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# Online competence self-assessment tool

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## WP D.3.1 – Self-assessment tools

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### Introduction

The VISKA project (Visible Skills of Adults) aims to make visible the skills of migrants and low-qualified people through identification, documentation and assessment of competences. One of the focus areas is identifying an accessible tool for the target groups to identify and document competences.

### Description of D3.1 in the work programme:

*Examples from real users of an online tool for self-registration of competences, developed by Skills Norway for use in integration reception centres, will be presented to partners for review. Existing digital tools, notably the Norwegian self-registration tool and the EU Skills Profile Tool for Third Country Nationals, will be reviewed, with a view to trying out digitised tools which will help to ensure that the information about the competences an individual possesses will become more extensive and more accessible to those providing validation services and in order to design more individualised measures, be they job or education and training related. The experience from these trials will be reported and hence provide feedback on the tools used and contribute to further development of these tools.*

### Status

Adjustments were made on the focus of D3.1 in spring 2018 with a shift from all partners using the online tool developed by Skills Norway to reviewing and providing feedback on the EU Skills Profile Tool for Third Country Nationals (BE, IE, IS). Norway will report on the experience of using their national online registration tool. The partnership has been in contact with the coordinators of the EU Skills Profile Tool regarding the VISKA partnership trying out the tool.

Each country has provided a short description of how they will conduct the reviewing of the EU Skills Profile Tool for Third Country Nationals/national tool, summarized in the next section.

## Partner's plans regarding the testing of EU Skills Profile Tool

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Belgium/Flanders	<p>EU Skill Profile Tool:</p> <ul style="list-style-type: none"> <li>- Mapping the reflections on the possibilities of the EU tool in daily work from the Agencies for Integration and Civic Integration who tried out the EU-tool.</li> <li>- Determine if the use of the EU-tool could be of interest in the cooperation between the Agencies for Integration and Civic Integration with providers of VPL.</li> </ul> <p>The contribution is a summary of remarks of <u>some users</u> at FOREM (Walloon Public Employment Services) and VDAB (Flemish Public Employment Services) have made. It is not an analysis on frequent use of the tool.</p>
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Norway	EU Skills Profile Tool will not be tried out. The existing national tool will be used throughout the field trials and a summary of the national evaluation report will be made available, see annex
Iceland	EU Skill Profile Tool will be tried out by two guidance counsellors with 8-10 migrants.
Ireland	EU Skills Profile Tool will be tried out by five guidance counsellors / front line staff with 20-25 individuals.

The activities mentioned above will be conducted during the VISKA field trials and partners will report on findings to the research partner CIT in February and October 2019. The findings will be analysed and included in the WP5 deliverables.

### List of best practice online/digital tools from VISKA partners

Country	Tool (link if available) and a brief description
<b>Belgium/Flanders</b>	<p>Tool used during the VISKA field trials:</p> <p><a href="#">A questionnaire</a> for (self)-registration of the educational / motivational background and earlier experiences of adult learners who want to obtain an educational qualification (accompanied by <a href="#">a roadbook</a> for guidance counselors).</p> <p>Filling out the tool</p> <ul style="list-style-type: none"> <li>- leads to an estimation on acquired competences of the client in the field of AGE</li> <li>- leads to participation on exemption tests in several modules of the course of AGE</li> <li>- leads to the possibility of validation of prior learning (no link available).</li> </ul>
<b>Norway</b>	<p>-On-line screening tool in 14 languages, the basis for guidance for asylum seekers. Description on this website: <a href="http://www.imdi.no/cv">www.imdi.no/cv</a></p> <p>-Information for users, video and folders, in different languages is available at: <a href="https://www.imdi.no/cv#brosjyrer">https://www.imdi.no/cv#brosjyrer</a></p> <p>-Three examples of candidate registration in the Norwegian tool are available in <a href="#">annex 1</a>, <a href="#">annex 2</a> and <a href="#">annex 3</a>.</p> <p>-The tool has been subject to an interim evaluation nationally. A summary of this evaluation is provided in English in <a href="#">annex 4</a>.</p>
<b>Iceland</b>	<p>-Screening tools for various curricula (prior learning/standards) <a href="http://www.naestaskref.is">www.naestaskref.is</a></p> <p>-Competence portfolio (available in English and Polish). See in English: <a href="http://wlguidance.wixsite.com/toolbox/blank-iuhzpn-line">http://wlguidance.wixsite.com/toolbox/blank-iuhzpn-line</a></p>

	<p>-Various self assessment tools developed in the EU funded project Worklife guidance. See Practical tools on the project website:  <a href="http://wlguidance.wixsite.com/toolbox/blank-iuhzp">http://wlguidance.wixsite.com/toolbox/blank-iuhzp</a></p> <p>-Skills audit tools used in the LLL centres</p>
<b>Ireland</b>	<p>A number of practical tools are being developed by practitioners and piloted across FET services. A small number are on-line tools.</p> <p>The majority however involve face to face dialogue with mentors. These include * Skills checker * Clustering Skills Questionnaire * Competency based application/Questionnaires.</p> <p><a href="http://www.writeon.ie/nala/student/login_new.jsf">http://www.writeon.ie/nala/student/login_new.jsf</a> provides for on-line skills challenges leading to certification on the National Framework of Qualifications in literacy and numeracy. <a href="http://www.inform.euproject.org/">http://www.inform.euproject.org/</a> is a skills audit provided in supported situations with trained staff backing up the service.</p>