentioned. However, they can be identified and described in a good way.

The aim of ProfitPASS is not only the self-assessment, but also to support users to make decisions on their future training or professional projects.

The tool is essentially a portfolio available in PDF format: a file of 144 pages which can be printed out and filled out by users, better if with the help of an advisor. Fig. 64 shows the portfolio cover.

FIG.64

FIG.65

The portfolio is made up of five sections:
1) My Life - An Overview;
2) My activities - A Documentation;
3) My Competences - A Review;
4) My Objectives and the Next Steps;
5) Gathering Proofs.

Through several examples, users are helped in understanding how to fill out every section.

In the Section "My Life - An Overview" users are invited to take a general look at their life and list the various - and from today's point of view important - places and areas in which they were active, focusing on eight areas: a) school; b) professional education; c) home and family; d) trade union activities and volunteer work; e) hobbies and interests, f) professional life, work experience placements, jobs; g) extraordinary circumstances; h) political and civic commitment and honorary posts. Fig. 65 shows how the first section looks.

The second section, "My activities - A Documentation", is the largest and most demanding one. Users are asked to examine - one by one - the eight areas previously considered and work on detail. A four-step process is proposed for users to go through: Identify; Describe; Extract; and Evaluate.

Each step is supported by specific forms. For the eight areas of activity the forms have a similar format, but they are adapted to the areas' features.

The "Identify" step is supported by tables aimed at listing and detailing which experiences users have had and which non-formal education activities they eventually took in that area (examples in Fig. 66).

FIG.65

The other three steps (describe, extract, and evaluate) help users to describe the specific actions they do for carrying out each experience or activity previously identified, to extract from them skills implemented and learning acquired, and evaluate those skills and learning. For the evaluation step a four-step scale is provided, from A (low value) to C2 (higher value, described in terms of mastery and autonomy). Fig. 66 shows the table provided to support these steps.

FIG.66

FIG.67

After completing this in depth analysis, the third section, "My Competences - A Review", supports users in selecting the most important skills they found and in classifying them into predefined categories: social, organisational, professional, methodical, technical, ICT, linguistic, artistic, and other. Users are then asked to highlight skills they particularly enjoy to use, supposing that people do well in things they enjoy doing.

At the end, an overall main competences picture can be worked out, consistently with the analysis carried out. Fig. 67 shows an example of this picture.

The section 4 ("My Objectives and the Next Steps") is aimed at supporting users in reflecting on their strengths and weaknesses and taking decisions on future plans. As it is not a self-assessment activity, it is not described in detail here, but it can be accesed by reading the ProfilPASS file.

The last section ("Gathering Proofs") offers very useful hints about how proofs of activities carried out, skills learned and competences achieved can be provided.

6.3.2. TIPS FOR USE

ProfilPASS is a very flexible tool. It can be used with several kinds of users (youngsters, adults, low-skilled people, people with disabilities, immigrants, etc.) and covers a lot of areas of activities in which competences can arise. Depending on the specific user's features and conditions, the purpose of the intervention and the time available, advisors can select and use only some sections and/or some areas of activity.

However, the tool is challenging for users and needs to be presented in a good way before its use, explaining its rationale and structure as well as showing examples of how to fill in each table.

Within this project ProfilPASS was used both in remote and face-to-face mode, the latter being more effective. Furthermore, even if the tool can be used autonomously, it is recommended to support users with an advisor, who can provide help both in understanding the meaning of all the terms and in supporting users' personal reflection.

As regards the PSL competence, some of the competence categories considered in the third section of the tool - "My Competences - A Review" - can cover that area, especially the "Social" one. However, for a clearer identification of the personal, social and learning competences, the list of categories used for classifying users' skills can be adapted, without the need for any other modification of the tool, for example taking into consideration the list of descriptors defined into the LifeComp document (Sala & others, 2020).

6.4. T3. COMPETENCE ASSESSMENT CARDS FOR LOW SKILLED ADULTS

6.4.1. DESCRIPTION

Competence assessment cards for low skilled adults is a tool developed within the Erasmus + project "Inclusive + - Inclusive & Practical Assessment Tools for Guidance Practitioners", carried out from 2018 to 2020 by a partnership established by Fundación Coremsa (Spain), Inova Consultancy LTD (UK) , Asociatia Consultantilor si Expertilor in Sociala Economics (Romania), CESIE (Italy), and Europersonal & Servis sro (Slovakia).

The Cards have been created to help intermediary professionals identify their clients' competences as a first step for a tailored, more empathic and efficient approach to recruiting and counselling.

To meet this objective, two sets of cards have been developed, one for adults and one for guidance professionals. Through pictures, simple descriptions of the skills and realistic scenarios, the adult users will be supported in the self-assessment of their skills. On the other hand, the set for guidance professionals, enriched with questions based on the STAR interview technique, will help them to save time and be as close as possible to reality when assessing their clients' competences.

At the link http://www.inclusiveplus-project.eu/en/competence-assessment-cards-for-low-skilled-adults/ it is possible to download the whole toolkit: an introduction to use of the Cards; the set of cards for advisors; the set of cards for adults; and additional tools ("My Skills Portfolio" and "My Evaluation Table").

Each set of cards is composed of 5 different types of cards which are:
1. Personal skills
2. Social skills
3. Digital skills
4. Professional skills
5. Hobbies

Table 7 lists the skills users can assess. These categories have been chosen in order to include the competences which are most often required when you are a low-skilled adult looking for a job, considering soft as well as hard skills.

In order to help guidance professionals discover their clients' hidden skills, cards with hobbies have also been included in order to connect activities that their clients do in their spare time and that may help develop competences that are useful for a job. Therefore, this tool has also been conceived to facilitate the assessment of skills acquired in a non-formal and informal setting. There are 53 competence cards and 12 hobby cards.

Table 7:
Skills that Cards deals with

PERSONAL SKILLS	SOCIAL SKILLS
Understanding of ones' own preferred learning strategies; perseverance; autonomy; self-discipline; flexibility and adaptation; ability to follow rules/instructions; ability to cope with stress and frustration and to express them in a constructive way; ability to judge and identify one's strengths and weaknesses; ability to problem solve; motivation and determination to meet objectives; being on time; acceptance of feedback; being organised; will to discover and learn; accuracy and attention paid to details; sense of responsibility; professionalism; patience; ability to observe a schedule; self-confidence; hard-working	Ability to communicate effectively both orally and in writing; interest in interaction with others and to establish interpersonal relationships; understanding of the codes of conduct and manners generally accepted in different societies and environments; awareness of basic concepts relating to individuals, groups, work organisations, gender equality, non-discrimination, society, culture; tolerance; express and understand different points of view; negotiate and create confidence; empathy; ability to value diversity and respect of others; reliability; ability to work collaboratively in team; positivity; politeness; active listening; customer service skills
PROFESSIONAL SKILLS	DIGITAL SKILLS
General manual competences; general and basic mechanical knowledge; basic selling skills; warehouse management; basic mathematical skills; knowledge of the main hygiene and alimentary norms; basic knowledge of care; warehouse systems knowledge; parts catalogue knowledge; ability to work shifts	Search on the Internet; use the phone; use a mailbox; use social networks; basic use of a computer; make a CV; ability to learn how to use basic software

Each card has a front and a back. The front part shows at the top right if it is for client or professional (see Fig. 68 and Fig. 70), in addition to a progressive number, the name of the skill that the user can self-assess, and the group of skills to which the card belongs. The number allows advisors and users to easily consult and find the right card when needed.

The back of the cards is different according to the target user.

The cards for adults (clients) include a description of the characteristics you need to possess in order to have a skill, followed by a scenario under the form of a quiz (see Fig. 69).
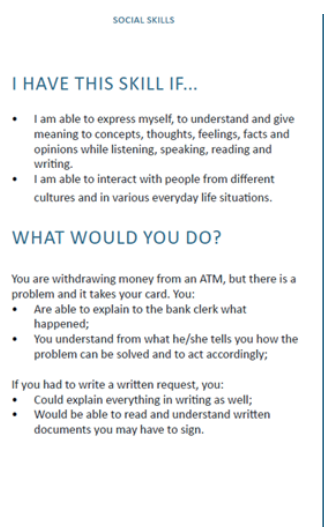

FIG.68

FIG.69

The cards for advisors (professionals) include: a description of the characteristics his/her client needs to possess in order to have a skill; questions based on the STAR interview technique in order to help the client understand if he/she possesses the skill; and suggestion of other skills to which that further study could be connected (See Fig. 71).
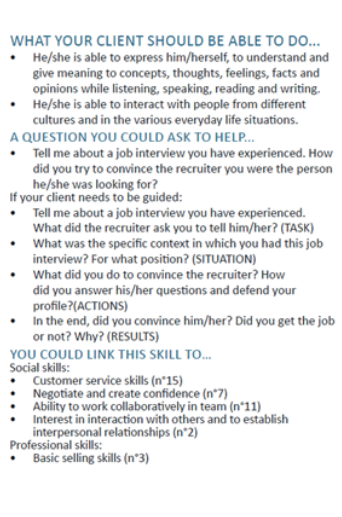

FIG.70

FIG.71

In the Introduction to use of the Cards a 10 step procedure can be found, describing how the cards might be used within a consultancy process.

As mentioned above, the professionals' cards include questions advisors can ask users, based on the STAR technique. It is a kind of interview often used by recruiters in recruitment activities, in order to understand whether the competences declared by candidates are true. For this purpose, they ask behavioural questions that require the candidate to place him/herself in a specific situation that he/she has experienced to know how he/she acted and the results he/she reached. A good answer should be based upon the STAR scheme:

S = Situation: candidate has to explain the precise situation in which the experience took place. In this sense, he/she has to explain if it was at work (which is always better) or in other daily life situations, who were the other people involved and the links between them (if they had any kind of authority on him/her, if

they were pairs,…);

T = Task: candidate has to be able to explain more precisely the task he/she was asked to carry out (to type a document? To fix a machine? To serve a special client?);

A = Action: candidate has no longer to explain the task he/she was asked to carry out but to focus on how he/she effectively managed to carry it out, through which actions;

R = Result: candidate should talk about the result he/she reached through the actions he/she carried out. He/she may underline if he/she was complimented for it.

By using these types of questions within the counselling process, counsellors can help adults both better verify whether (and how) they are actually using the skills they are talking about, and prepare for a possible job interview in future.

6.4.2. TIPS FOR USE

Competence assessment cards for low skilled adults within the MASTER project have been used in online workshop format (see above) but they can also be used in one to one face-to-face sessions. In any case, the presence of an advisor/facilitator is crucial to support the self-assessment process, as he/she stimulates a deeper analysis by means of the questions he/she poses to the user. In the case of an online workshop format, the presence of two facilitators is recommended, so they can share the delivery, switch the presentations in the shared screen facility and organise the breakout rooms for the small teams. It also helps that one person could watch the reactions of learners to the material while the other undertook the delivery allowing them to

ensure that any areas which needed clarification could be addressed.

The Cards seem to be very easy to use, thanks to the simplistic language they use, so that they can be included in activities both for very low-skilled adults and for people whose first language is not English. As proved within the testing carried out in the MASTER project, for more advanced low-qualified adults, the professional Cards' set can be directly provided to learners for a more autonomous self-assessment process.

Skills referred to personal, social and learning competences can be found among the Cards dealing with "personal skills" and "social skills". In particular,

the so-called "personal skills" cards include even skills that can be referred to the learning to learn competence (eg. understanding of ones' own preferred learning strategies, will to discover and learn, ability to problem solve, etc.).

6.5. T4. COMPETENCE CARDS FOR IMMIGRATION COUNSELLING

6.5.1. DESCRIPTION

The Competence cards for immigration counselling is a tool designed for supporting the assessment of immigrants' competences.

People with migrant backgrounds often suffer significant disadvantages with respect to educational and professional opportunities, even if many of them have valuable experience and qualifications. For this reason, the Bertelsmann Stiftung, in cooperation with the Forschungsinstitut Betriebliche Bildung gGmbH (Research Institute for Vocational Training), the Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege (non-state welfare bodies) and the Bund der Vertriebenen (Federation of Expellees), in 2015, developed the *Competence cards for immigration counselling*, in order to speed up the recognition and utilisation of such qualifications and experience.

The Cards can be downloaded at the following website: https://www.bertelsmann-stiftung.de/en/our-projects/careers-via-competences/project-news/immigration-counseling-for-adult-immigrants and they are available in English, German, French, Spanish, Russian, Arabic, Farsi, Turkish and Tigrinya.

In particular, the tool focuses on social, personal and methodological competences, as they are considered more and more important on the labour market.

The social area comprises the following skills: sensitivity/empathy, leadership skills, helpfulness, intercultural competence, communication skills, conflict resolution skills, interpersonal/networking skills, motivational skills, commitment to social welfare, and teamwork skills.

The personal area comprises the following skills: adaptability, perceptive faculties/comprehension skills, endurance, enthusiasm, resilience, showing initiative, decision-making abilities, flexibility, holistic thinking/circumspection, physical stamina, creativity, ability to accept criticism, willingness to learn, motivation/commitment, diligence/precision, money handling, sense of responsibility, determination/result orientation, and reliability.

The technical and methodological area comprises the following skills: analytical and problem-solving skills, computer skills, work planning, ability to improvise, organising childcare, customer orientation, mathematics/numeracy, organisational skills, pedagogical skills, caring skills, spatial thinking/sense, presentation/public speaking skills, writing skills, independent work, foreign language skills, technical and manual skills, negotiation skills, academic work, knowledge management, and time management.

There is also a group of cards aimed at exploring user's interest on several topics: general knowledge, visual arts, family, gardening/farming, handicrafts/design, hobbies, musicality, politics, sport, theatre, and love of animals.

There are 46 competence cards in the three areas of social, personal and technical and methodological

skills, 11 interest cards, 9 cards with further instructions and 3 supplemental cards. The cards are serially numbered based on competency areas and skills.

The front of each competence card is primarily aimed at the client, with the illustration of the skills, the sentence in simple language and the translation (see Fig. 72). The infographic facilitates the comprehension of the competences regardless of the user's language skills, even considering that the competences' meaning is not always immediately understandable if explained in words.
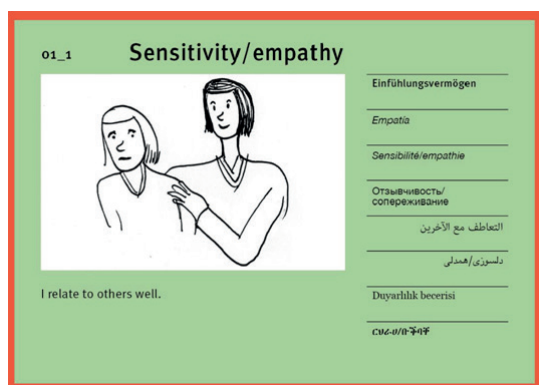
FIG.72

The back of the competence card, with the additional explanation, the sample questions and references to the skill specialisation and additional materials is directed more toward the counsellor (see Fig. 73). This way the cards allow advisors to interact with the users, specifically asking questions to connect the competences with their personal and professional experiences.
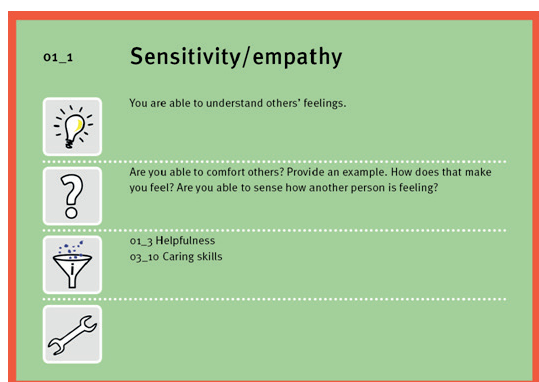
FIG.73

The cards are specially aimed at immigration counselling to support the analysis of the social abilities and skills of migrants. The combination of pictures and text in simple language should make access to the clients easier and help overcome language barriers. Immigration counsellors can use the cards flexibly based on their needs throughout the counselling process.

6.5.2. TIPS FOR USE

Flexibility is one of the main strengths of *Competence cards for immigration counselling.*

For example, they can be used as an easy way to start the conversation or as an access point for determining skills. This is particularly useful for clients with limited language skills. They are also suitable as an introduction for less motivated clients or persons who are not certain of the direction of their future path. But, of course, the tool can be used as well for performing a wider analysis of social abilities and skills, especially considering those acquired in informal and not-formal contexts, for example by asking users to choose 10-15 competence cards which they consider to be their strengths, or focusing on one specific competence area.

Furthermore, the Cards are effective and easy to use in helping users to self-evaluate their skills through the story of their life and work experiences, and this facilitates the awareness of their strengths and weaknesses, promotes self-esteem and motivation, and the exchange with other people. This way they become more aware of their possibilities and, carrying out the activity, they improve their communication and social skills.

The layout of the tool suggests its use in a face-to-face setting, either in groups or in one to one consultancy. Nevertheless, the test carried out within the MASTER project demonstrates that online delivery works as well.

As for PSL competence, most of the skills included in the "social", "personal", and "technical and methodological" areas of the Cards can be well referred to the ones considered in the EU key competence.

6.6. T5. PERCEPTION QUESTIONNAIRE OF ONE'S OWN COMPETENCES AND BELIEFS (QPCC)

6.6.1. DESCRIPTION

The Perception questionnaire of one's own competences and beliefs (the Italian name is *Questionario di Percezione delle proprie Competenze e Convinzioni - QPCC)* is online including 63 items, developed in 2001 in the framework of a research commissioned by CNOS-FAP Roma, by a group including Michele Pellerey (Coordinator), Dariusz Grzadziel (Pontifical Salesian University), Massimo Margottini and Filippo Epifani (Roma Tre University), and Enrica Ottone (Auxilium Pontifical Faculty).

The tool is freely accessible online and usable after registration at the website https://www.competenzestrategiche.it/. At the moment it is in Italian. An Ukrainian version has been developed in 2020 by the Roma Tre University, within the Erasmus+ project PAGOSTE.

It is a "self-perception questionnaire", that is based on the self-assessment of one's skills and beliefs, and it's generally used as a tool for adult and youth guidance. The QPCC is mainly aimed at increasing the awareness about the importance that certain skills and beliefs have in the context of professional activity, and at

allowing a more systematic approach to training or self-training programmes in the areas that need to be strengthened.

The tool is made up of 63 items that refer to 10 scales of cognitive, affective-emotional, volitional and motivational nature. It is aimed at investigating the competences and beliefs that can be considered

as the basis of the professional activity in relational contexts. These items consist in a description of recurring actions or behaviours in the working contexts, which can be answered by four assessment levels: never or hardly ever, sometimes, often, almost always or always. Fig. 74 shows how a page of the questionnaire looks.

FIG.74

The questionnaire explores four areas (and the reference factors):

1. Affective - emotional dimension: anxiety about speaking in public; sense of insecurity; and sense of inadequacy.
2. Volitional dimension: self-regulation and perseverance in work; coping.
3. Cognitive dimension: processing skills; communicative competence.
4. Motivational dimension: perception of competence; orientation to self; and causal attributions (internal locus of control).

To evaluate these areas, specific situations are presented to the users, and they have to tell how frequently they are in those situations. At the end of the questionnaire, the users receive a report including a score for each of the evaluated factors, from a minimum of 1 to a maximum of 9 points, therefore the average value on this scale is equal to 5. Fig. 75 shows an example of the graphical report QPCC provided to a user. The report also adds further information which explains the most important factors and provides some insights for improvement.

FIG.75

Fattore	Descrizione	Valutazione
A1	Ansia di parlare in pubblico	
A2	Senso di insicurezza	
A3	Senso di inadeguatezza	
V1	Autoregolazione e perseveranza sul lavoro	
V2	Far fronte alle sfide personali (Coping)	
C1	Competenze elaborative	
C2	Competenza comunicativa	
M1	Percezione di competenza	
M2	Orientamento all'io	
M3	Attribuzioni causali (locus of control interno)	

The questionnaire is intended for self-administration, but a comparison with an advisor is recommended to support users in the self-reflection on the results.

6.6.2. TIPS FOR USE

QPCC is an easy tool for self-assessment. The sentences and the words included are very understandable, and the statements/questions are clearly linked to the people's daily experience. The tool is easy to present as well as easy to use and adequate for the low-skilled adults. Nevertheless, the automatic report is not easy to understand and must be explained carefully; for this reason the administration within the framework of a consultancy procedure is recommended.

Since QPCC is an online tool, it requires basic digital skills. As a consequence, administering the tool within a conference call should not be difficult.
QPCC does not explicitly mention PSL competences, but the areas considered by the tool are strongly related to the personal resources mobilised in personal, social and learning competences. For this reason, it can be effectively used for improving adults' awareness of those competences.

6.7. T6. Vi@exploration - "KNOW YOURSELF" SUBSECTION

6.7.1. DESCRIPTION

Vi@ exploration (in Portuguese Vi@ exploração) is part of Vi@s (now included in iefponline Guidan Space: https://iefponline.iefp.pt/IEFP/), an orientation portal that contains information and exploratory activities that favour career development and management. The portal is made available and managed by the Institute of Employment and Professional Training (IEFP). Its contents are regularly updated by the Department of Guidance and Placement Services of this body. Vi@s aims to provide information and features that contribute to the career management of most citizens.

The portal aimed at helping users to improve their knowledge about many aspects, namely:

- their own personal characteristics (personality characteristics, interests, values, abilities and skills);
- professions;
- different opportunities to increase their level of education and / or professional qualification;
- existing measures to support employment;
- job offers available at any time, in Portugal and outside of Portugal.

Fig. 76 shows the information that appears on the IEFP website, stating that the vias.iefp.pt portal (which included "vi @ s exploration") has been discontinued and is now integrated into "iefponline Espaço Orientação".

This career guidance space aims to help users increase their chances of entering the job market through online job search techniques now available on the iefponline portal (https://iefponline.iefp.pt).

In this way, in the Guide Space of the IEFP portal, the user can: identify the skills he/she possesses and improve interpersonal, creative, time management, decision-making, information and learning skills; get to know each other better, explore professions, discover qualifications and job opportunities; learn how to look for work, write resumes, respond to advertisements and behave effectively in job interviews; check if he/she has an entrepreneurial profile, develop it and learn how to start a business.

FIG.76

The most relevant section for the PSL competence self-assessment is "Know yourself" (in Portuguese, "Conhecer-se a si próprio"), that encompasses tests on personality characteristics, interests, values, abilities and skills.

The Know yourself section is a questionnaire aimed to help individuals who are long-term unemployed in their personal, social and learning skills.

The questionnaire can be administered in the online environment managed by IEFP. After completion, the user can save his answers in the reserved section "My portfolio". As part of the project, Kerigma has created an adapted version of the questionnaire, based on Google Form, which can be printed for paper use.

The tool is divided into groups of questions that assess each of the easily transferable skills and addresses several areas of knowledge and skills. These areas are: reading, document use, numeracy, written communication, oral communication, relationships with others, problem solving, information technology, independent learning, and resource management. Fig. 77 shows how a part of the questionnaire looks like.

FIG.77

Users are asked to reflect upon their competence behaviour in various situations. For example, behaviours included into the "Relationship With Others" area are:

- Sharing information with others willingly;
- Being available to help others in their work;
- Request help when needed;
- Work cooperatively in a group, to achieve common goals;
- Demonstrate respect for the ideas and knowledge of others;
- Work independently whenever necessary;
- Complete tasks that I am assigned when I work with others;
- Resolving conflicts when working with others;
- Take a leadership role when integrated into work or social groups.

Users are asked to check every behaviour they think they are able to act.

6.7.2. TIPS FOR USE

In the online environment users can ask the system to transfer their answer in a portfolio scheme. In the face-to-face setting, results can be discussed with the advisor and/or in groups of users.

Within the MASTER project activities, results were analysed by users in a classroom debate, guided by advisors. A SWOT analysis scheme was adopted, by which users were asked to reflect on their strengths and weaknesses, opportunities and threats that they might find to achieve their goals on a personal, social and professional level as well as asking questions and doubts that arose.
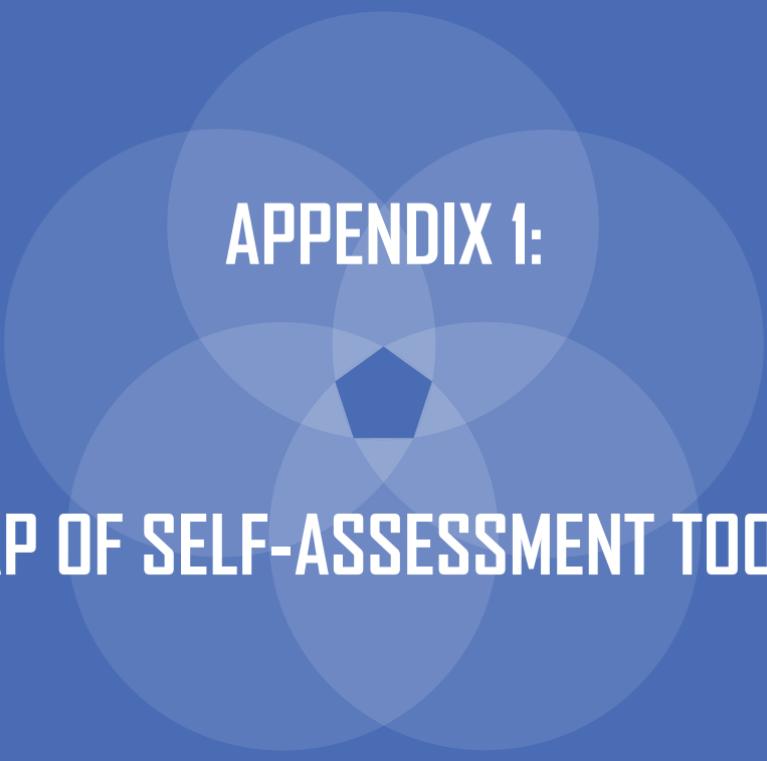
As for the PSL competences, some groups of questions can be easily related to them, namely: relationship with others, problem solving, and independent learning.

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APPENDIX 1:

MAP OF SELF-ASSESSMENT TOOLS

MASTER - Measures for Adults to Support Transition to further Education and Re-skilling opportunities
2019-1-IT02-KA204-063178

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MAP OF SELF-ASSESSMENT TOOLS

CODE	NAME
P101	eLene4work self-assessment tool
P201	Questionnaire of Perception of Competences and Beliefs
P204	Career Adaptability Scale (CAS)
P205	Zimbardo Time Perspective Inventory (ZTPI)
P302	SPARK - Community Resource Tool Kit
P304	Recognition of Prior Learning Toolkit
P305	My Skills, My Future
P401	Competence cards for immigration counseling
P405	Competence assessment cards for low skilled adults
P502	Reflective Learning Portfolio
P504	Vi @ exploration - "Know yourself" subsection
P505	ProfilPASS

ELENE4WORK
SELF-ASSESSMENT TOOL

AUTHOR
University of Helsinki

ADMINISTRATION SETTING
Online

WEBSITE
http://sa.elene4work.eu/
selfassessment.php

FEEDBACK
Personalised report,
elaborated with the active
contribution of learners

TOOL LANGUAGE
English

ACCESSIBILITY
Tool accessible online and
freely usable

TYPE OF TOOL
Questionnaire

COMPETENCES ADDRESSED
Social, personal,
methodological, digital
competences

OBJECTIVE
Job guidance,
Personal empowerment

TARGET
Young people and adults with
specific reference to students
and unemployed people.

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

QUESTIONNAIRE OF PERCEPTION OF COMPETENCES AND BELIEFS

MASTER
Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities

AUTHOR
Michele Pellerey

ADMINISTRATION SETTING
Online

WEBSITE
https://www.competenze
strategiche.it

FEEDBACK
Automatic standardized
feedback

TOOL LANGUAGE
Italian

ACCESSIBILITY
Tool accessible online and
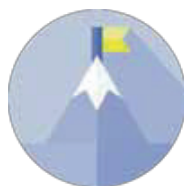usable after registration

TYPE OF TOOL
Questionnaire

COMPETENCES ADDRESSED
Affective-emotional dimensions;
Volitional dimensions;
Cognitive dimensions,
Motivational dimensions

OBJECTIVE
Job guidance;
Personal empowerment

TARGET
Young people; Adults

CAREER ADAPTABILITY SCALE (CAS)

MASTER
Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities

AUTHOR
M. Savickas & EJ Porfeli

ADMINISTRATION SETTING
Online

WEBSITE
www.competenzestrategiche.it

FEEDBACK
Automatic standardized feedback

TOOL LANGUAGE
English

ACCESSIBILITY
Tool accessible online and usable after registration

TYPE OF TOOL
Questionnaire

COMPETENCES ADDRESSED
Concern; Control; Curiosity; Confidence

OBJECTIVE
School / Training guidance; Personal empowerment

TARGET
Teenegers; Young people; Adults

ZIMBARDO TIME PERSPECTIVE INVENTORY (ZTPI)

MASTER
Measures for Adults to Support Transition to further Education and Re-skilling opportunities

AUTHOR
P. Zimbardo, J. Boyd

ADMINISTRATION SETTING
Online

WEBSITE
www.competenzestrategiche.it
Original english version:
https://www.thetimeparadox.com/zimbardo-time-perspective-inventory/

FEEDBACK
Automatic standardized feedback

TOOL LANGUAGE
Italian

ACCESSIBILITY
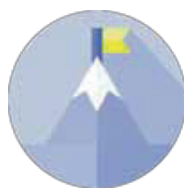Tool accessible online and usable after registration

TYPE OF TOOL
Questionnaire

COMPETENCES ADDRESSED
Negative past; Positive past; Fattalistic present; Hedonistic present; Future

OBJECTIVE

TARGET
Teenegers; Young people; Adults

SPARK - COMMUNITY RESOURCE TOOLKIT

MASTER
Measures for Adults to Support Transition to further Education and Re-skilling opportunities

AUTHOR
SWAPWest

ADMINISTRATION SETTING
Online; Offline

WEBSITE
http://www.scottishwideraccess.org/west-projects-spark-introduction

FEEDBACK
Personalized feedback from a consultant

TOOL LANGUAGE
English

ACCESSIBILITY
Tool accessible online and freely usable independently

TYPE OF TOOL
Questionnaire; Test; Videos and Workbook

COMPETENCES ADDRESSED
Life-skills; Academic; Cognitive; Transversal; Socio-emotional competences

OBJECTIVE
School / Training guidance; Job guidance; Personal empowerment; Post school/college

TARGET
Adults

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

RECOGNITION OF
PRIOR LEARNING TOOLKIT

MASTER
Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities

AUTHOR
Scottish Credit and
Qualifications Framework
(SCQF)

ADMINISTRATION SETTING
Online

WEBSITE
https://scqf.org.uk/support/
support-for-learners-parent
s/rpl-for-learners/

FEEDBACK
Automatic standardized
feedback

TOOL LANGUAGE
English

ACCESSIBILITY
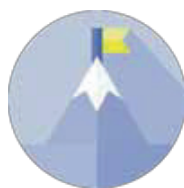Tool accessible online and
freely usable independently

TYPE OF TOOL
Software

COMPETENCES ADDRESSED
Life-skills; Cognitive;
Transversal; Socio-emotional

OBJECTIVE
School / Training guidance;
Job guidance;
Personal empowerment;
Post school/college

TARGET
Not specified

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

MY SKILLS, MY FUTURE

MASTER

Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities

AUTHOR
Scottish Credit and Qualifications Framework (SCQF)

ADMINISTRATION SETTING
Offline

WEBSITE
https://scqf.org.uk/news-blog/blogs/building-confidence-with-my-skills-my-future/

FEEDBACK
Personalized feedback from a consultant

TOOL LANGUAGE
English

ACCESSIBILITY
Tool accessible at a center / office and usable independently

TYPE OF TOOL
Interactive activities convened by a trained facilitator

COMPETENCES ADDRESSED
Life Skills; Cognitive; Socio-emotional competences; Relational

OBJECTIVE
School / Training guidance;
Job guidance;
Personal empowerment;
Post school/college

TARGET
Teenegers, Young People; Adults

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

COMPETENCE CARDS
FOR IMMIGRATION COUNSELING

MASTER
Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities

AUTHOR
Bertelsmann Stiftung and Forschungsinstitut Betriebliche Bildung (f-bb)

ADMINISTRATION SETTING
Offline

WEBSITE
https://www.bertelsmann-stiftung.de/en/our-projects/careers-via-competences/project-news/immigration-counseling-for-adult-immigrants

FEEDBACK
Personalized feedback from a consultant

TOOL LANGUAGE
English, German, French, Russian, Arabic, Farsi, Turkish and Tigrinya

ACCESSIBILITY
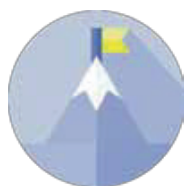Tool accessible online and freely usable independently

TYPE OF TOOL
Cards

COMPETENCES ADDRESSED
Social skills; Personal skills; Tchnical and Metodological skills; Interests

OBJECTIVE
Job guidance

TARGET
Young people; Adults

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

COMPETENCE ASSESSMENT CARDS FOR LOW SKILLED ADULTS

MASTER
Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities

AUTHOR
Fundación Coremsa, Asociatia Consultantilor is Expertilor in Economie Sociala Romania (ACE-ES), Europersonal & Servis, Inova Consultancy, Cesie

ADMINISTRATION SETTING
Offline

WEBSITE
http://www.inclusiveplus-project.eu/en/competence-assessment-cards-for-low-skilled-adults/

FEEDBACK
Personalized feedback from a consultant

TOOL LANGUAGE
English, Italian, Spanish, Slovenian, Romanian

ACCESSIBILITY
Tool accessible online and freely usable independently

TYPE OF TOOL
Cards

COMPETENCES ADDRESSED
Personal skills; Social skills; Digital skills; Professional skills; Hobbies

OBJECTIVE
Job guidance

TARGET
Young people; Adults

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

REFLECTIVE LEARNING PORTFOLIO

MASTER
Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities

AUTHOR
ANQEP - Agência Nacional para a Qualificação eo Ensino Profissional, I.P.

ADMINISTRATION SETTING
Offline

WEBSITE
https://bit.ly/30OYDeH
It could refer to what is present on this site:
https://eurspace.eu/ecvet/pedagogicalkit/reflective-learning-portfolio/

FEEDBACK
Personalized feedback from trainers and technicians

TOOL LANGUAGE
Portuguese (also Italian and other languages)

ACCESSIBILITY
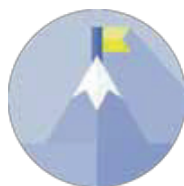Tool accessible at a center / office and usable as part of a counselling service

TYPE OF TOOL
Learning portfolio

COMPETENCES ADDRESSED
Meta-cognitive and Meta-reflective competence

OBJECTIVE
Personal Empowerment;
Self learning tool

TARGET
Adults

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

MASTER
Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities

VI @ EXPLORATION
"KNOW YOURSELF" SUBSECTION

AUTHOR
Institute of Employment and
Professional Training (IEFP)

ADMINISTRATION SETTING
Online

WEBSITE
https://bit.ly/3hyNIeZ

FEEDBACK
Automatic standardized
feedback; Further personal,
face-to-face counseling is
needed afterwards

TOOL LANGUAGE
Portuguese

ACCESSIBILITY
Tool accessible online and
usable after registration; Tool
accessible at a center / office
and usable as part of a
counselling service

TYPE OF TOOL
Questionnaire; Test

COMPETENCES ADDRESSED
Cognitive dimensions;
Self-awareness

OBJECTIVE
School / Training guidance;
Job guidance;
Professional career
self-management

TARGET
Teenegers; Young people;
Adults

PROFILPASS

MASTER
Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities

AUTHOR
The German Institute of Adult Education, the German Institute for International Educational Research (DIPF) and the Institute for developmental and structural research, IES, Hannover

ADMINISTRATION SETTING
Offline

WEBSITE
https://bit.ly/3hAyw0X

FEEDBACK
Personalized feedback from a consultant

TOOL LANGUAGE
English, French, Greek, Slovenian, Spanish

ACCESSIBILITY
Tool accessible at a center / office and usable as part of a counselling service
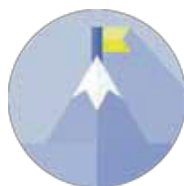
TYPE OF TOOL
Portfolio of self-evaluation tools (Workbook)

COMPETENCES ADDRESSED
Ability to reflect upon oneself; Manage information; Manage one's own learning and career; Future-oriented perspective
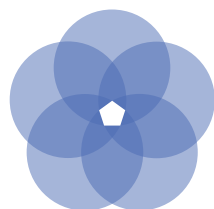
OBJECTIVE
School / Training guidance; Job guidance; Personal empowerment

TARGET
Young people; Adults

MASTER

**Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities**