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# PRE-TESTING PHASE TO ADULTS: THE LOCAL NETWORK





# THE LOCAL NETWORK: ORGANIZATIONS INVOLVED

In contributing to this pre- testing phase on adults, Associazione Smile has worked from the *hypothesis of involving organizations, rather than individuals*, as a central strategy for a real spread of the tool.

The aim/goal is to invest in and direct the placement of the instrument through a network of actors on the territory interested to use it.

Associazione Smile has contacted some local reference organizations potentially interested in knowing the products and benefits of europass+2:

- COL (Career guidance center- Public Service of Rome's city);
- Caaf (Tax assistance center- Service promoted by Cgil Trade Union);

## Using Europass+2 with the organizations contacted: goals and advantages

- COL (the career guidance service) has identified a growth potential for the service in the tool, coming to make reflections and considerations about the use very contextual to the professional practice of counselors;
- CAAF has identified in europass+2 a potential tool in monitoring and skill enhancement for its employees, coming almost to "prescribe" the task of creating a profile of skills and competences.
- The adults involved in the trial have completed a cv euro pass +2, with the support of a counselor able to "rewrite" or "give voice and words" to the competences embedded in the tasks and activities covered by the workers concerned. This is a focal point to look at carefully.



## The experience with COL

- Meeting with the director of COL IX, project discussion and tour of the site;
- Interest in using Europass+2, right now, as an useful tool for the counselors job directed to enhance users skills and to identify training needs specific to a user;
- Collection of feedbacks to understand the expectations of potential local stakeholders, who may be involved in staff function;



# Feedbacks identified

Here, I offer some considerations regarding the implementation of the instrument europass+2 starting from methodological innovations made during Nuremberg, referring to:

- The development of examples and checklists for an adult target;
- The identification of three different contexts learning of skills and competences (workplace, training/education, Family, leisure, voluntary work).

Some general critical issues concern the operation of the site: in reading the examples and checklists, when switching from one learning context to another, the system always returns the basic level. According to counselors it would be more useful to continue with the chosen level previously.

# Feedback: the checklists

About checklist, we have found feedbacks and interesting expectations from the counselors:

- Expectation that checklists can be selected and appear in the final profile of skills and competences, next to user's examples. This aspect let us to reflect on the concept of checklist. One user said *"Is unlikely to advise a user before to remember something (checklists) and write it later"*;
- The usefulness of having different checklists for different learning contexts
- The preference to a criterion of hierarchical organization of the checklist, in every example proposed
- The need for checklists very consistent with the examples (methodological aspect to strengthen more)
- In case of choosing the same checklist to different learning contexts, it would be useful to differentiate between the levels, for example, taking into account a criterion of seniority.

## Feedbacks: other issues detected

- There are errors concerning the lack of coherence between examples and checklists. For example, in "social skills", subarea "communication skills", learning context "work", the checklist of Level 1 and the checklist of Level 3 are reversed (no coherence);
- In the "technical skills" in addition to some sentence not so clear, it should give more value to the expertise
- The "computer skills" are rated on the low. Examples could be included in:
  - Computer programming skills,
  - Skills PC maintenance (update anti-virus, defragmentation, etc.).
  - Skills e-commerce (airline tickets, online account, purchase various items)
  - Create mailing lists/boards virtual/blog
  - A good discrimination between basic level and independent level could be realized giving to independent level the sense of a proactive use of the PC

## Final suggestions

- Importance of taking into account stakeholder feedbacks and social demand to europass +2;
- Among these, the most important is to allow users to choose/select the checklists that reflect their skills and integrate them into the final profile of skills;
- The tool, as is built now, needs to be proposed with a help of counselor or, at best, supported by a staff function, interested to improve career guidance and assessment skills working with adults:
  - With goals of searching job
  - With goals of identify specific training needs.