



Education and Culture DG

Lifelong Learning Programme



# Europass+ 2



Pre Test with adult People

The Point of View of Enterprises

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OVEST MILANO

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# Pre Test with Adult People

## *Guidelines and Results*

# Guidelines



## Target

Adult people (30 - 60 years old) with different educational levels, with or without a CV (also in Europass format), who reported to Eurolavoro, Smile and Smile Puglia to get professional and educational advice.

## Pre Test's Numbers

- 5 (Eurolavoro) + 3 (Smile) + 3 (Smile Puglia) subjects wrote their CVs WITH the help of the europass+<sup>2</sup> website

# Guidelines



## Phase 1

- Short description of the europass+ <sup>2</sup> project
- Request to use the website to write or rewrite the CV, and, at the end of the pre test, give opinions about the usability and relevance of the interactive tool to help adult people document their informally acquired competences
- If necessary, assign a counsellor to help the user write the final version of their CV

## Phase 2

The subject uses the website

## Phase 3

At the end of the pre test, the counsellor interviews the user or asks to him/her to fill in the appropriate questionnaire.

## Phase 4

The counsellor saves the user's CV and enters the results of the test into the back office records.



# Results



## What users appreciate most

- The navigation of the tool is logical and easy
- Clear descriptions of skills and competences
- The examples and the check list enable users to illustrate their competences and skills
- The tool helps users build an awareness and give value to competences and experiences (for example: free time activities) which are usually not evidenced in CVs



# Results



## Suggestions to improve the website

- In the last step of the procedure, it is better to print the whole Europass CV format with all the skill sections filled (not only the section regarding competences/skills).
- It is better not to report the levels of the user's skills in the CV to be printed and saved.
- It would be useful to use images more appropriate for adult people
- It would be useful to allow to users modify username and password.
- It isn't clear the difference of the sections young people-workplace-education and training-family and leisure time (that is to say the different sections in which each competence is divided)



# The Point of View of Enterprises

*Guidelines and Results*

# Enterprises target



Three SMEs, partner of our project

Confartigianato (craftsman association and services for associated enterprises)

Irccos (photovoltaic certification and construction casings)

Euroimpresa (Business Innovation Center)

Other Italian enterprises contacted by the Italian partners

Enterprises of different sectors (consulting company, production, services...)  
and of different sizes (from less than 15 to more than 400 employees)

# Guidelines



## To the SMEs, partner of our project

We sent the file with the descriptions of competences, checklists and examples of our new web site.

We asked to read this file and give us a feed back about this document.

# Guidelines



## To the other Italian enterprises

We sent a grid with the voices of the Europass cv, asking them to give a value of importance to each voice (unimportant – quite important– very important).

# Results

## First critical point



SMEs partner state that:

The three sections (workplace-education/training and leisure time/family/voluntary work) must have different weights in a cv. Particularly the section “leisure time/family/voluntary work” must be considered less important than the other ones. They think that examples from this section are appropriate only for people with few or no work-experiences.

Besides, examples from “family contest” are considered inappropriate for a cv.

# Results



## Second critical point



SMEs partner state that:

### **Some examples are too descriptive.**

An example too descriptive: “I’m working in an office. I’m a new employer. I was asked to request some quotes for a new photocopier. I never did this task before, but I looked for sellers in internet and I asked my colleagues if they have already worked with some of them. I have compared costs and I chose the best quote according to quality and budget”

**A description like this** (that shows a skill in action!) **could be fit for a job interview, not for a cv**, in which competences must be described sintetically and not so dully.



# Results

## SMEs partner state that:



**More appropriate examples** are the ones that describe a skill/competence in a wider way.

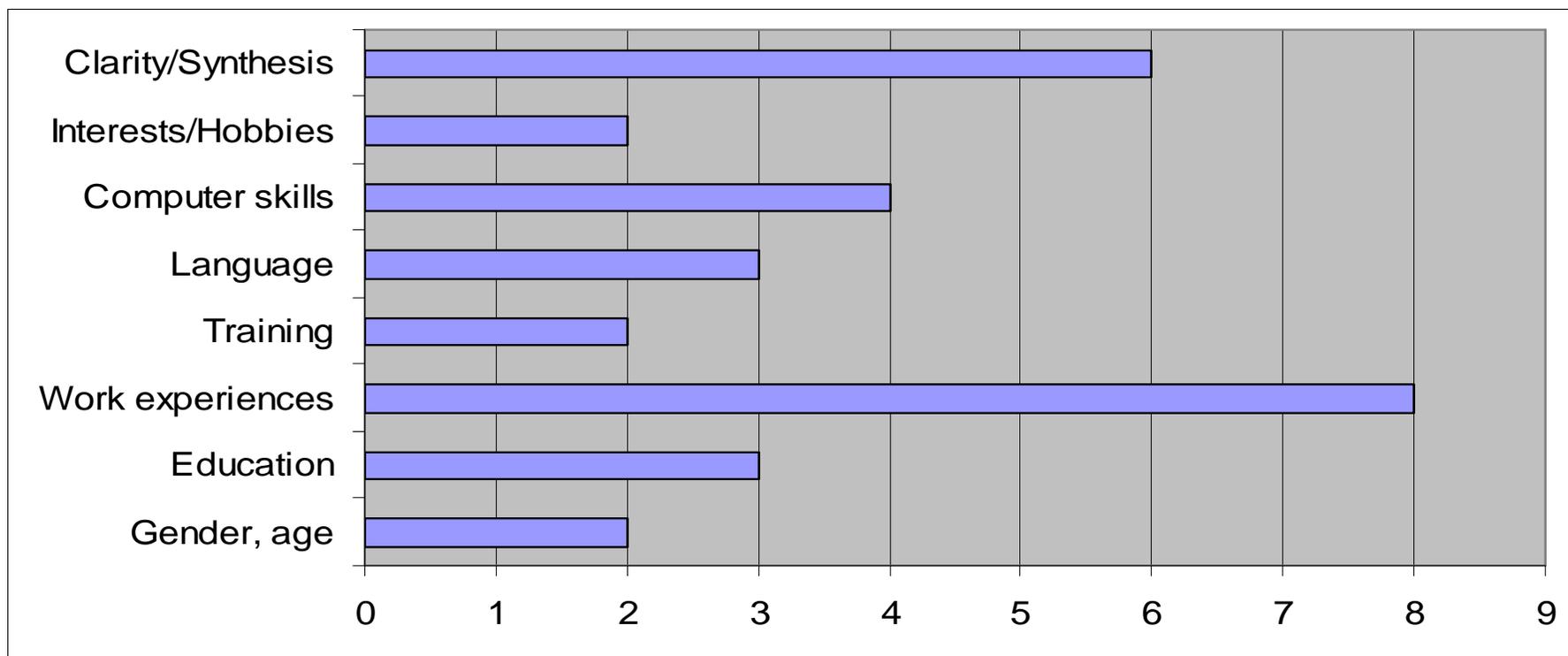
An example: “I’m the president of a social association. My work is to involve the territory, to organize cineforum, to participate to projects of social utility. I create network with other associations and institutions“

An other example: “I took a three years course of Counselling (expert in help relationship) during which I improved my communication ability with exercises and team working”

**Only one** of our SMEs partner states that all our work on checklists and examples is very good and appropriate.

# Results from the other Italian enterprises

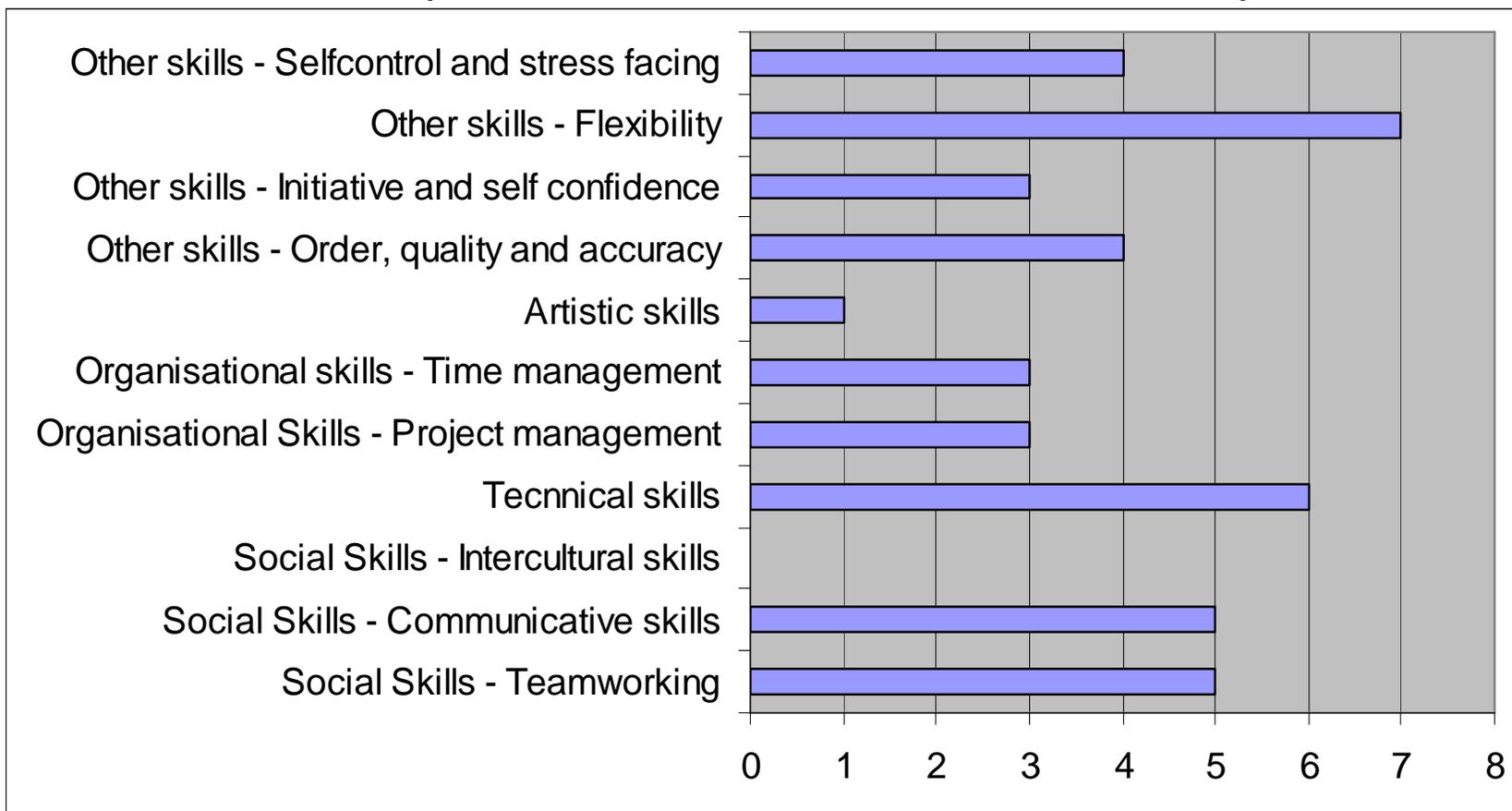
What are the most important information the interview enterprises want to find in a CV?



# Results from the other Italian enterprises



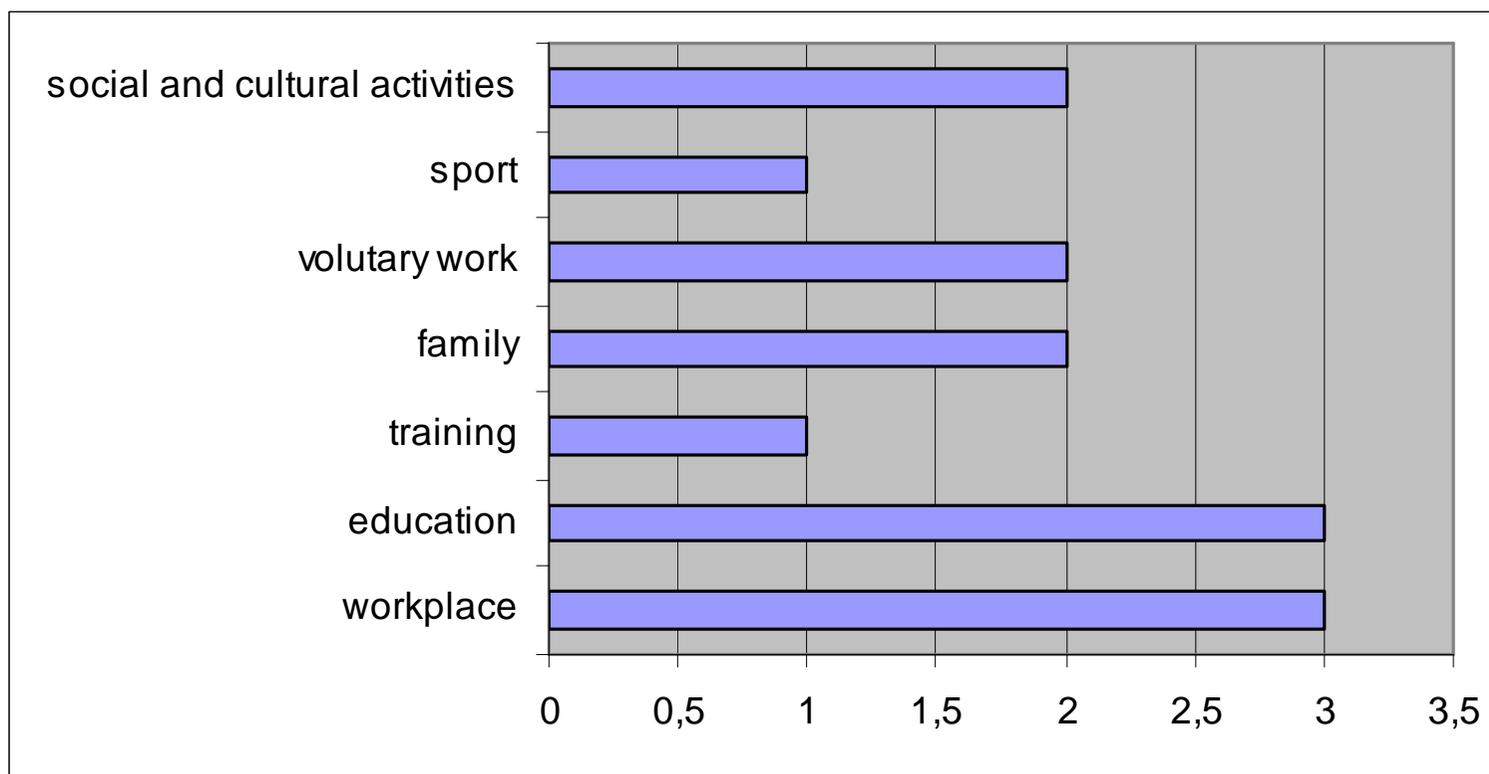
What are the most important skills for the interviewed enterprises?



# Results from the other Italian enterprises



Which are the most important contests where competences can be learned?





# An overview of the europass+<sup>2</sup> website and the challenges of our project

**The tool is helpful and useful for adult people**  
**The challenge for europass+<sup>2</sup> is finding out how to create interesting CVs for enterprises and according to EQF!!!**