



## Del. 2.3 - PROFARM toolkit for the careers guidance and skills development of the young people with disabilities in Social Farming

### Table of the contents

<b>Introduction</b> .....	3
<b>The self-reliance matrix for the selection of users</b> .....	4
<i>The matrix template</i> .....	5
<b>PROFARM Bilan de compétences</b> .....	7
<i>Introduction on the model</i> .....	7
Description and objectives of the skill's assessment methodology.....	8
Course of the bilan de compétences .....	8
<i>Features of the proposed model</i> .....	9
<b>Evaluating the learning outcomes</b> .....	12
<i>Introduction</i> .....	12
<i>An example of evaluation grid</i> .....	12
<b>Annexes</b> .....	24
<i>Annex 1 – Presentation of the pathway</i> .....	24
<i>Annex 2 – Motivation, expectation and social personal data</i> .....	26
<i>Annex 3 – How I see myself between yesterday and today</i> .....	27
<i>Annex 4 – Between school, training, spare time and first job experiences</i> .....	28
<i>Annex 5 – My profile of skills and expertise, Part One</i> .....	30
<i>Annex 6 – Self-assessment test</i> .....	31
<i>Annex 7 – Resources and experience</i> .....	32
<i>Annex 8 – Resources and experience</i> .....	33
<i>Annex 9 – My profile of skills and expertise, Part Two</i> .....	34

### PRO.FARM – WP2 – Deliverable 2.3



*Annex 10 – My professional project* ..... 38

*Annex 11 – Documents for the counsellor/facilitator* ..... 39



## Introduction

The development of a PROFARM toolkit for the career guidance and skills' assessment/development of the potential users is a process that has occupied the partners for the whole duration of the project's first half. Indeed, all the partners were involved in searching for tools that would have the capacity to facilitate the selection process and to design a preliminary person-centered training path for the placement in Social Farming.

After a preliminary desk research, 5 possible tools were presented and discussed among the partners in occasion of the 2<sup>nd</sup> partnership meeting in Italy on September 2016. Considering the efforts that were necessary to adjust these tools before piloting them with potential users, the partners decided to present them in occasion of the meetings with local networks, where also a considerable number of teachers and experts in education participated, so to collect comments and suggestions from those who would be supposed to use them during the experimentation of the model.

Afterwards, the project partners had the opportunity to compare and share the results obtained during the consultation with the representatives of their respective local networks in occasion of the 3<sup>rd</sup> partnership in Germany on March 2017. At the end, the three tools presented in this document were selected and they will be piloted in the three partner countries, representing an adequate support for the selection, skills' assessment and learning outcomes' evaluation of the users who will benefit from the PROFARM model experimentation.

Here below, we summarize the sequence and the logic connection among the three selected elements composing the PROFARM toolkit:



Each case presented to the co-planning table will be analysed using the multidimensional matrix presented by the Dutch partner Groenewelle

After the selection and before the matching with the hosting farms, the users will go through the *bilan de compétences* elaborated by the Umbria Region

During and after the work-based learning activity, the case managers will use the evaluation framework proposed by the German partner Anthropoi

## The self-reliance matrix for the selection of users

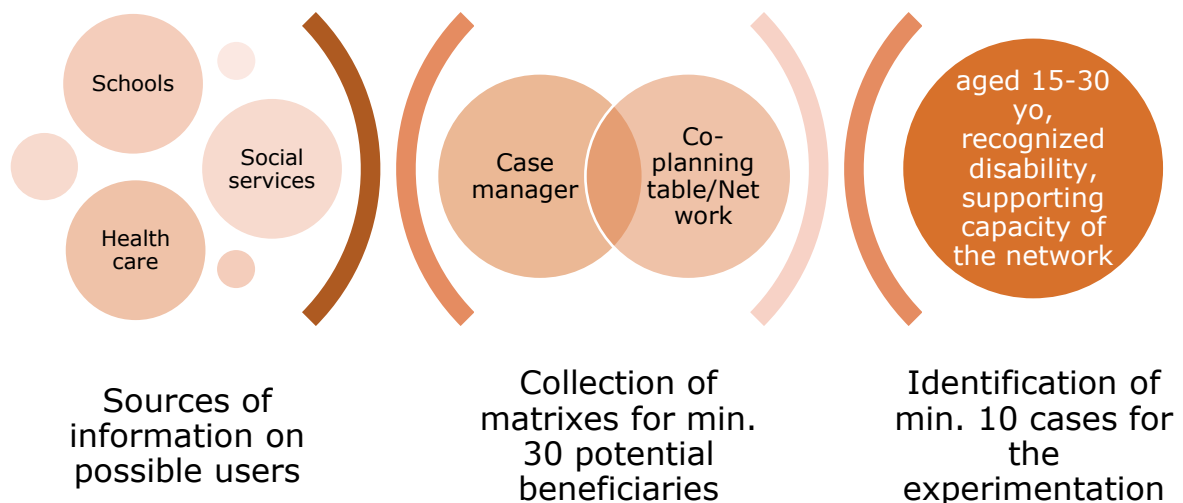
As it has been underlined several times also in the other methodological and technical documents, the model proposed by the PROFARM project is fully in line with the social model of disability proposed by the UN Convention on the Rights of Persons with Disabilities.

Therefore, this orientation had influenced also the identification of tools and processes for the selection, assessment and evaluation of the young disabled people who will take part at the experimentation stage.

In particular, for what concerns the selection of the minimum 10 cases in each partner country, the Dutch partner Groenewelle has elaborated a matrix that takes into account several areas of problematicity, both at personal, social and environmental level, of the candidate for work-based learning in social farming. Depending on the logistic and structural organization of the local network for the inclusion of disabled young people, as well as on the physical and mental condition of the users, the matrix can be used in different ways:

- ➔ by the teacher/trainer, together with the student/learner, in order to facilitate the self-evaluation of his/her personal situation and co-plan a personal plan for the improvement of educational performance
- ➔ by the representatives of the co-planning table as a strategy to collect information from the educational and social-care members of the local network in standardized and way, so to be facilitated in the following comparison and selection of cases
- ➔ by the case manager as a method to unify and correlate information coming from different sources
- ➔ as a combination of the three possibilities above

At the end, at least within the framework of the PROFARM project, the final objective is to have at least 30 matrixes representing 30 single users and to use them for a selection of minimum 10 cases, which is mostly based on the capacity of the network to meet the supporting measures identified.



*The matrix template*

Areas	No work, no education (NEET)	Serious absence of work or education. Affection work/ school retention.	Reduced absence of work or education. With possible consequences for the performance at work, school and / or training	Functioning and performance at work or education at moderate level	Function and performance at work or education at appropriate level
Physical health/ wellbeing	There are physical limitations, going to work; training or school is not possible. Support is needed.	The physical limitations affect functioning and performances. Additional support is needed.	The physical limitations affect functioning and performances negatively, The youngster indicates when for example extra time or help is needed.	The physical limitations do not affect school performance.	No physical limitations.
Mental health psychological well-being	Partly because of mental health problems or psychological well-being, the functioning and performances are negatively affected. Research and intervention is needed	Mental health problems affect school performance by which additional support is needed. Based on research, to apply the appropriate intervention. (Space, time, training, coaching...)	The mental health problems affect functioning and performances negatively. The youngster can indicate if assistance or support is needed.	There are mental health issues, but that does not affect functioning and performances.	No mental health issues, psychological well-being
Social skills employee	Social functioning is problematical. Youngster becomes isolated from its surroundings. There	Youngster functions socially at weak level, has no connection with others and bullying (as both perpetrator or	Youngster functions socially not strongly, but can sustain him- of herself in school or at work just fine.	Youngster is socially functioning at average level, performance will be moderately affected	Youngster is socially strong and fulfils leading role in the group

	may be introverted or extroverted behaviour. Research and intervention is needed.	victim) may be the case. Intervention is needed			
Home/domestic setting may be related to finance, relationship, or housing	Due to problems at home work and education is significantly impeded. Intervention is a necessary condition to restore it.	There are problems in the home situation that hinder work, training and school attendance. Intervention will greatly contribute to improvement.	There are problems in the home situation that effect functioning and performance. We are working on it.	There is stability in the home situation. Trainee or student is thus not hindered in work, training and school attendance.	The home situation is fine and there is support for the youngster
Work- or learning attitude: not to know how, insufficient challenge, other issues are more important	The youngster is very limited able to learn, work of train. Research into the causes and actively support is needed to achieve better results at school	The youngster learns by seeing from others first. The personal overview is not there. Should more or less be helped to achieve good results at school.	The youngster can independently come to work, train or learn, but is easily distracted. It is necessary to continue to excite and challenge the student.	The youngster is able to learn the subject matter. The functioning and performances are average	The youngster can work and learn independently, and has sufficient additional challenge to excel.
Motivation/ Demotivation	At work, training and/or school, because of compulsory education. No intrinsic motivation. Motivating talks are necessary in order to prevent unwanted behaviour.	Youngster does not know what he / she wants, does not have a goal in mind yet. Support can help to choose direction	In addition to work, training and/or school, there's so much else that is fun. Support to keep goal can help to increase the focus on school.	Average motivated	Highly motivated, provide sufficient challenge and development opportunities

## PROFARM *Bilan de compétences*

The second tool of PROFARM toolkit has been realized by the coordinator of the project, the Umbria Region, and it represents a model and toolkit itself for the career guidance of the minimum 30 young disabled students (10 in each partner country) who will be supported in defining their own preferences and career motivations, so to actively take part at the design of their vocational plan. Only young persons with a specific and strong motivation to work in social farms should be involved actively in this experimentation project.

### *Introduction on the model*

Since the middle of the 90's there have been several testing about *Bilan de compétence (BdC)* all around Europe. The original purpose of the model was to develop good practices in adult vocational guidance experienced in France and to create methodologies useful to empower workers in professional projects in line with their ambitions and the socio-economic environment. The absence of regulations about BdC and, more widely, about adult vocational guidance and long life learning led to many different approaches in terms of methodology, pedagogical tools and even about the competence concept itself. Some private and public institutions, in partnership with French experts, developed a good practice guidelines for the *bilan de compétences* in terms of methodology, duration, beneficiaries and goals. Some of these institutions participated in 1999-2000 to the International focus group that defined the "European quality label". Afterwards, BdC was definitely distinguished from similar practices and reached his status in Europe. Seven Italian institutions were among the founding members of FECBOP (European Federation of Centres of Career Guidance and Bilan de Compétences) on the 15th of June 2005. Despite the lack of an organic legislation in Italy, the name "*Bilan de Compétences*" was used in several laws regulating Training or Vocational Guidance supporting young and adult employability since the 90s. This applied also for the regulations of the employment centers or for the apprenticeship rules and the obligatory training. The first reference was the Act about Empowerment and Training of Public Administration (PA) Employees issued the 13th of December 2001 by the Ministry of Public Service. According to this Act several BdC were realized in order to develop careers in PA. Furthermore the presence of Italian Institutions among the FECBOP founder in 2005 has stimulated the diffusion of a BdC culture based on the European Quality Standards introducing "European" BdC as a distinguished deontological and qualitative methodology.

Another important point was the release of the "Technical Paper about BdC" (Documento Tecnico sul Bilancio delle Competenze) by the interdisciplinary technical committee promoted by ISFOL (Italian Institute for the Development of Vocational Training of Workers), whose participant were experts representing Unions, Entrepreneurs Associations, Public Institutions, Universities, Vocational Guidance Institutions and FECBOP. Nowadays this document is a National point of reference containing guidelines about BdC and its importance has been recognized by FECBOP, especially for those Countries requiring acknowledgement of BdC.

In 2012 the Committee Stato-Regioni issued an agreement for the definition of a National system for vocational guidance which led to the Legislative Decree 13/2013 setting up a national system to certify skills, including identifying and recognizing non-formal and informal learning. Implementing this new system will require nationwide recognition of current regional qualifications to be included into a national register of regional qualifications, whose setting is in progress. It is interesting to underline that the link between BdC and a National competence recognition system has been introduced in all these regulatory settings.

An Italian characteristic is the wide diversity of Institutions providing BdC and their beneficiaries target including workers with unemployment benefits, jobless, apprentices, high school graduate students and college students (under graduate or graduate). A particular attention has been paid

to develop BdC for people with disability and disadvantaged groups acting with social assistance services institutions.

### **Description and objectives of the skill's assessment methodology**

*Bilan de compétences* is a complex guidance methodology designed for all types of beneficiaries. It is sometimes translated as *skills audit* and defined as "analysis of knowledge, skills and competences of an individual, including their aptitudes and motivations to define a career project and/or plan professional reorientation or training project" (see [CEDEFOP Glossary, 2011](#)). It allows the identification and valorisation of:

- personal and professional skills and competences;
- aptitudes and potential;
- interests and motivations.

Its objective is to:

- define a strategy of individual professional development;
- develop new skills in a specific job;
- construct an individual training pathway;
- prepare an Accreditation/Recognition of Experiential Learning;
- support and accompany external or internal job mobility;
- describe and present one's skills and competences.

The *bilan de compétences* can be particularly useful in public or private employment services to:

- understand individual professional situations and define a satisfying strategy for placement;
- plan mobility towards jobs requiring transfer or an improvement of personal skills, thus needing training or validation of experiential learning;
- elaborate, modify or validate a professional project;
- define or re-define insertion in the labour market.

### **Course of the bilan de compétences**

The *bilan de compétences* is a **three-step process** that typically lasts 6 to 8 weeks (16 to 24 hours of individual and collective sessions):

#### **1<sup>st</sup> phase:**

It confirms the commitment of the beneficiary, after informing him about the conditions of the process, as well as methods and tools used. After analyzing the initial demand, objectives are defined and contractualised.

#### **2<sup>nd</sup> phase:**

This phase is the heart of the *bilan de compétences* process. It allows, according to the objectives that were defined during the previous phase, to:

- Identify and analyse interests and motivations, skills, knowledge, different areas of expertise, strengths and areas for improvement



- ⇒ Learn more about the professional and economic environment (current situation of the company, the labour market, different occupations, training opportunities, etc.)
- ⇒ Determine possibilities and hypothesis of professional and personal development

This phase involves the expertise of qualified professionals trained for the use of appropriate methods and tools.

### **3<sup>rd</sup> phase:**

This is the final phase in which the beneficiary and the counsellor work on:

- ⇒ the results of the investigation phase (second phase) and the synthesis report
- ⇒ the identification of success factors or threads concerning the realisation of the career project
- ⇒ the definition of the main steps for the implementation of the career project

A **final report** is the result of this last phase. This document may contain other information:

- ⇒ Circumstances of the *bilan de compétences*
- ⇒ Acquired skills and skills and competences that should develop in order to successfully realize the project
- ⇒ Action plan

The average length of a *bilan de compétences* (considering the time the beneficiary spends at the Centre for the activities of individual, group or interview) is **18 hours**. The duration varies from a minimum of **14 to a maximum of 24 hours**, in order to take into account the specificity of each recipient and encourage a process of appropriation. At the end of the path of *bilan de compétences* there is a satisfaction questionnaire that is handed out to the beneficiary during the last meeting dedicated to the Summary Document.

### *Features of the proposed model*

The toolkit of the *bilan de compétences* accompanies the beneficiary from the first meeting with the counsellor/facilitator until they get to the validation of the summary document and the construction of the professional project. The *bilan de compétences* is configured as technical guidance counselling that considers the analysis of skills as a possibility for the subject, to improve the marketability of their skills on the labour market from the awareness of their skills and motivation and definition of a professional project consistent with their expectations and real opportunities offered by the labour market. In this respect, the model is structured in 3 main moments that accompany the beneficiaries in the development of a project and an action plan which will make them more effective in the management of working times of change:

- ⇒ Preliminary phase in which the professional goals of the beneficiary are investigated.
- ⇒ Investigation phase in which the professional interests, personal characteristics, skills are investigated.
- ⇒ Final phase where the training/professional project and a realistic and achievable action plan are built.

The table summarizes and synthesizes the tools used, their characteristics and the phase of the *bilan de compétences* in which they occur:

WHAT	HOW	WHEN	TOOLKIT
<b>Presentation of bilan de competences</b>	Collective meeting with the beneficiaries	At the beginning of the path after the verification of voluntariness	Presentation of the pathway (Annex 1)
<b>Contract Bilan</b>	Formulation of mutual responsibility and assumption of obligations between the beneficiary and consultant of Bilan	At the beginning of the path after the verification of voluntariness	Agreement of accession and entrance
<b>Interview on educational history, training and skills acquired</b>  <b>Personality tests, evaluation of behavioral skills, motivations, professional interests, professional values, attitudes</b>	Individual meetings lasting at least 1,5 hours	During the entire course of Bilan are provided for at least 3 individual interview	Motivations, expectations and social personal data (Annex 2)  How I see myself between yesterday and today (Annex 3)  Between Schools, training, spare time and first job experiences (Annex 4)  Document for the counsellor (Annex 11)
<b>Investigation of the skills and personal and professional resources</b>  <b>Group techniques: Observations of attitudes</b>  <b>Autobiographical itineraries</b>	Laboratory: collective meeting with beneficiaries	In the investigation phase in the vicinity of the interview on paper and on building the skills of the professional project	Restitution of results of the first individual meeting  My skills' profile – Part one (Annex 5)  Self – assessment test (Annex 6)
<b>Investigation of the skills and personal and professional resources</b>	2° individual meeting  Narrative thinking, life stories, self-evaluation  Auto assisted filling in	Investigative phase	Mapping my skills (Annex 7)  Summary of my skills (Annex 8)

<b>Personality tests, evaluation of behavioral skills, motivations, professional interests, professional values, attitudes</b>  <b>Group techniques</b>	Second collective laboratory  Auto assisted filling in	Investigative phase	Sharing the mid-term path of skills (Annex 8)  Mapping my skills (Annex 7)  Summary of my skills (Annex 8)
<b>Investigation of the skills and personal and professional resources</b>	3 <sup>rd</sup> individual meeting	Investigative phase	My skills' profile - part two (Annex 9)
<b>Evaluation of behavioral skills, motivations, professional interests, professional values, attitudes</b>  <b>Group techniques</b>	3 <sup>rd</sup> collective laboratory	At the end of the path	My skills' profile - part two (Annex 9)
	Final individual meeting	At the end of the path	Restitution of portfolio of skills  My professional project (Card 10)

## Evaluating the learning outcomes

### Introduction

For several years, German institutions offering educational services for people with assistance needs have ascertained and evaluated the competences of the individuals they supervise using an instrument called the "Assessment of Competences". It is structured according to the areas of cognitive, motor and social skills, each divided into numerous sub-points. Of course, there are other classifications, such as cognitive, emotional, psychomotor, etc. However, here the aim is to present a tried and tested tool and give users the freedom to adapt it to their needs. Since inclusion and participation should always be designed individually and in a variety of ways, our aim is to provide suggestions, rather than prescribe a rigid pattern.

As the goal of an assessment of competences is to reflect a developmental process, an individual's competences are usually assessed at least three times: at the beginning, during the course and at the end of an educational process or a learning/training program. Depending on the duration of the particular process, individuals are assessed only once or multiple times during the course of the process.

The table provides a quick overview of the development of competences of supervised individuals.

### An example of evaluation grid

#### Assessment of competences for:

Name: ..... (Family name, Given name)

Date of birth: ..... (DD.MM.YYYY)

The table is divided into four (4) evaluations columns. The first step represents the highest requirements as it relates to the entire competence spectrum of a defined occupation. The competence requisites of steps 2 to 4 decrease stepwise – e.g.

	1. <b>Vocation oriented:</b> the participants acquire competences that a certified farmer must have
	2. <b>Vocation area:</b> the participants acquire different competences to practice a variety of tasks that are carried out on farms
	3. <b>Workplace oriented:</b> the participants learn a variety of tasks that are to be carried out in e.g. the stable or the field
	4. <b>Activity oriented:</b> the participants learn a specific task e.g. how to feed pigs, how to handle a hoe, etc.

Abilities - Skills	Ability Requirements for				
1. Cognitive Abilities	Vocation oriented	Vocation area	Workplace oriented	Activity oriented	Comments
<b>1.1. Spatial Orientation</b>					
<ul style="list-style-type: none"> <li>Can orient themselves in the workshop and their surroundings without further support, knows the staff</li> </ul>					
<ul style="list-style-type: none"> <li>Can orient themselves in the workshop and their surroundings after explanations, knows the staff</li> </ul>					
<ul style="list-style-type: none"> <li>Can find certain known workspaces and offices after explanations, knows some of the staff</li> </ul>					
<ul style="list-style-type: none"> <li>Can find their way to their group, the canteen, the toilets and to their means of transport</li> </ul>					
<ul style="list-style-type: none"> <li>Has no sense of direction yet, has to be led</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					
<b>1.2. Temporal orientation</b>					
<ul style="list-style-type: none"> <li>Can grasp and understand a given weekly schedule</li> </ul>					
<ul style="list-style-type: none"> <li>Can grasp a given weekly schedule</li> </ul>					
<ul style="list-style-type: none"> <li>Can grasp and understand a given daily schedule</li> </ul>					
<ul style="list-style-type: none"> <li>Can grasp a given daily schedule</li> </ul>					
<ul style="list-style-type: none"> <li>Can partially grasp a given daily schedule</li> </ul>					
<ul style="list-style-type: none"> <li>Cannot yet grasp a given daily schedule</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					

Abilities - Skills	Ability Requirements for				
1. Cognitive Abilities	Vocation oriented	Vocation area	Workplace oriented	Activity oriented	Comments
Can read time on a watch/clock <input type="checkbox"/> Yes / <input type="checkbox"/> No					
1.3. Speaking Skills					
• Observes rules of conversation					
• Can intelligibly speak with other people					
• Can only intelligibly speak with their guardian / person of reference					
• Can only intelligibly speak with help					
• Cannot yet intelligibly speak					
•					
1.4. Reading Skills					
• Uses their reading skills to inform themselves					
• Reads simple sentences comprehensively					
• Read some easy words					
• Knows all letters					
• Knows some letters					
• Does not know any letters yet					
•					
1.5. Writing Skills					
• Writes fluently, coherently					

Abilities - Skills	Ability Requirements for				
1. Cognitive Abilities	Vocation oriented	Vocation area	Workplace oriented	Activity oriented	Comments
• Writes a few words freely					
• Writes their own name					
• Copies written texts					
• Does not write yet					
•					
<b>1.6. Arithmetic Skills</b>					
• Has basic knowledge of the four rules of arithmetic					
• Can add and subtract to 100 / to ( )					
• Can count to 100 / to ( )					
• Can count to 10 / to ( )					
• Does not yet perceive numbers or quantities					
•					
<b>1.7. Endurance / Concentration</b>					
• Has good concentration					
• Is mostly concentrated and persists with a task					
• Has a short concentration capacity					
• Is still largely un-concentrated					
•					

Abilities - Skills	Ability Requirements for				
1. Cognitive Abilities	Vocation oriented	Vocation area	Workplace oriented	Activity oriented	Comments
<b>1.8. Resilience</b>					
<ul style="list-style-type: none"> <li>Is completely resilient, can handle daily workloads without issues</li> </ul>					
<ul style="list-style-type: none"> <li>Resilient, the daily workload is usually managed</li> </ul>					
<ul style="list-style-type: none"> <li>Sufficiently resilient</li> </ul>					
<ul style="list-style-type: none"> <li>Low resilience, tires easily</li> </ul>					
<ul style="list-style-type: none"> <li>Not yet resilient</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					
<b>1.9. Retentiveness</b>					
<ul style="list-style-type: none"> <li>Remembers without gaps and accurately</li> </ul>					
<ul style="list-style-type: none"> <li>Remembers the essentials</li> </ul>					
<ul style="list-style-type: none"> <li>Does not remember all essentials</li> </ul>					
<ul style="list-style-type: none"> <li>At the moment, only remembers a little or only fragments</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					
<b>1.10. Receptiveness</b>					
<ul style="list-style-type: none"> <li>Understands spoken explanations immediately, reads simple written work-related instructions, reads simple technical drawings</li> </ul>					
<ul style="list-style-type: none"> <li>Understands spoken explanations and acts upon them</li> </ul>					



Abilities - Skills	Ability Requirements for				
1. Cognitive Abilities	Vocation oriented	Vocation area	Workplace oriented	Activity oriented	Comments
<ul style="list-style-type: none"> <li>Usually understands spoken instructions with the help of graphical material</li> </ul>					
<ul style="list-style-type: none"> <li>Understands simple work processes after repeated demonstrations and with the help of graphical material</li> </ul>					
<ul style="list-style-type: none"> <li>Is presently insufficiently receptive</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					

Abilities - Skills	Ability Requirements for				
2. Motor Skills (Labour)	Vocation oriented	Vocation area	Workplace oriented	Activity oriented	Comments
2.1. Without Tools					
<ul style="list-style-type: none"> <li>Performs both fine and gross motor skills with ease</li> </ul>					
<ul style="list-style-type: none"> <li>Is capable of performing tasks that require fine and gross motor skills</li> </ul>					
<ul style="list-style-type: none"> <li>Is more capable of performing tasks that require fine motor skills</li> </ul>					
<ul style="list-style-type: none"> <li>Is more capable of performing tasks that require gross motor skills</li> </ul>					
<ul style="list-style-type: none"> <li>Is not yet capable of performing simple hand movements in a focused and coordinated manner</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					
2.2. With Tools					
<ul style="list-style-type: none"> <li>Is very skilled in the handling of tools of all kind and employs them appropriately</li> </ul>					

<ul style="list-style-type: none"> <li>Is more capable of handling tools for fine motor work</li> </ul>					
<ul style="list-style-type: none"> <li>Is more capable of handling tools for gross motor work</li> </ul>					
<ul style="list-style-type: none"> <li>Is able to handle a few simple tools and use them appropriately</li> </ul>					
<ul style="list-style-type: none"> <li>Is not yet capable of handling tools</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					
<b>2.3. Workmanship / Quality of Work</b>					
<ul style="list-style-type: none"> <li>Works with care, the work products are free of faults, perfect, recognizes quality standards</li> </ul>					
<ul style="list-style-type: none"> <li>Works with care, the work products can be used without having to be reworked, recognizes quality standards</li> </ul>					
<ul style="list-style-type: none"> <li>Works with care, rework is occasionally required, partially recognizes quality standards</li> </ul>					
<ul style="list-style-type: none"> <li>Does not work with care, work products can only be used after being reworked</li> </ul>					
<ul style="list-style-type: none"> <li>Work products are not yet usable (products to be discarded)</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					

<b>3. Social Skills</b> (interpersonal relationships, influences at the workplace)	<b>Vocation oriented</b>	<b>Vocation area</b>	<b>Workplace oriented</b>	<b>Activity oriented</b>	<b>Comments</b>
<b>3.1. Self-assessment</b>					
<ul style="list-style-type: none"> <li>Assesses their own achievements realistically</li> </ul>					
<ul style="list-style-type: none"> <li>Only partially assesses their own achievements realistically</li> </ul>					



<ul style="list-style-type: none"> <li>Is not yet in a position to assess their own performance</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					
3.2. Behavioural abnormalities					
<ul style="list-style-type: none"> <li>Is not conspicuous in any way</li> </ul>					
<ul style="list-style-type: none"> <li>Exhibits some conspicuous behaviours, however, these are not considered disturbing</li> </ul>					
<ul style="list-style-type: none"> <li>Occasionally exhibits conspicuous behaviours, which are sometimes considered disturbing by those surrounding them</li> </ul>					
<ul style="list-style-type: none"> <li>Often exhibits behaviours that strongly affect the well-being of staff</li> </ul>					
<ul style="list-style-type: none"> <li>Exhibits behaviours that make staying in a group nearly impossible</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					
3.3. Behaviour in Stress Situations					
<ul style="list-style-type: none"> <li>No behavioural abnormalities during long-term stress</li> </ul>					
<ul style="list-style-type: none"> <li>Reacts to longer periods of stress with a decline in performance</li> </ul>					
<ul style="list-style-type: none"> <li>Reacts to longer periods of stress with a refusal to work / by running away / aggression / auto-aggression</li> </ul>					
<ul style="list-style-type: none"> <li>Reacts to momentary periods of stress with a decline in performance</li> </ul>					
<ul style="list-style-type: none"> <li>Reacts even to momentary periods of stress with a refusal to work / by running away / aggression / auto-aggression</li> </ul>					



•					
<b>3.4. Ability to Deal with Criticism</b>					
• Can deal well with criticism and take hints, reacts to situations appropriately	Green	Blue			
• Criticisms or hints are only partially accepted, usually reacts appropriately, given the situation	Green	Blue	Yellow		
• Reacts to criticism with retreat or disregard			Yellow	Red	
• Has difficulties dealing with criticism or hints			Yellow	Red	
• Often reacts to criticism with aggression / auto-aggression				Red	
•					
<b>3.5. Reliability / Punctuality</b>					
• Is reliable and punctual even without control, breaks are respected	Green	Blue			
• Is occasionally unreliable, mostly punctual	Green	Blue	Yellow		
• Is conditionally reliable, not always punctual			Yellow		
• Is unreliable, rarely punctual				Red	
•					
<b>3.6. Independence</b>					
• Is completely independent, takes initiative	Green				
• Is independent after a short tutorial	Green	Blue			
• Is independent after repeated instructions			Yellow		



<ul style="list-style-type: none"> <li>Is only partially independent after repeated instructions</li> </ul>					
<ul style="list-style-type: none"> <li>Is not yet independent</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					
3.7. Behaviour in the group					
<ul style="list-style-type: none"> <li>Has a positive impact on the group</li> </ul>					
<ul style="list-style-type: none"> <li>Participates actively in group activities, is an accepted group member</li> </ul>					
<ul style="list-style-type: none"> <li>Fits into a group rather quietly and inconspicuously</li> </ul>					
<ul style="list-style-type: none"> <li>Has difficulties integrating into a group</li> </ul>					
<ul style="list-style-type: none"> <li>Does not yet fit into a group</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					
3.8. Contact with qualified personnel					
<ul style="list-style-type: none"> <li>Is capable of searching out contact freely and in an unimpeded manner, and expressing their own wishes and needs</li> </ul>					
<ul style="list-style-type: none"> <li>Is rather restrained, but comes out after initial contact and becomes more communicative</li> </ul>					
<ul style="list-style-type: none"> <li>Is not very accessible, particular effort necessary to establish contact</li> </ul>					
<ul style="list-style-type: none"> <li>Is not very accessible, closed-off, even after particular efforts are made to establish contact</li> </ul>					
<ul style="list-style-type: none"> <li>Partially lacks emotional detachment, knows no boundaries</li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>					

3.9. Supervision Requirements					
<ul style="list-style-type: none"> <li>No supervision necessary, knows how to help themselves in critical situations</li> </ul>					
<ul style="list-style-type: none"> <li>Requires the presence of qualified personnel only in unclear situations, usually acts independently</li> </ul>					
<ul style="list-style-type: none"> <li>The presence of qualified personnel during the course of the day is sufficient, does not show any problematic behaviour in their absence</li> </ul>					
<ul style="list-style-type: none"> <li>Presence of qualified personnel is necessary, tends to problematic behaviour in their absence</li> </ul>					
<ul style="list-style-type: none"> <li>Permanent presence of qualified personnel is necessary</li> </ul>					

<b>Date of Evaluation</b>	<b>1. Particularities</b> (e.g. Medical Indications)
Entry into training program Date: .....	
Workshop Assignment Date: .....	
1 <sup>st</sup> year of training program Date: .....	
2 <sup>nd</sup> year of training program Date: .....	
3 <sup>rd</sup> year of training program (graduating year) Date: .....	
<b>Date of Evaluation</b>	<b>2. Special Skills</b>



Entry into training program Date: .....	
Workshop Assignment Date: .....	
1 <sup>st</sup> year of training program Date: .....	
2 <sup>nd</sup> year of training program Date: .....	
3 <sup>rd</sup> year of training program (graduating year) Date: .....	

## Annexes

### Annex 1 – Presentation of the pathway

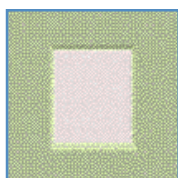
#### What is a skills' assessment?

The skills' assessment is an individual document that collects the "traces" of everything that constitutes the personal and professional path of a subject (curriculum vitae, certificates, licenses, certificates, etc.).

Normally, it is a dossier (also in an digital format) or a "collector" which should be updated and integrated throughout the work lifetime.

Here below is a table of contents that lists the documents composing a portfolio of skills. In some way, they are the ones that we consider essential. Each person can add and customize their own personal archive with images, phrases, tools and materials proving their expertise and resources expressed in different spheres of life.

#### In what does it consist?



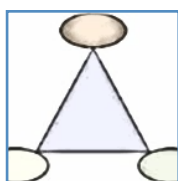
##### Part I - Elements of personal history

- curriculum vitae in European format
- socio-identity card
- "how I see myself between yesterday and today"
- "In-school training, spare time and first job experiences..."
- certificates, diplomas, certificates, credits obtained
- participation in trainings



##### Part II - Resources, expertise and skills

- "my skills' profile"
- analysis of personal resources (self-efficacy, problem- solving strategies, professional values, etc.)
- certificates, credits obtained



##### Part III - Projects and prof. development plans

- "the professional project"
- the action plan

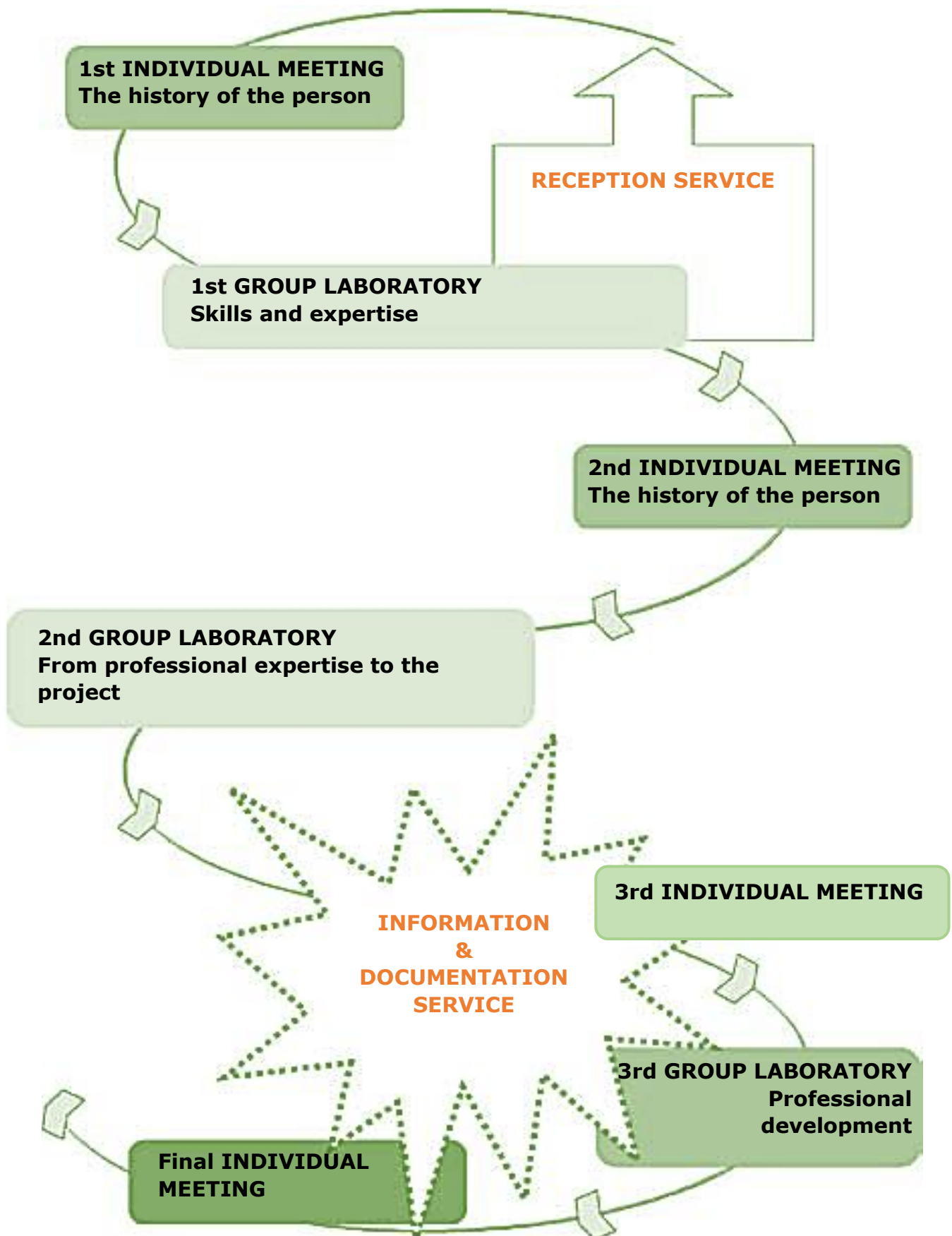


##### Part IV - Other documents

- useful addresses
- materials for context and opportunities exploration
- "the summary of the skills' assessment"



**Description of skills' mapping steps**



**TOTAL TIME OF THE PATHWAY: 16 Hours! / Follow-up after 6/8 months**

## Annex 2 – Motivation, expectation and social personal data

### User template

This form is finalized to gather some socio-personal information and possibly starting process of skills and expertise assessment.

The data are processed in full respect of privacy.

**Surname** \_\_\_\_\_ **Name** \_\_\_\_\_

**City of residence** \_\_\_\_\_ **Age** \_\_\_\_ **Nationality** \_\_\_\_\_

#### **Educational path**

1. Lower secondary education
2. Upper secondary education
3. other \_\_\_\_\_

#### **What do you think about skills' assessment? (provide a maximum of three answers)**

1. It seems to me that it can be an opportunity for growth
2. I'm curious
3. I already knew it but not in details
4. I had already decided to undertake a path of skill's assessment
5. It seems to me a better way to find employment
6. It seems to me a way to improve my current employment status
7. It can help me to know myself better
8. I have no idea
9. other \_\_\_\_\_

#### **According to what you were told on skills' assessment, what do you think to achieve at the end of the path? (provide a maximum of three answers)**

1. to increase my skills and expertise
2. to better know my skills and expertise
3. to better know myself
4. to be able to solve a period of crisis
5. to find tools to create my own professional project
6. to find a job
7. to find an adequate training pathway
8. to change the way I look for job
9. to acquire more self-confidence
10. to improve my relationships
11. other \_\_\_\_\_



*Annex 3 – How I see myself between yesterday and today*

Toolkit for the reconstruction of the history of the person (User template)

**FAMILY AND SPARE TIME**

**from yesterday**

**to today**



**SCHOOL AND TRAINING**

**from yesterday**

**to today**



**INTERNSHIPS, FIRST WORK EXPERIENCES**

**from yesterday**

**to today**



## Annex 4 – Between school, training, spare time and first job experiences

Individual tool to be delivered during the 1st interview (User template)

### DELIVERY FOR THE COMPILATION....

“Between schools, training, spare time and first job experiences...” is a tool for self-compilation with the support of a facilitator - which is composed of 3 parts:)

- the first one reconstructs together the educational path in its main stages;
- the second one requires to list activities in your spare time;
- the third one focuses on possible internships, apprenticeships or first job experiences.

Each of these parts is helpful to reconstruct and then analyze the acquired skills in the various contexts of life.

We ask you, therefore, to complete all of them in the most accurate and careful way, writing down also professional or educational experiences that seem marginal or too distant in the time.

This work takes time and concentration. In a first step, you can try to take note of the main stages of your educational, training, spare time, internships and possible first job experiences: those that come to mind right away because important and meaningful. It does not matter if at this stage you will not list them all, you will have time to complete them.)

In a second step, in groups, we will try to think about the part concerning the professional aspirations trying to be clear about the terms used to describe the work and the skills acquired.

### EDUCATIONAL PATH

(Period From-to)	<b>SCHOOL/VOCATIONAL TRAINING</b> Training Institution (indicate the type of school attended)
19— 2000—	
19— 2000—	

**INTERNSHIPS AND FIRST WORK EXPERIENCES**

Period Duration in hours or days	From-to	<b>INTERNSHIPS</b> (indicate the type of institution / organization and content)
19— 2000— (Duration in hours or days)		
19— 2000— (Duration in hours or days)		
19— 2000— (Duration in hours or days)		
19— 2000— (Duration in hours or days)		

**SPARE TIME**

Period	From-to	<b>ACTIVITIES CARRIED OUT AFTER WORK IN TOUR SPARE TIME</b> (NURSING, VOLUNTEER, SPORTS, HOBBIES AND PASTIMES, ETC.)

Name and Surname \_\_\_\_\_, date \_\_\_\_\_



**N.B.:** look for certificates and diplomas to be included in the portfolio of skills and expertise

## Annex 5 – My profile of skills and expertise, Part One

Individual tool to be delivered in the 1st collective laboratory (User template)

### KNOWLEDGE ACQUIRED

List the knowledge acquired (mother tongue, mathematics, history, computer, etc.), partly deducted from the type of your current studies. Since we know that all knowledge can be possessed at different levels of depth, we ask you to select if from your point of view, specifying the level as general or specific, making an effort of self-evaluation.

<b>I HAVE KNOWLEDGE OF...</b>	<i>I think my that level is either GENERAL or SPECIFIC</i>
ex: technical and commercial knowledge	

### SKILLS DEVELOPED

Please list your skills focusing not only on those basic skills learned at school (read, write, count, etc.), but focusing on those implemented in your life experiences. Refer to all the activities previously identified and use the same verbs. Since we know that any skill can be expressed at different levels of mastery, we ask you to indicate, from your point of view, if the level is high, medium, low, making an effort of self-evaluation.

<b>I HAVE THE ABILITY TO...</b>	<i>I think my level is either GENERAL or SPECIFIC</i>
ex: technical and commercial knowledge	

Name and Surname \_\_\_\_\_, date \_\_\_\_\_



**N.B.: look for certificates and diplomas to be included in the portfolio of skills and expertise**

## Annex 6 – Self-assessment test

(on job research, complex problems management, job/work context)

### Questions

- 1) How did you overcome difficulties in problematic situation?
- 2) How did you search for needed information to solve a problematic situation?
- 3) If you have any job aspiration/dreams/objectives, (i.e.: to become computer technician or painter), how do you reach it?
- 4) Do you like making activities with new persons?
- 5) Are you willing to ask for advice to more experienced persons?
- 6) Can you realize what the others expect from you in different situations

Thinking to the different activities to do for job search, how would you measure your capacity in

### Overcome difficulties

1	2	3	4	5
<i>Not capable</i>	<i>Ineffective</i>	<i>Capable</i>	<i>Very capable</i>	<i>Absolutely capable</i>

### Working with new persons

1	2	3	4	5
<i>Not capable</i>	<i>Ineffective</i>	<i>Capable</i>	<i>Very capable</i>	<i>Absolutely capable</i>

### Ask for advice to more experienced persons

1	2	3	4	5
<i>Not capable</i>	<i>Ineffective</i>	<i>Capable</i>	<i>Very capable</i>	<i>Absolutely capable</i>

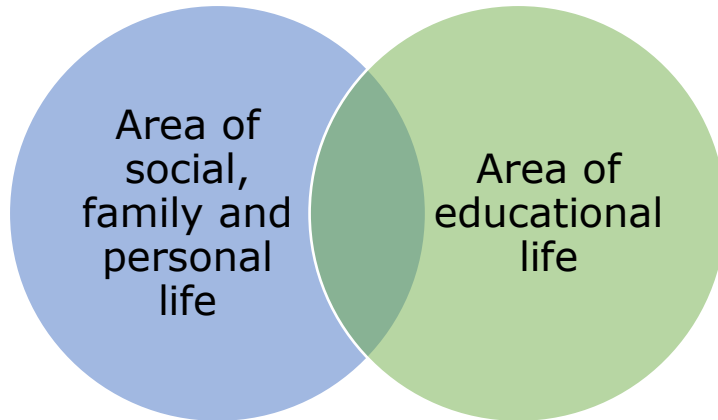
Thinking to your life experiences you feel capable to.....		<i>Not capable</i>	<i>Ineffective</i>	<i>Capable</i>	<i>Very capable</i>	<i>Absolutely capable</i>
1	Managing stressful situations	1	2	3	4	5
2	To keep self-control in difficult situations	1	2	3	4	5
3	To face unexpected situations	1	2	3	4	5
4	To reach the objective that had been set.	1	2	3	4	5
5	Integrate yourself in a group	1	2	3	4	5
6	Face yourself with the others	1	2	3	4	5
7	Supporting the others	1	2	3	4	5
8	Ask somebody else for help	1	2	3	4	5
9	Maintaining good relationships with the others	1	2	3	4	5

## Annex 7 – Resources and experience

Individual tool to be delivered during the 2nd interview (User template)

### MAPPING MY SKILLS

#### Areas of life



#### My skills and resources



What am I able to do? What my friends and parents tell me I'm good at?


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



What am I able to do? What my colleagues tell me I'm good at?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_




**Annex 8 – Resources and experience**Individual tool to be delivered during the 2<sup>nd</sup> interview (User template)**SUMMARY OF MY SKILLS TO AREAS OF LIFE**

**TODAY**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**SOCIAL LIFE** *What I am able to do? What I want to do?  
In the field of social, family and personal life*



**TOMORROW**


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



**TODAY**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**EDUCATION** *What I am able to do? What I want to do?  
In the field of educational life*



**TOMORROW**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



If, as we hypothesize, the skills are many groups we imagine them as a cluster, a tree, a "compound" variously assorted. Some of these inevitably intersect, touch each other, some are apparently distant but influence and serve one another, etc. For this reason, we propose a possible visual representation of this cluster of skills, while knowing that its shape and configuration could be unlimited.

With this tool, we would then try to compose the beneficiary's cluster or competence profile proceeding step by step. We will do it together in the third interview.

First of all we ask you to take the list of knowledge and skills listed above and keep them handy.

**The next step is to bring these sets of knowledge and skills at the 5 main areas of expertise that we have already chosen as reference categories. Based on the reconstruction of your experiences, you are expected to recognize in that particular area of expertise your specific mix of knowledge, skills and personal resources.**

## FIRST AREA OF EXPERTISE

### Technical and professional skills

*Set of knowledge, skills and personal resources that is specific and distinctive your professional activity*

This field of competence is closely linked to the type of your educational path; for this reason, it is not pre-definable and it is therefore a more general level than the others. As an example, we list some more specific skills that may be of many technical activities, as well as the computer field, linguistic or artistic work that can be specific to many jobs. We ask you, in the light of the analysis of your professional experience or non-professional, to fill in a name in the first column that describes the type of technical competence developed and practiced in your career and in the second column the examples (taking reference to the other tools) to help you recognize the kind of knowledge and skills.

Type of expertise/skills	<b>you can develop it in your work and extra-professional experiences</b> <i>(please, remember the knowledge, skills and personal resources put into play, when and where.....)</i>
Ex: administration and accounting	Think of the experience...
Ex: legal	
Ex: financial and economic	

## SECOND AREA OF EXPERTISE

### Linguistic skills

*Set of knowledge, skills and personal resources to manage the oral and written communication of the Italian language and any other languages)*

Type of expertise/skill	<b>you can develop it at school and life experiences</b> <i>(please remember the knowledge, skills and personal resources put into play, when and where...)</i>
Example: write or read or speak Italian and / or other languages	

## THIRD AREA OF EXPERTISE

### Digital and ICT skills

*Set of knowledge, skills and personal resources to program and / or install, and / or repair and / or using computer and network)*

Type of expertise/skill	<b>you can develop it at school and extra-professional experiences</b> <i>(please remember the knowledge, skills and personal resources put into play, when and where.....)</i>
Ex: programming and / or installation and / or use and / or technical assistance, and / or design of tools and technology)	

#### FOURTH AREA OF EXPERTISE

##### Communication and interpersonal skills

*Set of knowledge, skills and personal resources that is linked to the transmission of information, the management of the communicative processes and internal and external relations in your social life*

Type of expertise/skill	<b>you can develop it in your work and extra-professional experiences</b> <i>(please remember the knowledge, skills and personal resources put into play, when and where.....)</i>
Ex: oral and written communication	

#### FIFTH AREA OF EXPERTISE

##### Artistic and expressive skills

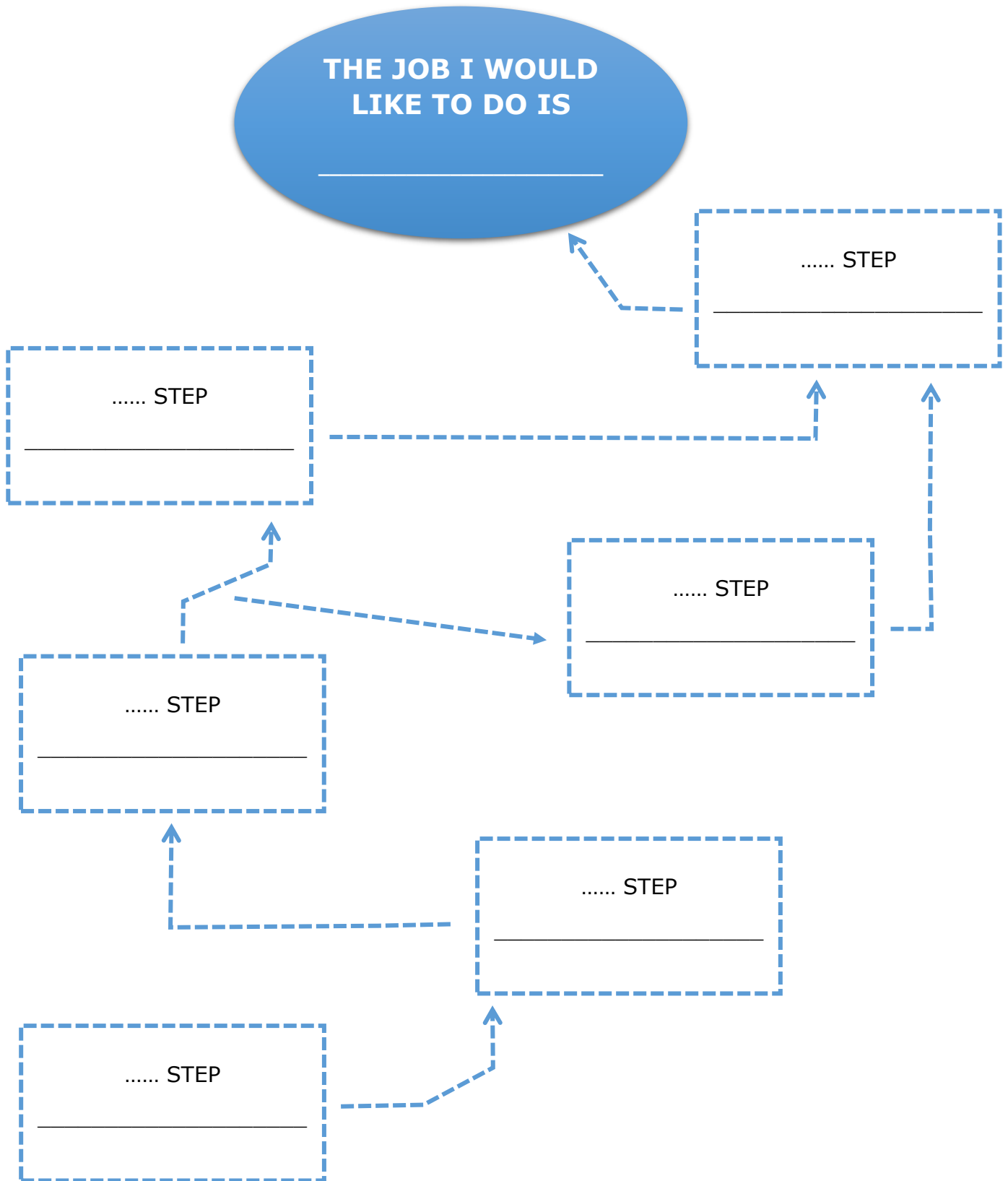
*Set of knowledge, skills and personal resources, not necessarily connected to professional activities, aimed at settling or express artistic products of various kinds)*

Type of expertise/skill	<b>you can develop it at school and extra-professional experiences</b> <i>(please remember the knowledge, skills and personal resources put into play, when and where.....)</i>
Ex: design, Graphic Design, Music, Singing, Acting, Creative Writing, Etc.	



*Annex 10 – My professional project*

Thinking about the professional goal that you have identified, what are the main steps of the path to reach it?



### Annex 11 – Documents for the counsellor/facilitator

#### Not only a journaling...

This document is meant to accompany the counsellor during the process of skills' assessment. The counsellor is expected to fill in this document after each step.

It is not a journaling, but a sort of archive and a scheme for the monitoring of data gathered, aimed at better organizing the final summary to be delivered to the beneficiary.

The document reconstructs every step of skills' assessment path/model.

How to use the document: annotate the data arising during the skills' assessment

# 1st individual meeting History of beneficiary

Name and Surname \_\_\_\_\_

Date and venue \_\_\_\_\_

#### Objectives

Deepening the needs expressed and assessing the individual and organizational conditions of feasibility of skills' assessment

Stipulating the entrance agreement with the beneficiary

Reconstructing the main steps of beneficiary's social and personal biography

Most significant episodes

#### Considering the personal history of beneficiary, what comes out is

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# 1st collective laboratory Analysis of the skills

N. of participants \_\_\_\_\_  
Date and venue \_\_\_\_\_

### Objectives

Introducing the structure of portfolio of skills  
proposing a path of analysis and understanding of  
professional, educational and training experiences  
to describe competences, methods of working

Paying attention to the following tools "Between  
school, training, spare time and first job  
experiences (Annex 4)", what comes out is

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# 2nd individual meeting Work resources

Name and Surname \_\_\_\_\_  
Date and venue \_\_\_\_\_

### Objectives

Completing the reconstruction of professional  
experiences through analysis of resources for job  
starting work of recognition of his/her profile of skills

Considering the results of the 1st collective laboratory  
and the tool "Mapping my skills" (Annex 7) and  
Summary of my skills (Annex 8), what comes out is

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# 2nd collective laboratory From skills to professional project

N. of participants \_\_\_\_\_

Date and venue \_\_\_\_\_

### Objectives

Drafting the structure of professional project

Considering the results of the 2nd individual meeting/interview, what comes out is

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# 3rd individual meeting Work resources

Name and Surname \_\_\_\_\_

Date and venue \_\_\_\_\_

### Objectives

Completing the reconstruction of professional experiences through analysis of resources for job starting work of recognition of his/her profile of skills

Considering the results of the 2nd collective laboratory and the tool "My profile of skills – Part one" (Annex 5) and the Self-assessment test (Annex 6), what comes out is

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# 3rd collective laboratory From skills to professional project

N. of participants \_\_\_\_\_

Date and venue \_\_\_\_\_

### Objectives

Drafting the structure of professional project

Considering the results of the 3rd individual meeting/interview, what comes out is

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# Final individual meeting The development project

Name and Surname \_\_\_\_\_

Date and venue \_\_\_\_\_

### Objectives

Completing the formalization of the portfolio of skills Noticing and deepening the data of context gathered

Considering the restitution of skills' assessment, what comes out is

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As concerns the individual resources, what comes up is

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