The SCOUT-Toolkit

Manual for Counsellors

aSsessing Competences fOr fUTure

ProfilPASS
SCOUT

Erasmus+

ProfilPASS SCOUT

The Erasmus+ funded EU-Project SCOUT focuses on the recognition of skills, qualifications and competences of new immigrants by compiling and developing tools and material for counselors in order to support the assessment and documentation of these skills.

Publication Coordinated by:

DiE German Institute for Adult Education

Leibniz Centre for Lifelong Learning

The SCOUT-Toolkit
Manual for Counsellors

The SCOUT-toolkit is accompanied by a manual for counselors which provides essential information and support on how to work with the toolkit and the ProfilPASS in Simple Language.

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1. Introduction

About the SCOUT-Project

SCOUT „aSsessing Competences fOr fUTure" is a project that is linked to the developments related to the ProfilPASS as an instrument for competence assessment. It addresses counsellors working with new immigrants in six European countries who bring forward the potentials and interests for competence development of the new immigrants. For this purpose, the ProfilPASS was adapted and translated into Simple Language. Apart from a toolkit comprising several counselling tools, a curriculum and a manual for counsellors are developed. The project is realized by the German Institute for Adult Education Leibniz Centre for Lifelong Learning (DIE) as coordinator in cooperation with partner organizations from Greece, Austria, Sweden, Slovenia and Spain.

New immigrants are faced with many barriers once they arrive in Europe. They experience greater risks of social exclusion and poverty than the resident population, especially in accessing employment and education. One reason for this is that their qualification is often undervalued or they cannot prove it by means of formal certificates or the like which makes it difficult for them to get any recognition of their competences. Thus, making – especially informally acquired – competences visible is of particular significance for new immigrants. The results of SCOUT are therefore addressed to counselors who work with new immigrants in order to find the most suitable job or further training for them. They can use all the materials as a resource package for their counseling work.

Working with the target group of new immigrants requires not only specific counseling competences such as intercultural sensitivity or basic psychological knowledge when dealing with trauma, but it also requires specifically adapted methods. Regarding counseling for competence assessment, the SCOUT-Toolkit therefore offers a variety of tools tailored to new immigrants with the ProfilPASS in Simple Language as its core part.

The following manual will give basic background information on the development and the aims of the SCOUT-Toolkit and provide counselors with guidelines and complementary explanations on how they can work with the SCOUT-Toolkit and with the ProfilPASS in Simple Language. Still, the SCOUT-Toolkit does not work as a universally valid recipe. It has been especially designed as a flexible toolkit that offers a variety of options for counselors to individually suit their client's needs. The manual at hand thus offers a basic *orientation framework* on how the toolkit *can* be used to its best. It is up to the counselor and their professional experience to make a choice that is best for the individual case of their client or learner.
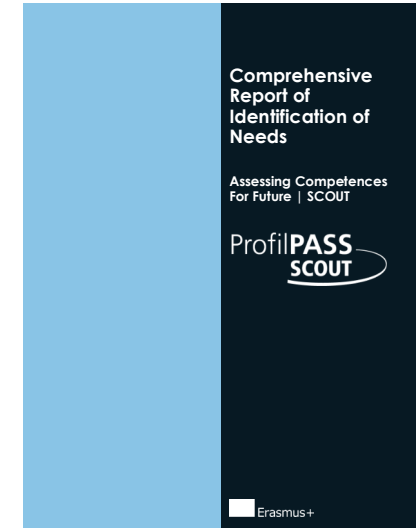
2. Background and Aims of the SCOUT-Toolkit

Before starting to create the SCOUT-Toolkit, the project team carried out an identification of needs including a synopsis of examples of good practice in the SCOUT partner countries Germany, Greece, Austria, Sweden, Slovenia and Spain.

Even though a variety of measures for supporting new immigrants and promoting their integration have been set up all over the European Union, there are still numerous obstacles for new immigrants regarding access to the labour market or at least vocational education measures. Some of the problem areas that were identified include – amongst others - a lack of transparency and hindered access to necessary information and low language skills as a hindrance to access recognition services or further support.

Comprehensive Report of Identification of Needs

In the beginning of the SCOUT-Project, an identification of needs was carried out in the SCOUT partner countries. The results of the national research activities were compiled in the Comprehensive Report of Identification of Needs. The Report can be accessed in the Download Area of the SCOUT-webpage.

Comprehensive Report of Identification of Needs

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For the development of the SCOUT-Toolkit, the project team has therefore derived essential conclusions from the given situation and identified problem areas. On the basis of these, the SCOUT-Toolkit has been developed and aims at providing tools that…

⇒ put emphasis on language as being a plus on the labour market;
⇒ consider the language barrier between the counselor and the client and provide specific aids (e.g. visualizations or translations);
⇒ offer the opportunity to integrate support for job seeking activities/vocational orientation;
⇒ can be used flexibly by the counselor and can also be used independently by the clients.

The SCOUT-Toolkit has been compiled by choosing 20 tools that were most suitable for competence assessment from the different countries. Overall, the toolkit thus covers a variety of methodological approaches and content areas. It is easily accessible for both the counselors and the users, e.g. for self-assessment. The adapted version of the ProfilPASS serves as the core element of the SCOUT-Toolkit as it has been purposefully revised to meet the special needs and living realities of new immigrants. It has been translated into Simple Language and both the content and the layout are designed according to what the target group of new immigrants needs. We use the term "Simple Language" for plain language than can be easily understood by people who have language skills at the level B1 of the Common European Framework of Reference for Languages.

3. How to Use the SCOUT-Toolkit

The SCOUT-Toolkit

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As mentioned above, the SCOUT-Toolkit is a collection of different tools for competence assessment stemming from different contexts and developed by different organisations. It is up to the counselors which tool(s) or method(s) they choose for the counselling process. The following explanations will give counselors some idea of the basic structure of the toolkit and on where to find which tools.

3.1. How to Find the Way through the Toolkit

The SCOUT-Toolkit is subdivided into two main sections:

1. Tools supporting the counseling process

Here tools for competence assessment are presented which help in conducting the counseling process, for instance by providing guidance, visualization aids or documentation templates. The section is subdivided into three categories.

Category A *"Getting started: pre-counseling steps"* provides competence assessment tools that the counselor can utilize or point at before the concrete counseling process starts.

In Category B *"Overcoming the language barrier"*, tools are subsumed that explicitly approach the language barrier between the counselor and the client.

Category C covers tools for *"Structuring the counseling process"*. These are tools that can support the counselor's work in different ways, for instance by providing portfolios or interview templates as a basis for the counseling process. The category is subdivided into tools for specialized competence assessment and for comprehensive competence assessment. The tools for specialized competence assessment all have a rather narrow focus which might be either vocational or related to soft skills only. The tools for self-assessment can be used here, as well.

2. Tools for self-assessment

The second section presents tools that can be worked on by the clients themselves without external support. Analogous to the categorization for the tools in Category C "Structuring the counseling process", the self-assessment tools are also subdivided into comprehensive and specialized competence assessment with the latter containing a further distinction between tools with a vocational focus and tools covering the assessment of soft skills.

Fact Sheets

The section-headings serve as prior orientation points. In order to find the best suitable tool for their respective counseling context, the counselors then have the opportunity to get an overview on each of the single tools by means of a 'Fact Sheet'. These Fact Sheets give a brief presentation of the tool by describing its practical usage and its aims, the target group and the (pre)conditions needed for working with the tool.

The Fact Sheets
Basic information on each tool mentioned

Furthermore, the Fact Sheet contains a direct web link to the tool and hints on where to find additional information. Thus, the counselors are enabled to easily find and get access to different tools that will support them in their work with new immigrants and that suit their respective needs in the counseling process.
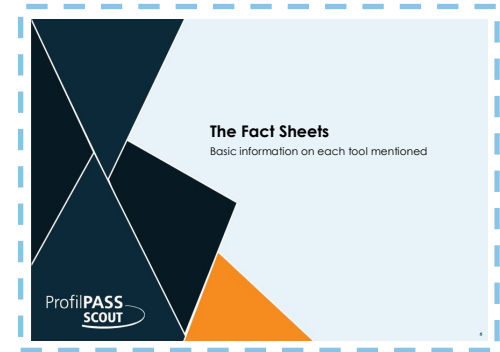
You can zoom in for a closer look to what a Fact Sheet looks like

EU Skills Profile Tool for Third Country Nationals
Developed by the European Commission
(as part of the New Skills Agenda for Europe)

Try the Tool

https://ec.europa.eu/migrantskills/#/

Languages available

all EU languages (except Irish), Arabic, Farsi, Pashto, Sorani, Somali, Tigrinya and Turkish*

Note: It is possible to see two languages at the same time on one screen.

What is it? (Aim of the Tool)

The EU Skills Profile Tool for Third Country Nationals is intended for use by any services that may be offering assistance to citizens of non-EU countries. It aims at supporting early profiling of the skills of refugees, migrants and citizens of non-EU countries who are staying in the EU (third country nationals).

Who is it for? (Target Group and (pre)conditions for use of the tool)

The target group are refugees, migrants and citizens of non-EU countries who are staying in the EU. The Skills Profile Tool is specifically designed for use by: national authorities responsible for reception and integration of refugees, reception centres and so on .

Further Information

http://ec.europa.eu/social/main.jsp?catId=1412&langId=en

European Commission

DG Employment, Social Affairs & Inclusion

B-1049 Brussels

BELGIUM

Key Features

The tool is available as a web-tool to be used on a voluntary basis and free of charge. It should be used in an interview situation to get to know the individual, their skills, qualifications and experiences .

The tool comprises 6 modules, each with different subtopics:
1) Personal information
2) Contact details
3) Expectations/Personal needs
4) Competence assessment (e.g. in the fields of math, IT-skills, interests etc.)
5) Appraisal & Recommendations for next steps (filled in by the interviewer)
6) Summary
Completed profiles are exportable as PDF or XML files .

Figure 1. Example Fact Sheet

3.2. How to Work with the Toolkit

The toolkit presented here provides counselors with comprehensive selection options and with the opportunity to flexibly utilize tools that best suit their needs for the counseling process and the individual needs of their clients. You can look for a specific tool on the basis of the given categories and thus find a helpful method for your respective counseling situation.

If you are looking for "Tools supporting the counselling process", you will have the following options on how to work with the toolkit:

You can use self-assessment tools so that the clients can complete a partial or full competence assessment on their own ahead of the counseling process. The results of this prior assessment and/or the experiences that the client reports regarding the work with the tool might serve as indicators for the counselor to adopt the further counseling steps to the individual needs and the respective starting situation of the client. (see Category A "Getting started: pre-counseling steps")

When the communication in the counseling process is difficult due to language problems, the tools presented in category B "Overcoming the language barrier" will be supportive, for example by providing visualization aids that can ensure and foster the understanding of key terms in the counseling process. These tools can either be used as a supplement in combination with other tools or they can be used independently, e.g. when the client's language skills are not sufficient enough for more language-oriented tools.

When working with tools from Category C "Structuring the counseling process", you will be able to choose which kind of tool is most helpful for your counseling context. There are different methodological approaches (e.g. interview guidelines, scenarios for simulations, portfolios etc.) and apart from that, you can focus on a specific competence area or choose to conduct a comprehensive competence assessment with your client.

The "Tools for self-assessment" can be used as a means of complementing your counseling process, for instance by making it a prior task for the clients (see also Category A) or give it as a homework. You might also want to use one of these tools as a separate unit during the counseling process with the purpose of gaining additional information or assessing additional competence areas (e.g. soft skills).

All in all, we explicitly encourage you to creatively work with the toolkit, for instance by not only combining different tools but even certain elements of different tools.

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Assuming that you want to conduct a competence assessment with a special emphasis on vocational competences. You might then want to use "my-professional-experience.org" as a pre-counseling tool in order to get a first impression of your client's skills and competences and ask the client to fill in the section on Identification of Competences in the "EU Skills Profile Tool for Third Country Nationals" which provides a documentation of formally acquired skills and a first estimation of basic (vocational) competences. If you then want to assess in more detail how non-formally and informally acquired skills (also from fields other than work) add to the professional competences of your client, you could, for example, add relevant sections taken from the ProfilPASS in Simple Language (Chapter: My Experience Stations such as Interests, Fun and Free Time or My Life in a New Country). As a final step, you might want to document your client's competences and provide some further perspectives for next steps. Apart from the documentation provided by the "EU Skills Profile Tool for Third Country Nationals", the module How I Can Show What I Can Do in the ProfilPASS in Simple Language further provides information on and support for the usage of the documented skills and competences on the labour market, e.g. by including help for writing an job application.

In the annex of the SCOUT-toolkit, you can also find an additional choice of another 54 tools that you are free to have a look at if you are in need of further tools for your counseling process or if you have not found a suitable tool in the SCOUT-toolkit. This pool of tools has been set up in the course of the research for the SCOUT-toolkit. It comprises all tools that did not qualify for the SCOUT-Toolkit but might still provide useful aids for your counseling process.

Germany

| Tool name of origin	Tool name in English	Publisher	Aim of the tool	Web address
ProfilPASS	ProfilPASS	German Institute for Adult Education - Leibniz Centre for Lifelong Learning	⇒ supports the systematic assessment and documentation of competences with the aim of developing a competence profile and thus support (further) personal and vocational development, (re-) orientation and the planning of further learning steps.	http://www.profilpass.de/
Bildkartenset zur Kompetenzerfassung geflüchteter Menschen	Picture card set for the competence assessment of refugees	German Employee Academy (DAA)	⇒ Language free support tool for vocational position determination	https://itunes.apple.com/de/app/daa-kompetenzerfassung/id1084665949?mt=8)
Sprachen- und Qualifikationsportfolio (SQuP)	Language and Qualification Portfolio	Verein Projekt Integrationshaus, Vienna	⇒ Assessment of qualifications, knowledge, skills and competences by means of reflexion and self-assessment ⇒ Preparation for (further) vocational development	https://www.integrationshaus.at/de/publikationen/fachpublikationen
Kompetenzbilanz für Migrant*Innen	Competence record for migrants	German Youth Institute (DJI), Munich	⇒ Identification, recognition and documentation of formal and informal competences ⇒ Self-reflexion and empowerment	http://www.migra-info.de/fileadmin/bilder/Download/KompBil_sw.pdf
Kompetenzbilanz für Migrant*Innen (überarbeitete Version für Flüchtlinge)	Competence record for migrants (revised version for application with refugees)	product of the development partnership SEPA in EQUAL II	⇒ Identification, recognition and documentation of formal and informal competences ⇒ Self-reflexion and empowerment	http://www.equal-sepa.de/material/Produkte/material/PG1_Kompetenzbilanz.pdf (-> Chapter 2, p.8-27)

Figure 2: Example List of Tools

4. How to Use the ProfilPASS in Simple Language

The ProfilPASS is a system for competence assessment basically aiming at supporting users in their personal and vocational development. The ProfilPASS in Simple Language specifically addresses new immigrants and supports counsellors in their work with this target group.

4.1. How to Find the Way through the ProfilPASS in Simple Language

The ProfilPASS in Simple Language is based on the ProfilPASS – a tool for identifying and documenting one's skills and competences. It was originally created by the German Institute for Adult Education and has been further developed in different EU projects.

The ProfilPASS in Simple Language is structured alongside the central image of a 'Journey of Self-Discovery', thus relating the journey of discovering one's competences through the work with the ProfilPASS to the physical experiences of migration. The image serves as an orientation mark within the ProfilPASS in Simple Language and motivates the users to step by step work through the chapters, namely the stations of their journey.
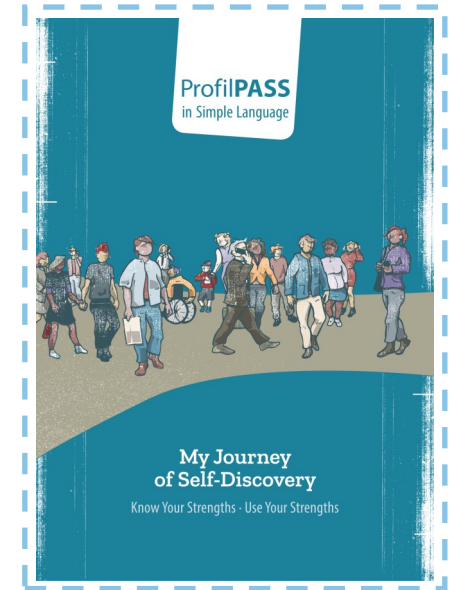
1 The opening chapter "You Can Do More Than You Think" guides through the initial phase of the counseling process by providing material to sort out the user's interests and aims for the counseling process. It also gives a brief introduction on how to work with the ProfilPASS in Simple Language. For a smooth opening of the work with the ProfilPASS and an initial stimulation of the process of self-reflexion, the users here also get the opportunity to introduce themselves in a brief and low-threshold manner.

2 The second chapter "My Life – An Overview" serves as an initial structuring of the skills and experiences of the user by going through the different experience stations of their lives. It further introduces the users to the 4-step scheme according to which their experience stations and the competences are analyzed in more depth (see Fig. 3).

3 In the third chapter "My Experience Stations", the competences of the users are discussed and assessed in more detail. The chapter covers different experience fields and thus reveals both formally, non-formally and informally acquired competences. The following experience fields are included in the ProfilPASS in Simple Language:

⇒Interests, Fun and Free Time
⇒Home, Neighbors and Family
⇒School, Professional Education and Studies
⇒Work, Job and Further Education
⇒My Life In A New Country
⇒Good Times, Hard Times

4 The fourth chapter "Now I Know What I Can Do" supports an interim review in the counseling process. This section will help the users find out about what they like doing best, what they do well and where there might still be room for improvement. Thus, a competence profile and particular strengths will be identified.

The ProfilPASS system works according to the following basic scheme including four central steps which are to be completed for every experience station:

Step 1	**Identify**	Here, the client is asked to identify important stages, events, and activities in their lives and also look at the reasons why they did what they did.
Step 2	**Describe**	Here, the client will have to describe their activities in more detail.
Step 3	**Extract**	Here, the activities identified will be re-formulated in order to extract the user's skills and knowledge.
Step 4	**Evaluate**	Here, the most important skills will be identified through a rating system and their value will be assessed.

Figure 3. Sample– The 4 Step Scheme

5 In the fifth chapter "My Goals", the clients are encouraged to systematically relate their interests to their competences and accordingly formulate goals. On this basis, the client works out a plan on how to achieve these goals together with the counselor.

6 The last chapter "How I Can Show What I Can Do" provides support on how to integrate the competences identified in a job application. It also gives information on the general outline of a letter of application and of a CV.

Apart from these chapters, the appendix contains a glossary "Your Little ProfilPASS Dictionary" in which important words and terms are explained and can be looked up by the client. Additionally, basic information on the ProfilPASS and on the project SCOUT is presented.

4.2. How to Work with the ProfilPASS in Simple Language

What are the basic principles regarding work with the ProfilPASS in Simple Language?

All versions of the ProfilPASS are based on a common understanding of counselling. The underlying concept of the ProfilPASS regards counselling as a communicative and interactive process focusing on capacity building in the context of reflexion and exchange. Following this basic understanding, work with the ProfilPASS in Simple Language is based on three core principles:

♦ Counselling with the ProfilPASS in Simple Language is oriented towards a humanistic concept of man in which human beings are regarded as being capable of lifelong development, change and learning. Counselling thus becomes an attitude rather than a technique and is distinguished by authenticity, appreciation and empathetic understanding.

♦ The constructivist theory forms the theoretical basis of work with the ProfilPASS. According to this, there is no objective reality but only subjective realities that are actively created by each individual. The acquisition of knowledge and competences is thus considered the personal contribution of each subject. Counselling therefore underlies the principles of a didactics of enabling.

♦ Finally, counselling is biographical work. This means that the individual biography of a person is the starting point for processes of reflexion and the users shape this process as experts for their own biographies.

Furthermore, the following didactic principles are central:
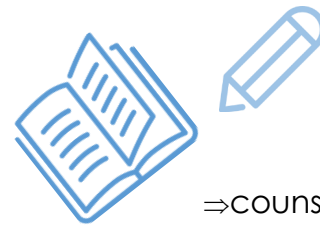
⇒process transparency;

⇒participant orientation;

⇒support for self-regulation and self-organization;

⇒counselling for all parts of the ProfilPASS in Simple Language;

⇒orientation towards competence, reflexion and learning interests.

The process of consultation with the ProfilPASS in Simple Language may be different from case to case depending on the objectives that are agreed upon by the client and the counselor.

The counseling process should, however, always include the following points (see also Tab. 1). At the beginning of the consultation, the client has to be informed about the reasons behind working with the ProfilPASS in Simple Language and the individual steps that will be completed should be presented. Clarifying the user's objectives and their expectations regarding the counseling process is another central part. Furthermore, the counselors and the client should jointly agree on their respective responsibilities in the course of the counseling process. Accordingly, an overall time frame and deadlines will also have to be set up. As a final part of the counseling process, the results and additional targets for the future should be discussed.
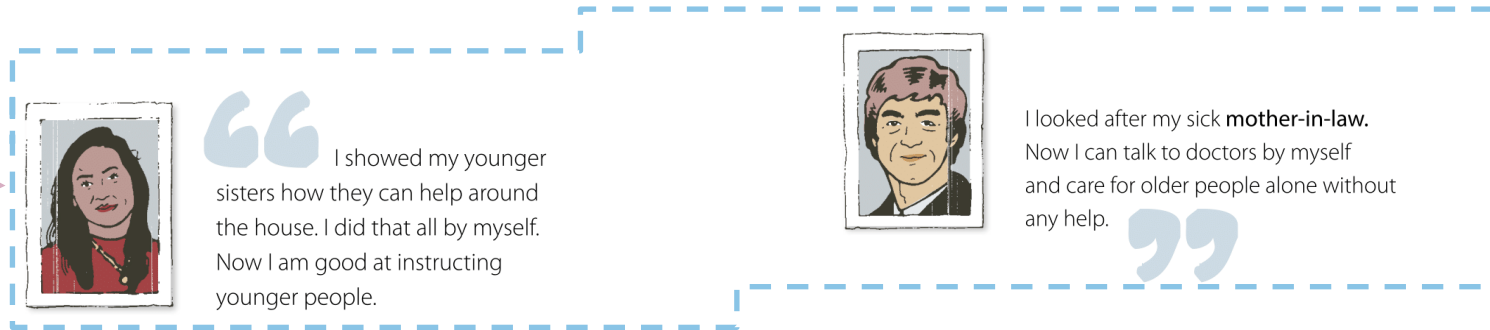
Working steps in the counselling process	Aim
Preparation	• developing a realization scenario • organizing the counselling situation
Starting Phase	• clarifying the counselling mandate (poss. with a contract) • using the structure of the ProfilPASS in Simple Language
Assessment Phase	• assessing the competences following the biography and experiences of the user • accompanying and supporting the self-exploration
Balancing Phase	• assessing strengths • creating a competence balance
Development Phase	• formulating development aims • working out an action plan
Evaluation Phase	• final counselling and handing out the competence certificate
Post-Processing	• overview of successful/problematic learning situations • consequences for further learning situations

Tab. 1 Counselling Process Model for the ProfilPASS in Simple Language

Special Features of the ProfilPASS in Simple Language

In order to ensure a low-threshold approach for the target group of new immigrants, the ProfilPASS in Simple Language includes some special features that will help the users find their way through the work with the ProfilPASS and that you can point at during the counseling process:

Testimonials are used in order to help the immigrants approach the form of self-reflexion which is required in the work with the ProfilPASS in Simple Language and which is yet unfamiliar for most immigrants. The testimonials are fictional characters – though based on real ones - whose exemplary living paths and stations are sprinkled throughout the workbooks. On certain pages, you find these extracts from the exemplary biographies which will facilitate the transfer to their own living situation for the new immigrants.

" I showed my younger sisters how they can help around the house. I did that all by myself. Now I am good at instructing younger people.

I looked after my sick **mother-in-law.** Now I can talk to doctors by myself and care for older people alone without any help. "

The users are accompanied and supported by **two moderators** during their work with the ProfilPASS in Simple Language. For example, the moderators explain important terms, give impulses or serve as dialogue partners. While the testimonials are installed to help the users by providing relatable experiences, the moderators support the users through explanations and motivation. The moderators do not replace the counsellors but they are supposed to complement the counsellor's work or represent it when the users work with the ProfilPASS in Simple Language on their own.

STEFAN   FIDELIA

Alongside the testimonials and the explanations by the moderators, explanations for important words and terms are integrated in the ProfilPASS in Simple Language which spares the users from interrupting their work and flipping through the pages in order to look up words. The complete glossary "Your Little ProfilPASS Dictionary" is added in the annex. In addition, the glossary can be used to explicitly foster language skills and take certain terms as a starting point for deepened reflection.

Blank texts, multiple choice and matrices reduce the language barrier for the users and support them in working with the ProfilPASS in Simple Language, especially when they work on several parts on their own. Furthermore, very specific questions are used in order to ensure the understanding.

Duration of counseling

Regarding the temporal framework, the overall duration of the counselling process should at least be 4 hours for a single counselling session and 8 hours for a group counselling session. However, this information refers to a counselling process in which the assessment of competences is in the foreground. When the development of competences and, for instance, further counselling regarding vocational options are included, the time required increases. As for the variety of options on how to conduct this process, it cannot be determined how much time is needed, here. Also, work with the ProfilPASS in Simple Language is comprehensive and can be challenging regarding the intensity of reflexion that is needed. Therefore, it might be advisable to schedule breaks in between the counselling sessions. Furthermore, the users could independently work on parts of the ProfilPASS in Simple Language as home work.

5. Further Information

Throughout the course of the SCOUT project, upcoming relevant information or outputs will be made available in this chapter.
In particular, further counselling methods for competence assessment that are suitable for the target group of new immigrants might be added, here.

DiE Deutsches Institut für Erwachsenenbildung
Leibniz-Zentrum für Lebenslanges Lernen

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