



INCLUSIVE+

Inclusive & Practical Assessment Tools for Guidance Practitioners



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Inclusive+

Inclusive & Practical Assessment Tools for Guidance Practitioners

National Piloting Report ROMANIA

IO1 – Competence Assessment Cards for Low-Skilled Adults

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Introduction

In order to test and assess the quality of the elaborated inclusive and practical assessment tools for guidance practitioners, a national piloting has been conducted in all partner countries (Spain, Romania, United Kingdom, Slovakia and Italy) as part of IO1 – Competence Assessment Cards for Low-Skilled Adults within the project Inclusive+. During the piloting sessions in Romania, a sample of 12 career advisors (CA) and 5 low-skilled adults (LSA) learned how to use and tested a sample of 12 of the developed INCLUSIVE+ Skill Assessment Cards. Hence, feedback from the people that will be the main group implementing the tool has been gathered in order to improve and adjust the developed cards and render them even more suitable for career advisors and their adult learners.

The main aims of IO1 are:

- To develop Competence Assessment Cards for low-skilled Adults, a profile-screening method, especially designed to counsel adult learners by identifying their “basic employability skills”.
- To help intermediary professionals identify their clients’ attitudes, skills and competences as a first step towards a tailored, more empathic and efficient approach to guidance.
- To create open, flexible and adaptable tools to help discover, document and develop low-qualified workers’ skills.

The general purpose of the piloting is to receive participants’ feedback on:

- Piloting sessions in general
- Suitability of activities to the target groups
- Practical applicability of developed cards
- Necessary improvements of created cards
- Other suggestions / additional comments

The piloting in Bucharest, Romania has been implemented in 2 sessions:

- a) 22 October 2019 at CARTIER Hub with 12 specialists. This session had a duration of three hours.
- b) 24 October 2019 at CARTIER Hub with 5 low-skilled adults + 2 specialists (from those who participated in the first piloting session). This session had a duration of two hours.

The following report will summarise the results gathered from the implemented pilot sessions.





Piloting session with CA

Participants' profile

In this part, a short text should be provided, stating the implemented activities with CA, number of participants, average age, predominant profession and the average years of working experience. Some diagrams or tables (e.g. age distribution, years of working experience) could be used in order to render the text more illustrative.

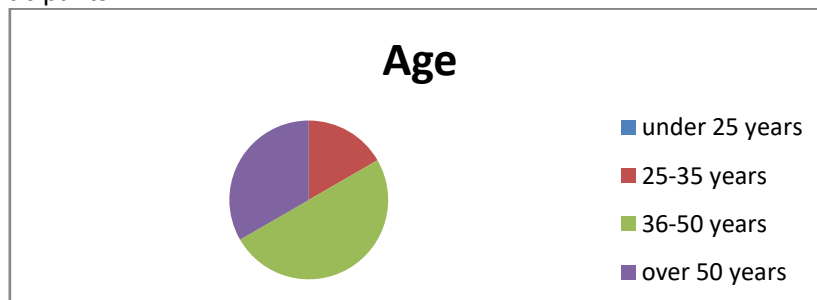
All participants in this piloting session have initially been provided with a presentation of the project, its objectives, activities and results as well as the IO1 including the National Report (Romania) as well as the Transnational Report with their main findings.

Each expert briefly presented himself/herself: the experience, the organization from which he/she comes from, the motivation for participating in the piloting.

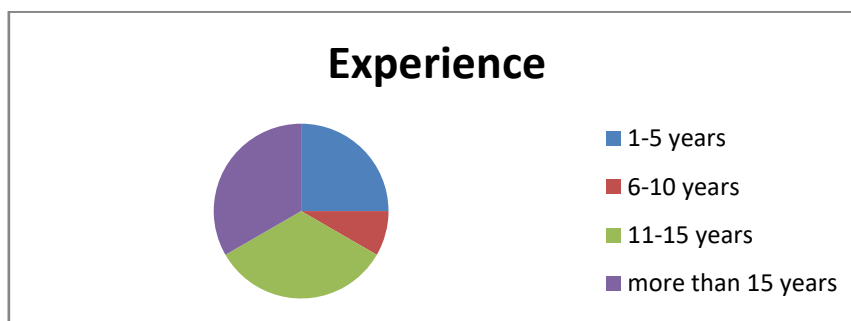
Experts were divided into teams of 3 and they have worked and "played" with the cards in these groups. Teamwork was followed by a discussion at the level of the entire group of participants aiming to share opinions, suggestions, comments and to have a clear picture of what experts experienced.

a) Total number of participants – 12 (of which, 11 women and 1 man).

b) Age of participants:



c) Years of working experience:



d) Profession of experts:

- career advisors: 3 participants
- psychologists: 3 participants
- social workers: 3 participants
- other - trainers: 2 participants
- other – volunteers coordinator: 1 participants.

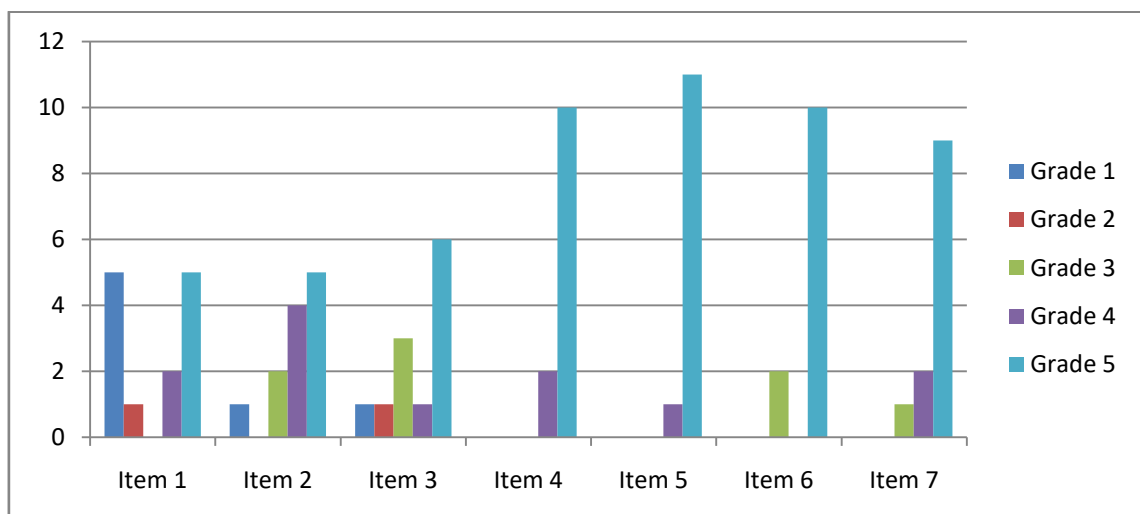




Evaluation of the piloting session

This part aims at presenting the general feedback regarding the piloting session (venue, content and material appropriateness etc.). Hence, it should include the findings from questions 1-7 of the corresponding Piloting Evaluation Questionnaire for CA. As has already been mentioned before, the usage of diagrams and tables could increase the text's comprehensibility.

Items 1-7	1/experts choosing it	2/experts choosing it	3/experts choosing it	4/experts choosing it	5/experts choosing it
1) How was your previous knowledge of the Inclusive+ project before this activity?	5	1	0	2	5
2) Based on your previous knowledge, did this activity meet your expectations?	1	0	2	4	5
3) As a participant, do you feel you had the opportunity to contribute your own expertise to the improvement of the implemented material (cards)?	1	1	3	1	6
4) Do you think the content of the activity matches the content of the agenda?	0	0	0	2	10
5) Was the proposed schedule of the agenda respected while implementing the activity?	0	0	0	1	11
6) Was the venue of this activity appropriate?	0	0	2	0	10
7) Were the available resources and materials relevant and sufficient for the activity?	0	0	1	2	9

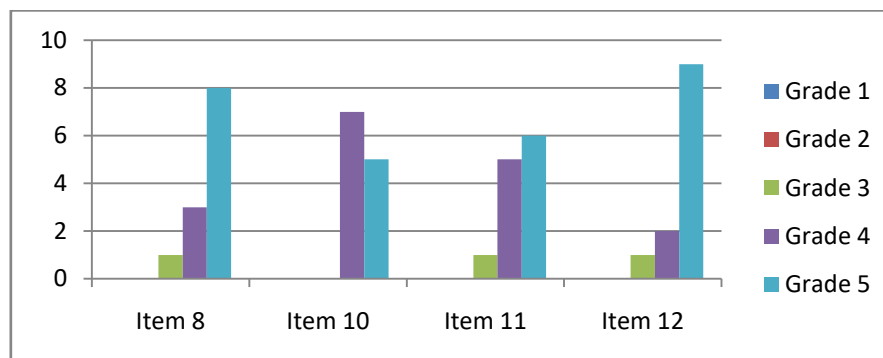
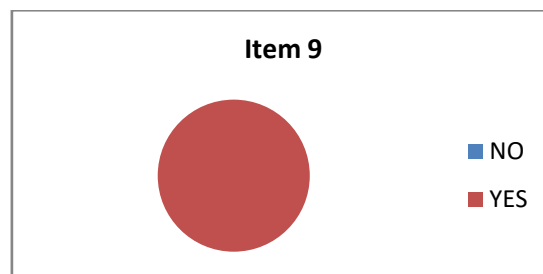




Evaluation of the INCLUSIVE+ Skill Assessment Cards

Please summarize the findings from questions 8-12 of the corresponding Piloting Evaluation Questionnaire for CA. Furthermore, list the positive aspects mentioned by the participants as well as the aspects they think should be improved and any further comments provided formally (Evaluation Questionnaire) and informally (e.g. questions, needs for clarification) during the piloting.

Items 8-12	1/experts choosing it	2/experts choosing it	3/experts choosing it	4/experts choosing it	5/experts choosing it
8) Are the cards clearly structured and easily understandable?	0	0	1	3	8
9) <i>Would you consider using these cards in your guidance profession?</i>	NO = 0 answers	YES = 12 answers			
10) Will the cards be useful in your career related duties?	0	0	0	7	5
11) Could the use of these cards in your daily work foster the shift to a more empathic and efficient approach to guidance?	0	0	1	5	6
12) Would you recommend the cards to your colleagues?	0	0	1	2	9





Comments:

a) Positive aspects:

- cards offer a structured image on the different types of competencies and possible connections between them
- cards focus on well-defined abilities, with a high degree of generality, so that they can be used for various domains & sectors
- cards allow a more realistic assessment of skills
- synthetic, well-shaped
- modern concept with nice graphics
- useful in counseling different types of adults at risk in the labor market, including for young people
- cards are intuitive and associative
- cards are adaptable to the needs of several types of specialists
- excellent use of the STAR technique as a basic element of the cards, especially for career orientation
- innovative tool in evaluation, to be used in conjunction with other instruments
- cards for specialists have a wider applicability

b) Negative aspects:

- it is a little difficult to synthesize some relevant answers, especially when many cards are used and when different competences are connected
- to have a more schematic way of validating the answers / competences
- when possible, a scale of 1 to 5 should be integrated into CA cards
- quasi-general opinion (10 out of 12) - the experts would prefer to use only the set of cards for specialists, not for LSA, because they make the evaluation process more difficult. In addition, this process would take a longer time. The suggestion was that those LSA cards should only be used in working with young people, because they are more open to self-evaluation.

c) General suggestion - all 12 participants thought that the CA and LSA cards should be in digital format, their online use would be much more accessible and easier than using printed cards on paper.





Piloting session with LSA

Participants' profile

In this part, a short text should be provided, stating the implemented activities with LSA, number of participants, average age as well as predominant highest education level. Some diagrams or tables (e.g. age distribution, highest education level) could be used in order to render the text more illustrative.

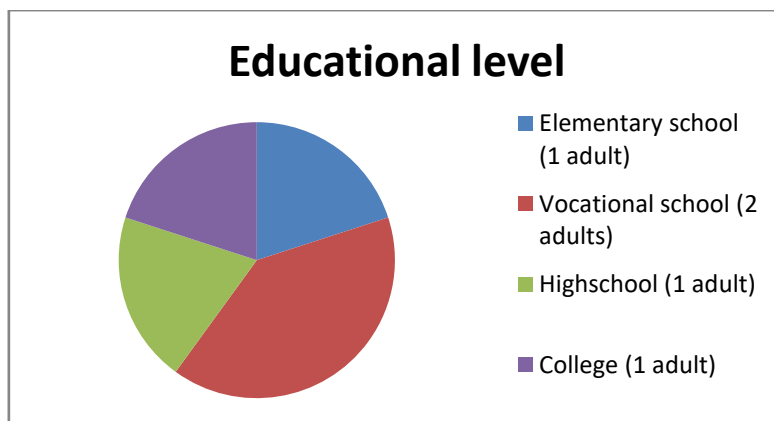
At the beginning of the piloting, one of the two facilitators (experts participating in the first session with CA) presented the project and the cards briefly.

None of the 5 participants had any information about the project before piloting.

The 2 facilitators worked with the 5 adults to test the cards, having as a reference not their CVs, but a brief description of each adult's work experience.

Those 5 participants are at risk on the labor market:

- 2 persons with disabilities (a 41-year-old woman and a 33-year-old man)
- 1 person over 50 years having problems in securing a job (a woman aged 61 years)
- 2 unemployed persons, beneficiaries of social aid (a 42-year-old woman and a 31-year-old man)



Evaluation of the piloting session

This part aims at presenting the general feedback regarding the piloting session (venue, content and material appropriateness etc.). Hence, it should include the findings of questions 1-7 of the corresponding Piloting Evaluation Questionnaire for LSA. As has already been mentioned before, the usage of diagrams and tables could increase the text's comprehensibility.

For of the 5 participants stated that the activity was in line with their expectations, indicating that they had a sense of fear at first, because they did not participate in such activities. They were pleased that they were asked for a point of view, in spite of the fact that educational level of the majority was low. They felt valued and appreciated.

They were also pleased with the piloting's agenda, materials and location.





Evaluation of the INCLUSIVE+ Skill Assessment Cards

Please summarize the findings from questions 8 and 9 of the corresponding Piloting Evaluation Questionnaire for LSA. Furthermore, list the positive aspects mentioned by the participants as well as the aspects they think should be improved and any further comments provided formally (Evaluation Questionnaire) and informally (e.g. questions, needs for clarification) during the piloting.

The participants agreed that these type of cards are useful for discovering and also for understanding better their abilities whether these skills are social or professional and so on.

It has been emphasized the idea that cards help them to be better understood by the experts who support them in their careers, but the cards also help them to understand themselves better: what they can do specifically and what they can improve step by step.

Comments:

a) Positive aspects:

- cards help them to understand better, focusing on their strengths and not on their weaknesses
- the cards allow them to "open" in front of an expert and to interact more easily with him / her during counseling and / or evaluation
- the use of cards is easy to understand.

a) Negative aspects:

- there is a certain sense of fear that sometimes situations described in the cards do not suit them and that for this reason they may not show a certain ability or not¹.

¹ Comment of the 2 facilitators: it is possible that the feeling of fear vis-à-vis the situations described in the cards is generated by the fact that 4 of the 5 participants in the pilot had a low level of education. This may make them assert that certain situations do not suit them. And perceive it as a negative aspect of the cards.





Conclusion

Please draw some general conclusions on how the piloting sessions went in your country, you should include:

- if participants have engaged actively in the piloting sessions,
- how the cards were perceived by participants (e.g. main points to be improved) as well as
- a short conclusion you can draw from the received feedback.

In both sessions the participants were actively involved. At first, the LSA were reluctant, never having had such experience so far. Then they opened, and the 2 facilitators (experts participating in the CA session) managed to interact very well with them.

Image of piloting sessions:

Overall the feedback obtained from these 2 categories of participants in the piloting regarding the sets of cards is positive.

This tool is seen as useful, easy to handle, intuitive and associative, based on a positive approach to skills (strengths versus weaknesses). For the counseling activity it is a gain in connection with other tools, so as to provide a more comprehensive picture of what a low skilled adult is capable of doing and how he / she can be guided for being successful in the labor market.

Experts have stated that these cards might also be used in recruitment in the social economy sector, given that the social enterprises mainly hire people coming from vulnerable groups & communities.

General suggestion - all 12 participants thought that the CA and LSA cards should be in digital format, their online use would be much more accessible and easier than using printed cards on paper.

