

SKILL ASSESMENT GUIDELENESS

Introduction

The Skill Assessment Tool is the final product of the project Skill Assessment – People with learning disabilities in labour market project. The project is a LEONARDO DA VINCI Partnerships project which was supported with the fund from European Commission. The project focuses on sharing knowledge and experience between partners on how to measure the capabilities of people with learning disabilities for employment.

The tool aims to assess the vocational skills of people with learning disabilities and learning difficulties. The Skills Assessment Tool aimed to be used by all participating countries; however, there are significant differences in legislation, available resources, staff training and labour market. Subsequently, the tool framework is designed to function as an adaptable structure which contains flexible components which can be combined, and additional sub components which can be included if resources permit. The tool was designed in a way that it takes into account all limitations existing in each country, in order to produce results which are useful and valid to the participant and other relevant agencies.

The tool is divided into three main components and all of the main components are further divided into numerous subcomponents:

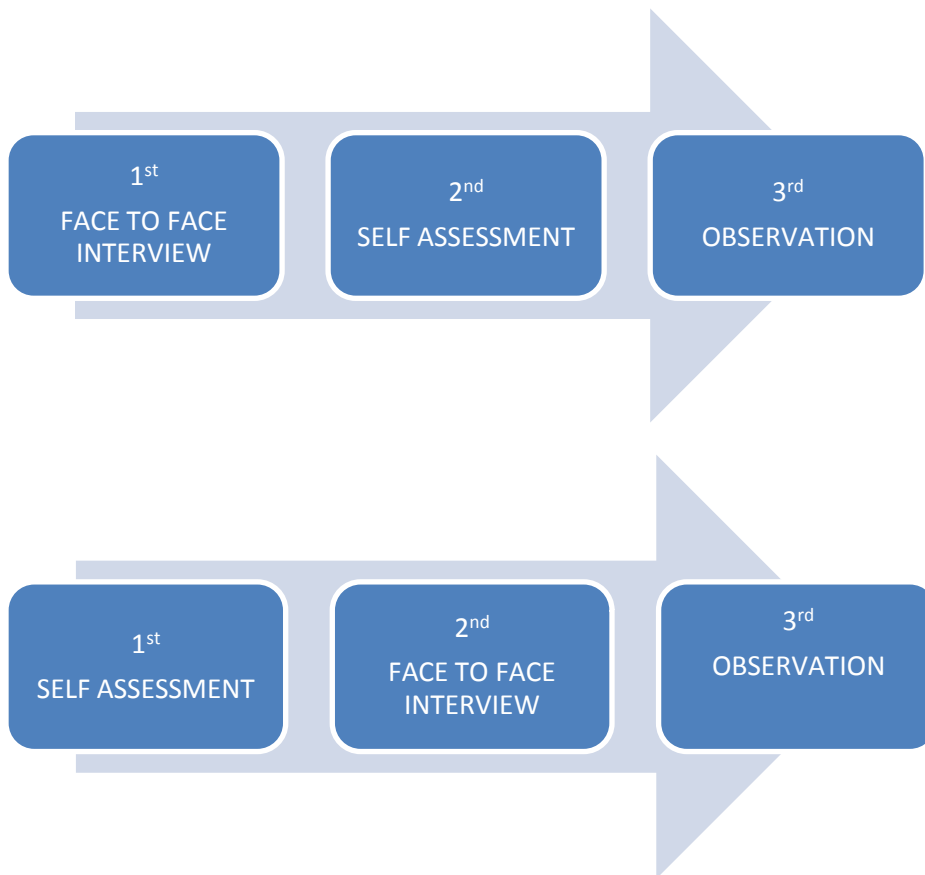
1. SELF ASSESSMENT (limited or no interaction with the participant is required)
2. FACE TO FACE ASSESSMENT (interaction with the participant is required)
3. OBSERVATION ASSESSMENT (interaction with the participant is required).



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GENERAL BEGINNING REMARKS:

The Skill Assessment Tool is designed in a way that it could be used in all situations which makes it flexible and integrative. Tool is composed of 3 different main components which are self assesment, face to face assesment and observation assesment. However, the sequence of the appliance of these three can be changed as 1) Self Assesment, 2)Face to Face Assesment, 3) Observation Assesment or 1)Face to Face Assesment, 2)Self Assesment and 3)Observation Assesment.



Tests can be translated into the native languages of participants and simplified. This means that very difficult vocabulary can be replaced with more simple and common words and according to the needs of the participants, tests can be adapted and simplified. It is vital that very clear information is given in the beginning and at the end. Necessary assistance should be provided when required. However this should not be effecting the final results of the tool.

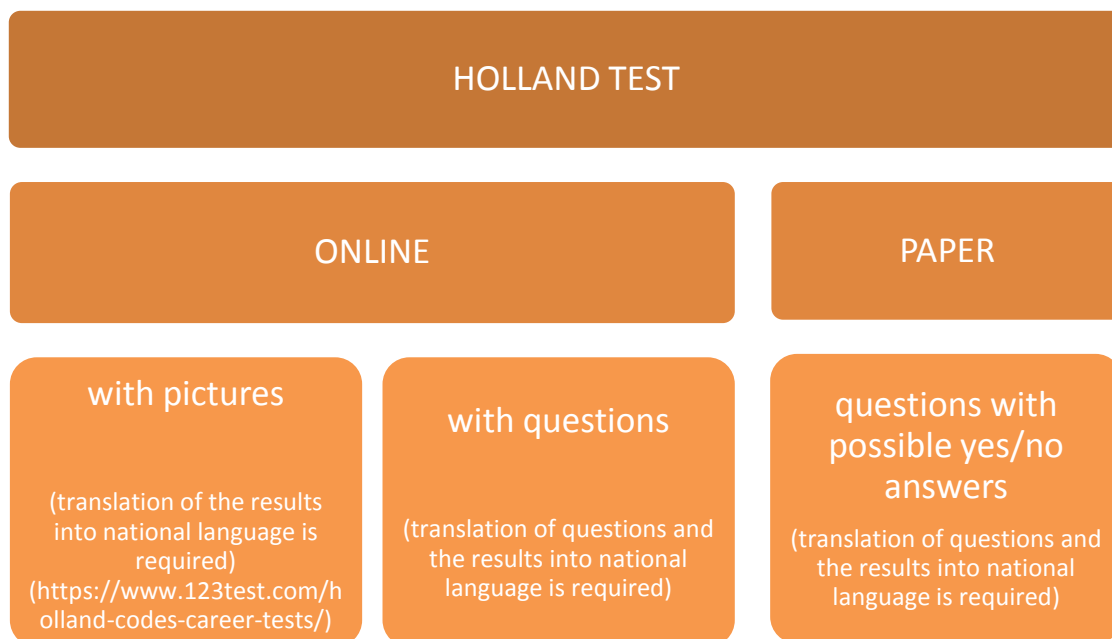
And finally time limit for the participants should be modified according to the disability type of the participants.



1.(ONLINE) SELF ASSESMENT/ HOLLAND TEST

(Online) self assesment is seen as very important to evaluate some skills of people with learning disabilities and difficulties in order to determine their vocational skills. The results of self assesment can be a good base for the face to face and observation parts. There are numerous types of self assesment tests created so far. The partnership also gives a list of possible free / paid tests and offer the list on the project web page. (Check them on: <http://skillassessment.ceipes.org/>) (Skill Assesment Tool_Test Materials_Holland Test)

However; Holland Test is stated as the most clear,consistent and valid one by the partnership. It can be used both online and paper form.



The most preferred method is the one online with pictures as it is easier to apply to broader participant portfolio. In this type, translation of the results into the native language and results will be required. And on paper format translation of questions and results into native language is required. The test rules can be further explained to participants and the purpose of taking the test can be clarified. No time limit is suggested.



2.FACE TO FACE ASSESMENT

The second part of the Skill Assesment Tool is face to face assesment. In this part, direct interaction with participants is carried out via experts, professional staff. Experts have an interview with participants in order to cover following areas; family and housing situation, health status and medication, availability for work, working environment preferences, job preferences, motivation to work, jobs matching participant, summary of work/vocational skills, barriers to employment, communication skills, self esteem/confidence and independence.

Use of open ended questions can also be included. And so as not to cause any misunderstandings, necessary assistance should be given by experts carrying our the interview. The language can be simplified according to the level of the participant. An example face to face assesment questionnaire is provided on the web page of the project. (see: <http://skillassessment.ceipes.org/>) (Skill Assesment Tool_Test materials_Face-to-face Assesment)

3.OBSERVATION ASSESMENT

The final part of the Skill Assesment Tool is the part of observation. Observation is seen vital as it helps to clearly see the participant reactions to different situations. It is the summary of possibilities, capabilities and characteristics of the participant. In this part, participants are given tasks and observed via experts, professional staff. As it is important, it needs to be carried out carefully so as to have the most concrete outcomes. The areas covered via observation are; communication skills, self esteem/confidence,independence, commitment and willingness to learn, ability to work in a team, communication skills, numeracy and literacy skills, self management, work organisation,appropriate work behaviour, etc.

There are 3 example moduls for this aim on the web page (<http://skillassessment.ceipes.org/>): (Skill Assesment Tool_Test Materials_Observation)

-Planning of a town

-Watertower

-Establish your own enterprise

These 3 moduls are different examples to be used in the observation section of the tool. Simply, participants are provided with instructions and materials. The task is provided and in a given time limit, they are expected to complete the task. The observers take chance to see how they use their skills,react in different situations, and limit themselves. The moduls also show flexibility and different tasks can be used in different contexts, for different participants, organisations, experts and countries. Time limit can be modified according to the disability type of participant.



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RESULTS:

Suggested form for reporting the results is as follows:

1. CERTIFICATE OF ATTENDENCE AND COMPLETION

2. CHARACTERIZATION / PERSONALITY DESCRIPTION (from Holland test and face to face interviews: personality type, introversion/extroversion, adaptation to work environment, social skills, communication skills, understanding instructions and tasks, working in a team, following rules, working under supervision, etc.)

3. GENERAL SKILLS AND ABILITIES (i. e. punctual, good at team work, independent ...)

4. AREAS TO DEVELOP (i. e. Responsibility taking, decision making, time management ...)

5. SUGGESTED JOBS (from Holland test and Face to face interviews)

6. SHORT DESCRIPTION OF JOBS



TABLE OF PROPOSED SUBCOMPONENTS TO BE MEASURED BY EACH ASSESMENT

SUBCOMPONENT	TYPE OF MEASUREMENT	
CAREER PREFERENCES	Holland test	
ATTITUDE TOWARDS JOB TYPES		
CAREER TYPES RECOMMENDATIONS		
JOB PREFERENCES		
JOB MATCHING PARTICIPANT PREFERENCES		
FAMILY AND HOUSING SITUATION	Face to face interview	
HEALTH STATUS AND MEDICATION		
VOCATIONAL CONCEPTION		AVAILABILITY FOR WORK
		WORKING ENVIRONMENT PREFERENCES
		JOB PREFERENCES
		MOTIVATION TO WORK
JOBS MATCHING PARTICIPANT		
SUMMARY OF WORK/VOCATIONAL SKILLS		
BARRIERS TO EMPLOYMENT (COGNITIVE, SOCIAL OR PHYSICAL)		
COMMUNICATION SKILLS <ul style="list-style-type: none"> • SPEAKING • LISTENING • READING/WRITING • FOLLOWING INSTRUCTIONS • COMMUNICATING TO OTHERS 		Face to face interview and Observation
SELF-ESTEEM/CONFIDENCE		
INDEPENDENCE (ABILITY TO PLAN OWN TIME AND DAILY TASKS, ABILITY TO TRAVEL INDEPENDENTLY, TAKING CARE OF PERSONAL CARE, ...)		
COMMITMENT AND WILLINGNESS TO LEARN	Motivation to work	Observation
	Motivation, willingness to learn	
ABILITY TO WORK IN A TEAM	Social Skills	
	Team work	
	Social Skills in the work environment	
COMMUNICATION SKILLS		
NUMERACY AND LITERACY		
SELF MANAGEMENT	Independence skills	
	Independence/self sufficiency	
WORK ORGANISATION	Time management	
	Planning and organising	
	Planning, use of initiative and organisation	
APPROPRIATE WORK BEHAVIOUR		
COMMUNICATION SKILLS IN THE WORK PLACE		
COPING WITH CHANGE		
FOLLOWING INSTRUCTIONS		
PARTICIPANT SELF-EVALUATION OF OWN PERFORMANCE		

PARTICIPATING COUNTRIES AND ORGANISATIONS:

- CEIPES - Centro Internazionale per la Promozione dell'Educazione e lo Sviluppo (Italy),
- Çalışma ve İş kurumu Yozgat İl Müdürlüğü (Turkey),
- Aydincik Halk Eğitim Merkezi Müdürlüğü (Turkey),
- Lernzentrum für Kinder, Eltern und Lehrerinnen (Austria),
- Bulgarian Dyslexia Association- Rousse (Bulgaria),
- CEIPES Hungary (Hungary),
- Stowarzyszenie Przyjaciół I Wychowanków Zespołu Szkół nr 6 w Rybniku – DLA DOBRA(“For Good Association” - Poland),
- Inštitut Republike Slovenije za socialno varstvo (Slovenia),
- Q-Prints&Service(Germany),
- Handy Club Ostrava (Czech Republic),
- Stepping Stones NI (Northern Ireland UK).

