



## **Inclusive&Practical Assessment Tools for Guidance Practitioners**

### **IO1- Competence Assessment Cards for Low Skilled Adults**

#### **National Report – ROMANIA**

##### **1. How many participants took part in the research?**

A total of 12 experts participated on the activity.

##### **2. Role/position of these professionals**

1. Social services consultant at ALIAT Association;
2. Psychologist at Sant'Egidio Association;
3. Psychologist&vocational counsellor at "Paraschiva" Association, Retevoesti village, Arges County;
4. Psychologist at the Social Assistance Directorate of Alba Iulia City Hall&volunteer at PAEM Alba Foundation – Alba County;
5. Trainer&social worker at MAIA Association;
6. Social worker at Nazarcea GROUP, social enterprise (disability-protected facility), which has 7 different workshops and services;
7. Psychologist at Nazarcea GROUP&volunteer at ACE-ES Romania;
8. Trainer&social worker at OMENIA Association;
9. Psychologist&trainer at EDUCREATIV;
10. Vocational counsellor at General Directorate for Social Assistance and Child Protection (DGASPC) - Ialomita County;
11. Vocational counsellor at Global Commercium Development working in projects with adults at risk&psychotherapist at Individual psychology cabinet, Valcea county.
12. Psychologist&teacher - volunteer at ACE-ES Romania.





### 3. Challenges they face when it comes to assessing these competencies

Experts have highlighted the following challenges and difficulties:

- low-skilled adults fear of evaluation; fear of discovering their level of ignorance by someone else;
- poor understanding of the language and requests of the assessor during the assessment of competencies;
- resistance to change and novelty;
- the lack of consistency between the claimed and actual competencies of low-skilled adults;
- low-skilled adults are not willing to open up and learn to know oneself, to know their real needs and abilities;
- mentality and the environment in which they live, which makes them not exploit their potential;
- complex mechanisms to protect the Ego, such as calling to lie, in order to conceal their own ignorance, capture attention or transmit only what they like;
- very low tolerance level of low-skilled adults to any frustration or stress factor;
- lack of psychological and vocational tests, lack of tools adapted to this type of adults;
- extreme poverty and very low self-esteem that make these adults look extremely incapable in performing various activities, look "silly" even for very simple actions;
- low level of education.

## II – Research results:

A summary including the following points:

### 1. The main features and key elements that came out from the group discussion/interview.

#### *a) Types of jobs available for low-skilled adults at local level in Romania:*

As a general trend, this type of adults can only find low paid jobs; jobs with considerable physical effort; jobs which require a low level of education. Some examples of experts:

- Cleaning agents, sanitation agents, security agents, unqualified workers, elderly carers.
- Occasional and / or unskilled jobs in clothing industry, food industry, construction.
- truck&vans drivers.

In addition to the feedback received from the experts, different online job application and job offerings platforms (ejobs, best jobs, myjobs, hipo and jobz) have been analyzed as well as sites where job vacancy announcements (olx.ro, publi24.ro), job offers for low-skilled workers cover: cleaning services (at home, offices, pharmacies,





etc.); goods handling services; unqualified workers in manufacturing factories for various technical equipment or furniture; kitchen workers, waiters, couriers etc.

*b) Impact of entrepreneurship on low-skilled adults' integration into the labour market:*

- Low-skilled adults consider that entrepreneurial abilities belong only to people with high education and only to those with financial expertise.
- Those who have lucrative hobbies (painting, handicraft, knitting, sewing, etc.) can manage to create unique objects with potential for valorisation on a specific market.
- With the help of the community and some professionals, yes. The social economy could be a good option for this kind of person. They need someone to help them get out of isolation and show that they can secure not only survival but also the possibility of a decent life through a business.
- Some of these adults could open their own business, but they do not know how to do it, nor ask for help.

*c) Capability of clients/beneficiaries to assess their own motivation:*

Very few can assess and understand their own motivation. Most are not interested in their own personal and professional development, due to low levels of education and poverty.

The motivation that pushes them to do something (a qualification course or getting a job) is related to an immediate reward - to earn money for a course, or be payed after a few days of work. They have no long-term vision. Foremost extrinsic motivation prevails.

They do not have the capacity to evaluate their own behavior or motivation and deny or hide the possible things they do not know. They do not ask for help to develop where they do not know anything.

## **2. List of the basic employability skills to find a job nowadays/the most important ones according to the professionals**

According to the professionals the most important ones are Soft Skills:

- hard working, reliable
- punctuality, seriousness
- integrity with regard to program compliance, adaptable to change, flexibility in varied work program (including week-end work and legal holidays), positive, patient, communicative
- ability of communication, socialization
- availability to observe a schedule / work schedule, perseverance
- managing difficult situations and conflicts
- to move from activity to other activity easily, to follow specific rules, to interact with





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colleagues

- ability to work in a team, self-confidence, acceptance of feedback from other people
- kindness, willingness to learn

### 3. Under which macro-categories could the skills/attitudes be put together? (social competences, professional competences, digital competences, ...).

The greatest importance was given by experts to Soft Skills.

Professional skills - it has been stressed that these are important, but as long as there is a desire to learn job-specific operations (eg working in a warehouse, handling and storage of goods or cleaning services), then they should not be seen as a mandatory hiring condition. Where there are will&desire, then operations job can be learned in a relatively short time by these low-skilled adults.

Digital abilities: searching for information on the Internet, especially those related to available jobs; using phone&email; using social networks - Facebook in particular.

In extremely poor environments, availability is low for the acquisition of minimum digital competences.

### 4. List of hobbies/interests that could be useful to find in order to favour low-skilled adults' working integration

- sports, team games, creative games - to develop the spirit of initiative and team spirit
- dance&music karaoke
- handicrafts
- drawing /music/theater - to develop expression of emotions in a non-conflictual manner
- movies:

*Testimony 1:* "this hobby leads to the development of critical thinking, awareness of methods of managing crisis or risk situations that they face in real life, methods they would not have identified if they did not see similar fictional situations of characters from movie".

- foreign languages:

*Testimony 2:* "I know the case of a person with autism who knows 2 foreign languages. She was employed in a museum to make translations of letters and documents. If some people can not identify hobbies, they may be asked relatives, family."





- animal care, gardening.

## 5. Any additional and useful element that came out from the research

Organizing courses for these adults or having a poorly paid job does not solve real problems. The intervention should be systematically targeted: community, family, employers, authorities and low-skills adults.

### III – Analysis of the additional questionnaires

N°	Competence	Number of professionals who found it relevant	Number of professionals who didn't find it relevant	Number of professionals who found it... to assess				
				Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy
<b>Communication in the mother tongue</b>								
1.	Ability to communicate both orally and in writing	11	1	0	2	6	3	1
2.	Disposition to critical and constructive dialogue	9	3	1	7	2	2	0
3.	Interest in interaction with others and to establish interpersonal relationships?	12	0	1	2	5	4	0
<b>Communication in foreign languages</b>								
4.	Interest and curiosity in languages and intercultural communication	2	10	4	6	1	0	1
<b>Science and Technology</b>								
5.	Numeracy and ability to use and handle technological tools, machines and scientific data to achieve a goal or reach an evidence-based decision/conclusion	9	3	3	3	7	0	0
6.	Ability to apply knowledge and technology to human needs	5	7	3	7	2	0	0
<b>Digital competence</b>								





7.	Knowledge of the main computer applications	7	5	2	5	2	3	0
8.	Understanding of the opportunities and risks of the Internet and communication via electronic media	4	8	4	6	1	0	0
9.	Understanding how ICT can support creativity and innovation	3	9	5	4	3	0	0
10.	Awareness of the legal and ethical principles for the use of ICT in the workplace	3	9	0	7	5	0	0
11.	Ability to search, collect and process information and use it in a critical and systematic way	6	6	0	8	4	0	0
12.	Positive attitude towards available information	10	2	0	5	6	1	0
<b>Learning to learn</b>								
13.	Understanding of ones' own preferred learning strategies	10	2	4	3	4	1	0
14.	Perseverance	12	0	0	6	5	1	0
15.	Autonomy	11	1	0	5	6	1	0
16.	Self-discipline	9	3	2	4	5	1	0
17.	Critical and creative thinking	3	9	5	6	1	0	0
18.	Self-confidence	11	1	0	8	3	1	0
19.	Flexibility and adaptation	10	2	0	8	2	2	0
20.	Ability to follow the rules/instructions	11	1	0	2	9	1	0
<b>Social and civic competence</b>								
21.	Understanding of the codes of conduct and manners generally accepted in different societies and environments (e.g. at work)	12	0	0	4	6	2	0





22.	Awareness of basic concepts relating to individuals, groups, work organizations, gender equality, non-discrimination, society, culture	7	5	3	5	4	0	0
23.	Ability to show tolerance	10	2	5	5	2	0	0
24.	Ability to express and understand different points of view	11	1	1	5	6	0	0
25.	Ability to negotiate and create confidence	11	1	1	6	4	1	0
26.	Ability to feel empathy	11	1	2	6	2	2	0
27.	Ability to cope with stress and frustration and to express them in a constructive way	9	3	3	7	1	1	0
28.	Ability to value diversity and respect of others	11	1	2	3	6	1	0
29.	Reliability	11	1	2	6	3	1	0
<b>Sense of initiative and entrepreneurship</b>								
30.	Ability to work as an individual and collaboratively in team	12	0	0	6	5	1	0
31.	Ability to judge and identify one's strengths and weaknesses	6	6	3	5	4	0	0
32.	Ability to assess and take risks	6	6	3	5	3	1	0
33.	Attitude of initiative, proactivity, independence and innovation	3	9	5	3	1	3	0
34.	Ability to problem solve	10	2	0	8	3	1	0
35.	Motivation and determination to meet objectives	11	1	1	6	3	2	0

