QUASER

Transparent qualifications for boosting the quality of services addressed to asylum seekers and refugees

O3 – Design of Practical toolkit for facilitating the assessment of non-formal and informal learning

The Guidelines

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The Guidelines

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Introduction

The "Practical toolkit for facilitating the assessment of non-formal and informal learning" has been developed in the context of the ERASMUS+ project "QUASER - Transparent qualifications for boosting the quality of services addressed to asylum seekers and refugees" and is available both on the project web site: http://www.quaser-asr.eu/ and on the project Moodle-powered e-learning programme: https://elearning.quaser-asr.eu.

The QUASER Toolkit is addressed to operators working in reception centres for Asylum Seekers and Refugees (also called "ASR operators"). Its purpose is to facilitate the identification of prior non-formal and informal learning level and to speed up the matching process between existing knowledge, skills, competences (KSCs) and the QUASER Professional Qualification Prototypes.

The QUASER Toolkit consists of six individual tools, which are designed to evaluate ASRs operators' professional experience and to identify their KSCs developed throughout their specific activities in social services.

The proposed integrated and complementary tools make up a complex approach, conceived for **individual use with the support of a facilitator**, and enabling individuals to *tell their professional story* and bring to light their *professional profile*, using the QUASER Qualifications Prototypes as benchmarks.

However, in case ASRs operators have a high level of professional self-awareness and are used to going through self-assessment processes, **the Toolkit can also be self-administered**. Under these circumstances, it is implemented a valuable exercise that practically supports individual ASRs operators to identify their own professional strengths and weaknesses as well as current and desired development opportunities.

In any case, the **QUASER qualifications prototypes** represent the professional horizon that describes the learning outcomes (combination of knowledge, skills and/or competences) and the mechanisms for recognition that, hopefully, will be further piloted and enhanced at national and EU level.

The present document is a key handbook, which includes a set of practical Guidelines aiming at supporting the implementation of tools provided by the QUASER Toolkit. The Guidelines are divided into three main parts:

- **Part 1.** The first part (including Chapter 1) describes the learning approach that has been adopted for the Toolkit. Also short instructions for each tool are provided, in order to allow users to make the most appropriate and effective use of the tools.

- **Part 2.** The second part (including Chapter 2 and Chapter 3) contains the general guidelines for users, focussing on two modes of use: a) autonomous or independent users, using the toolkit on their own; and b) users supported by a facilitator.

- **Part 3.** The third part (including Chapter 4 and Chapter 5) includes useful tips both for autonomous users and for users supported by facilitators on how to use the Toolkit in a proper and effective way in order to achieve its objectives.

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1. The learning approach and support system

The learning approach applied in the QUASER Toolkit is based upon the following core principles of adult learning:

1. Adult learners are internally motivated and self-directed.
2. Adult learners bring life experiences and knowledge into their learning experiences.
3. Adult learners are goal-oriented.
4. Adult learners are relevancy-oriented.
5. Adult learners need to put their learning process in context.

The underlying learning approach – taken from the andragogy theory– refers to:

- **Self-directedness**. Knowles[1] described the growing independence and autonomy of adults in this way: *"...in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes."*

- **Context-relatedness**. Individuals learn by constructing meaning through the interaction with others and interpretation of their environment. The meaning of what individuals learn is reinforced by their life experiences and contexts. In this way, learning is anchored in the context of real-life situations and problems.

- **Hands-on consequential implementation**. The results of the personal situation analysis will be subsequently used to integrate and add value to the following personal development planning phase. In this respect, there will be ensured a direct and concrete connection with the actual professional standing of the involved ASR operators/employees.

The **Toolkit is composed of six integrated and complementary tools,** which are divided into two different types according to the goals they are set for: the "Personal Situation" Analysis Tools, and the "Desired professional development tools". Therefore, on the one hand the use of the toolkit allows to carry out a sort of "audit" of the current situation through the personal "situation

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[1] Knowles, M. (1975): Self-Directed Learning. A guide for learners and teachers, Englewood Cliffs: Prentice Hall/Cambridge. p. 18

analysis" tools; on the other hand, it makes it possible to establish a vision of the desired professional profile and role through the desired professional development tools.

The general approach is that each tool is self-standing and can be used on its own being a powerful way to boost self-awareness. However, the impact can be maximised only if the six tools are used in a synergistic way with the support of a facilitator, who is able to better define the rationale, the process and the objectives of the self-assessment experience to the benefit of the assessed person/user. The synergistic use of the tools allows users to:

a) Acquire a broader awareness about one's own potential, valuing one's own resources and abilities.

b) Get to know better the professional context/environment.

c) Adopt strategies to guide one's own professional path in a critical and proactive way.

1.1 The personal "situation analysis" tools (What do I have?)

The term "situation analysis" has been deliberately taken from a different domain, regarding organisational studies. In general, it refers to methods that managers use to analyse an organisation's internal and external environment to understand the organisation's capabilities, customers, and business environment.

The personal "situation analysis" tools consists of the following:

- **Personalised competence-based CV**
- **The Knowledge Map (Mind mapping)**
- **Career Portfolio**

These tools are intended to map existing skills and competences. These tools are meant to define and explain the current context and profile of an ASR operator/employee. Only by knowing one's own current standing, it is possible to proceed with consistent measures and further exercises.

Using these tools ASR operators have the opportunity to 'tell their story' about their professional experiences and are able to identify the skills and competences they have been developing in non-formal and informal learning contexts.

"Context dictates the realm of the possible"
– Contandriopoulos et al 2010 –

1.2 Desired professional development tools (What do I want to achieve?)

The tools including in this category aim at defining individual "professional development plans" also based on the competences already possessed. The Toolkit will facilitate the matching between the skills and competences identified and the QUASER professional qualification prototypes.

In this category, the following tools will be used by ASR operators:

- Mapping personal work areas
- Personal development plan
- Self-Interview

Furthermore, the three tools aim to investigate to what extent ASR operators are aware of the ways to achieve the desired qualification. This set of tools is essential for enhancing employability of ASR operators, which is an ultimate goal of the Toolkit.

Planning and developing one's own career are part of an ongoing process, not just something that an ASR operator/employee does when circumstances make it a necessity. Whatever stage a person is at in her/his career –planning the "next move"; looking for ways to challenge and develop her/himself – these tools can support and provide guidance along the way.

1.3 The support system (The facilitator)

The contribution of an **external facilitator** is of utmost importance since it stimulates the individual ASR operator/employee to carry out an in-depth self-reflection and the recognition of the learning outcomes resulting from professional practices. The facilitator also explains the consistency and complementarity among the different tools.

In this respect, the facilitator is NOT an assessor who evaluates or gives grades. In the QUASER process, the facilitator is an expert in learning and training methodologies, who supports an ASR operator/employee in the autonomous process of "reconstructing" his/her own experiences and the resulting learning outcomes. The facilitator should not express judgements at any stage of the process.

For those of you who are fond of philosophy, this process resembles to what the Greek philosopher Socrates called "maieutics":
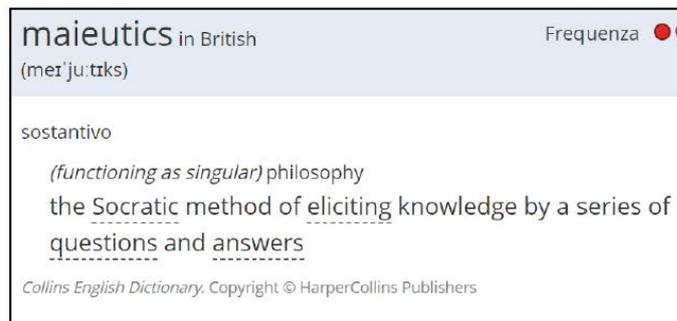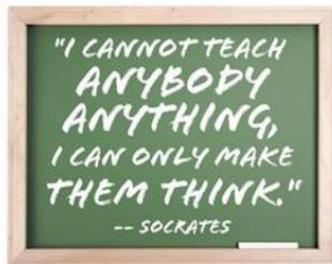
The **focus** must be, throughput the self-reflection, on the learning outcomes resulting from **formal, non-formal and informal learning processes and experiences**.

In general terms, a facilitator's profile should reflect the following **domains**:

- *Self-awareness* – Having a clear understanding of one's emotions, strengths, weaknesses, drives and capabilities (about your awareness of self).
- *Social awareness* – Concerning empathy and contextual awareness (about your awareness of self).
- *Self-management* – Having self-control, achievement orientation and adaptability (how you relate with the others).
- *Relationship management* – Being interested in developing other (how you relate with the others).

In addition, a facilitator should have specific **skills** in managing groups processes; in designing learning experiences (programmes, sessions or events) that create an environment with the potential to generate behaviour change; in deploying enquiry strategies to engage the individuals in dialogue and other tactics to help individuals promote and develop.

In those cases where ASR operators/employees have a high level of professional self-awareness and are used to going through self-assessment processes, then **the Toolkit can be also self-administered**. In these circumstances, individual employees implement a valuable exercise that help define their own professional strengths and weaknesses, current and desired development opportunities. Each individual employee needs then to figure out how to ensure that the results are given an appropriate a follow-up (in terms of further training, for instance).

2. The tools

This section of the Guidelines is meant to explain each single tool making up the Toolkit, so to provide the engaged persons with all basic information to understand the rationale of the tools, their goals and how to use them correctly.

The 6 tools linked to QUASER qualifications prototypes are:

1. **The personal "situation analysis" tools (What do I have?)**

    - Tool 1. Personalised competence-based CV

    - Tool 2. Knowledge Map (Mind mapping)

    - Tool 3. Career Portfolio

2. **The desired professional development tools (What do I want to achieve?)**

    - Tool 4. Mapping personal work areas

    - Tool 5. Personal development plan

    - Tool 6. Self-Interview

In the following pages an instructional summary for each tool is provided.

2.1 The personal "situation analysis" tools

2.1.1 The Personalised competence-based CV

The aim of the tool:

The aim of the personalised competence-based CV is to help ASR operators/employees to focus on and promote their key competences as well as to develop an individual opportunity for learning plan. The CV can be used also for job interviews.

It is a very powerful device that can help a worker elicit her/his knowledge, skills and competences also in terms of transferability (to other work contexts) and transversality (between/among work processes and professional roles). In this respect, when writing about your knowledge and skills, consider what you acquired in previous jobs or while volunteering, and also those that you have put in place/used as a result of learning-by-doing processes.

As you will see, in the CV template you will be asked to enter dates and places. Consider that "time", "duration" and "context" are key factors that influence the actual mastery of a skill or of specific knowledge. For instance, your mastery of the English language would be different whether you have been using it as a working language in Great Britain for the past 5 years, or you used it for your master's degree 10 years ago and have not been using it since then.

Instructions:

»   Fill in the "Annex I. Personalised CV template".

»   Considering the QUASER qualification(s) (see Annex II), for which profile would you be confident to apply for with your CV?

Expected Results:

»   A personalised competence-based CV

»   Increased professional confidence

2.1.2   The Knowledge Map (Mind mapping)

The aim of the tool:

The aim of the "Knowledge Map" tool is to chart the knowledge, skills and competences that the ASR operator/employee implements, develops and masters, as well as to find her/his strong sides and talents to increase confidence in building their professional identity.

~~To make the most out of this tool, users should already have a good insight of their abilities and competences~~.

To make the most out of this tool, users should draw the Knowledge Map bearing in mind their reflections derived from the drafting of their Personalised competence-based CV.

Instructions:

1. Think

»   Which role(s) have you had as an ASR operator/employee?

»   What tasks have you carried out in connection with this/these role/s?

»   What kind of non-formal education (e.g. on-the-job training) related to ASR work have you carried out?

»   What knowledge, skills and experiences do you have as a result of your jobs, volunteering and non-formal education paths?

2. Draw a mind map

»   Start in the centre of a blank paper or the screen, if you are doing it online

»   Quickly sketch an image of you in the centre

»   Start the reflection thinking about the role you have and about the related tasks that you usually carry out. At this point liaise these tasks with the various skills you can single out. Consider that some skills can be cross-cutting and used in different tasks, recursive and in continuity with other tasks and roles. For instance, the active listening skill can be found both in those tasks related to reception activities as well as in group management. The skill is the same although it is expressed in different contexts. If you start from the analysis of the tasks that you carry out, you will easily visualise which competences, skills and

knowledge you usually activate. Do so by drawing curved lines that radiate from the centre, connecting main branches to the centre and different levels.

3. Compare, analyse and reflect

» Study Annex II "Three QUASER qualification prototype" summaries (abridged version)

» Which of the qualification prototypes does your work role match the best?

» Enhance your mind map with something you did not think of or forgot to specify after studying the Annex II.

» Reflect which skills from what you have seen in the prototypes you lack and need to acquire/develop, as well as which of the skills that you have you would like to further develop.

Expected Results:

» Mind map of your knowledge, skills and competences

» Insight on what other competences one can develop and which ones they need to improve

» Increased professional confidence

2.1.3 The Career Portfolio

The aim of the tool:

The goal of the tool is to create a 'product' out of the mapped and identified competences and skills, which can be visually presented to the outer world and will directly facilitate employment or career opportunities.

Career portfolios are used to apply for jobs, apply to education programmes, get a higher salary, show transferable skills, and to track personal development. Some of these objectives clearly apply to the ASR operators/employees' domain!

As you will see, the Career portfolio requires that you collect and make visible evidences of your past jobs, professional achievements, diplomas, other certificates, and any non-formal or informal evidence which can demonstrate competences and skills' implementation, like photos, videos, written documents. This can be an exhausting effort for you, especially if you have been "in the business" for several years.

Instructions:

»   Based on the competences and skills identified for the knowledge map and personalised CV, think about the measurable results you produced along your professional paths that can be compiled into your portfolio.

»   Use Annex III, the STARR method[2] for building a portfolio to remember and collect evidences, as well as to reflect on them in order to present in a favourable light. Please, consider the following preliminary advice: *before starting your reflection, identify the concrete objective that steers your actions. For instance, the objective can refer to one of the QUASER qualifications prototypes which you intend to achieve. The evidences that you will collect will therefore serve the purpose to demonstrate your mastery, autonomy and responsibility vis-à-vis the qualification.*

»   Organise your collected work samples and compile your portfolio either physically in a folder or online.

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[2] **S**: What was the situation? - **T**: What was your task? - **A**: What actions did you take, what did you do? - **R**: What was the result, what happened? - **R**: What did you learn (reflection)?

»   Considering the QUASER qualification(s) (see Annex II), for which profile would you be confident to apply for with your CV?

Expected Results:

»   A portfolio reflecting the mapped and identified competences and skills of the participants

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2.2   The desired professional development tools

2.2.1   The Map of Personal Work Areas

The aim of the tool:

The mapping of personal work areas aims at supporting ASR operators/employees in the attempt to identify which work areas are the most meaningful for their professional experience, and which QUASER qualification(s) they would choose and how they would position themselves against them.

This tool can be used as a stand-alone exercise.

Consider, though, that it can express its full potential when combined with other tools, since the mapping only allows to detect work interests and not competences or skills.

Instructions:

1. Evaluate the tasks, suggested in the Annex IV - 3 QUASER qualification prototypes activities, using the following scale: 1 - definitely not interested; 2 - probably not interested; 3 - probably interested; 4 - definitely interested.

2. Summarise the points for each of the 3 qualification prototypes and choose 2 with the most points

3. Answer the following questions regarding these 2 Qualifications prototypes:

»   How much do you know today about these qualifications?

»   Can you see the common denominator of these qualifications and how they are different?

»   Do you possess enough expertise to have a job within one of these areas of work?

»   What knowledge and skills do you think you need to be more attractive such as a professional?

»   What tasks in these areas are the most interesting to you?

»   How would both of these qualifications match your self-esteem?

4. Find out what you really like about each of these qualifications/the "pros".

Every qualification has its own "cons" as well. Fill in the table below about these 2 qualifications:

Qualification	What I like about this qualification most	Pros	Cons
1			
2			

Remember to consider such factors as work content, the working environment, the effect on your quality of life, your feelings and your free time.

5. Reflect on which of these 2 QUASER qualifications appeals to you more and why.

Expected Results:

» Map of the most interesting personal work areas

» Better knowledge of which professional direction one would like to develop in

2.2.2 The Personal Development Plan

The aim of the tool:

The personal development plan aims at improving ASR operators'/employees' capacity to explore their own professional opportunities, to imagine themselves working as a professional with a different role/within a different qualification, to envisage possible problems, and to assess their current situation and personal ability to work with a given qualification.

This tool can be used as a stand-alone exercise. Consider, though, that <u>it can express its full potential when combined with other tools (especially Tool 4 – Mapping of personal work areas, since the planning only allows to focus on work interests and not competences or skills).</u> With the support of a facilitator, the entire exercise would lead to a more practical and task-related outcome.

Also, as regards coordinators, the term "alternative carrier" must not be considered as a possibility to downgrade/downskill (e.g. shifting role to "operator") but as an opportunity to enrich one's own profile (as part of professional development) and eventually change job.

Instructions:

1. Fill in Annex V. Development plan template. Note:

» As alternative career routes that you are interested in, consider 2 QUASER qualifications you choose while mapping personal work areas (Tool 4)

» In "Barriers" specify your questions and doubts you have about the qualifications and working as such professional, including personal factors (such as your own ability to work as these)

» "To-Do": write what information you need to answer your questions and doubts along with the ways you can obtain it. Additionally, based on your results of using previous tools, repeat the key skills you are missing and your plans on obtaining them besides taking QUASER course.

» "Deadline": set yourself the deadlines for implementation of your To-Do actions.

2. Reflect on your personal development plan and its alternatives

3. Decide on the qualification that appears to be more perspective and realistic to you

Expected Results:

» Personal development plan, containing to-do list of necessary actions to obtain qualification alternatives with deadlines

» Clearer vision of different qualification alternatives

2.2.3   The Self-Interview

The aim of the tool:

The self-interview aims at supporting ASR operators/employees to find out the missing skills and competences and to plan a development path so to get their desired ASR role, as described by the QUASER professional qualification prototypes. The tool helps users focus on their self-perception and job-related expectations. It is inherently connected with Tools 4 and 5, but users need to consider that only if combined with more practical tools (such as the Career Portfolio – Tool 3) it assumes a more tangible value. Furthermore, the contribution that the facilitator can give in this phase is crucial: the facilitator's point of view would further stimulate self-reflection and the existing connections between an individual's actual competences, her/his aspirations and her/his personal development plan.

Instructions:

Study Annex VI for the QUASER qualification you choose as the one that fits you best while mapping personal work areas (Tool 4) and making Personal development plan (Tool 5). Answer the following questions:

» Do you possess the knowledge, skills and competences from the list?

» What are the knowledge, skills and competences on the list that you lack?

» To what extent do you lack them?

» Why do you think these knowledge, skills and competences were chosen as vital for an ASR operator employee within the QUASER project?

» To what extent do you think your employer values these competences? *(A competence needs to be recognisable and recognised by other persons)*

» How important do you think these knowledge, skills and competences are for your career?

» Would these knowledge, skills, and competences help you manage your career path?

» Can they become a starting point towards your career success?

» Will you need these skills and competences in your professional area in the future?

Expected results:

»   One will have a list of missing skills and competences that they lack to get their desired job

        as ASRs operator

3.   The process

The envisaged process can be represented as made of the following steps:

STEP 1: Self-assessment and drafting of individual profiles
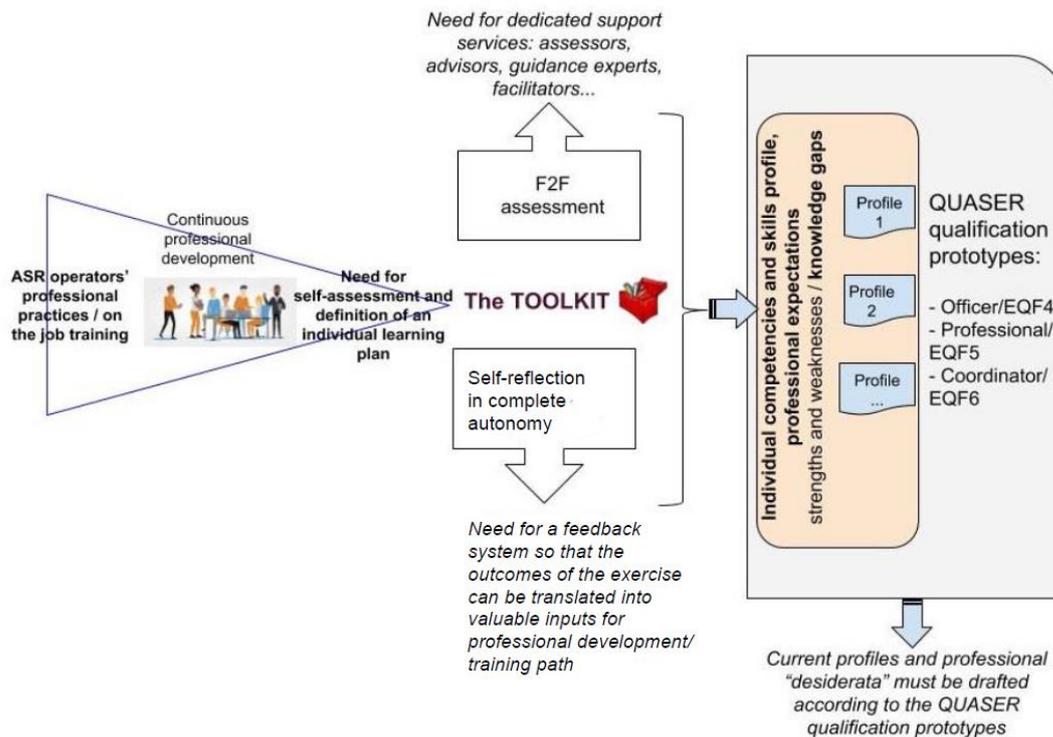
The **TOOLKIT** correctly investigates biographies, requires concrete evidences (by portfolio) and uses qualitative tools (interview and other). It is a tool for self-awareness about one's own employability and professional standing: it is based on the assumption that ASR operators have a great capacity of abstraction to identify and assess their own skills and competences.

The toolkit has been designed mainly for **offline use** and preferably for face-to-face interaction between the learner and an external support service (e.g. a facilitator, or advisor, or guidance expert). **ICT-based platforms** (such as the QUASER e-learning environment) can be used to retrieve the tools and store the completed personal documents. In this respect, it needs to be considered the possibility to liaise the overall outcome of the self-assessment – resulting in the individual operator's knowledge, skills and competences profile, with strong points and gaps – with the arrangement of individualised learning plans on Moodle.

It has to be kept in mind that ASRs operators (at least in Italy and Greece) have usually a very heavy workload and may find it hard to proceed with self-assessment. Indeed, having a handy and user-friendly toolkit would greatly facilitate such process.

STEP 2: From individual profiles (knowledge, skills and competences strengths and gaps) to individualised learning plans

Involved ASRs operators (officers, professionals, coordinators) need to access training programmes that are consistent with their individual knowledge profile and that are able to provide resources to fill the highlighted knowledge and competence gaps. Competence-based learning responds to such needs and allows *learning to be situated, usable* and *meaningful to learners*.

The applied competence-based learning design approach, alike the ADDIE approach, is made of the following elements:
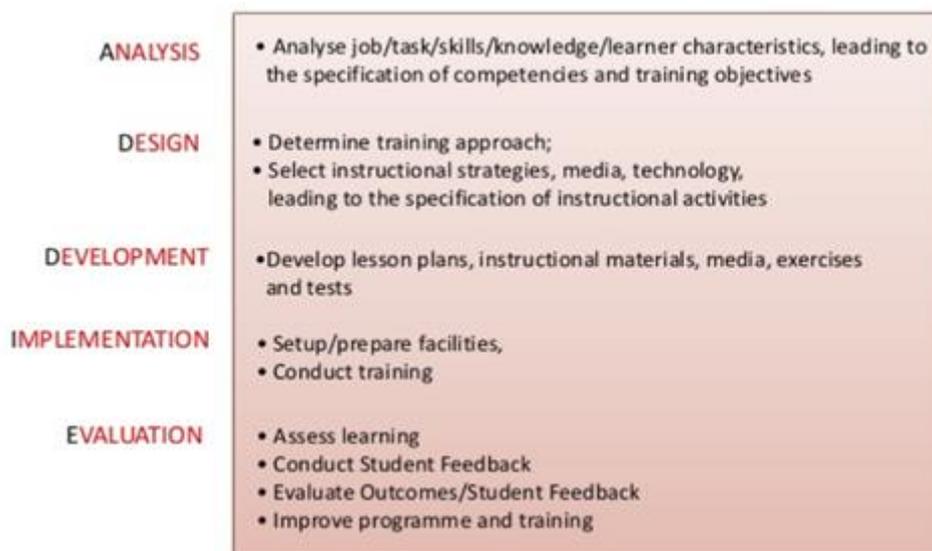
The QUASER training materials/learning resources that have been uploaded onto the Moodle e-learning platform have been prepared and structured according to the relevant qualification levels.

The results obtained from self-assessment/using the toolkit must be integrated in the training course so that personalised learning plans can be drafted and users can access meaningful learning resources and materials on the VLE/Moodle.

The following figure explains the overall process:
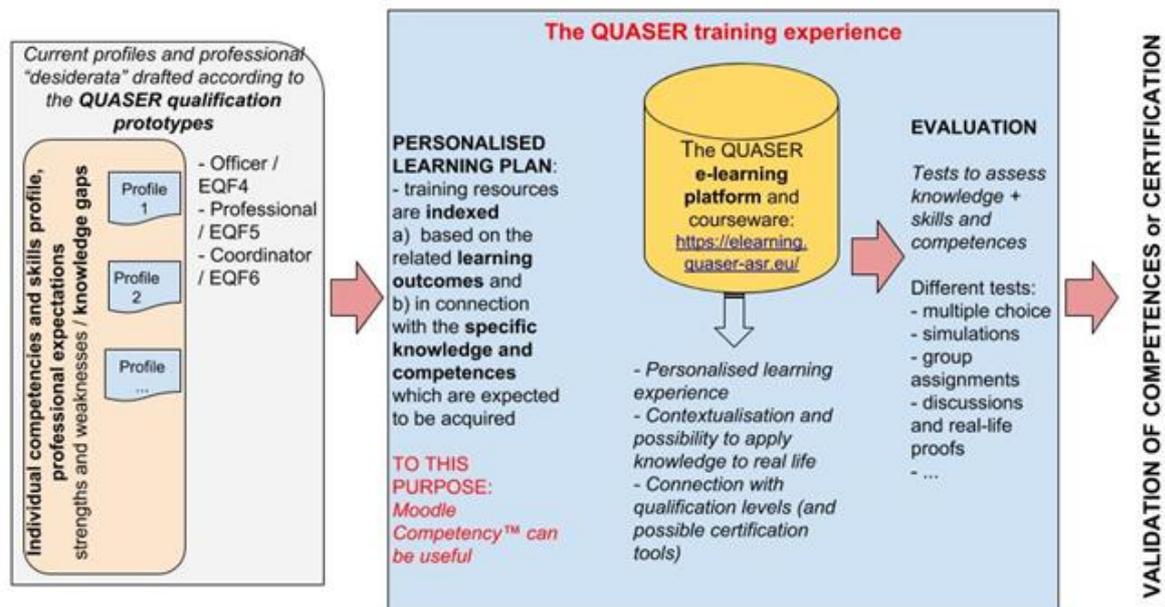
The toolkit is intended to allow for a personalised learning experience, which is consistent with the consolidated competence profile of operators and with the learning gaps highlighted with self-assessment.

STEP 3: From individual profiles to desired job/professional goals

Using the toolkit to go through self-assessment, an ASRs operator is able to develop a meaningful picture of her/his knowledge, skills and competences, as well as a clear idea of the professional goals (or of the desired job) to be attained by means of specific training.

The results obtained using the Toolkit for the analysis must be integrated in the training course, (related to the QUASER qualifications prototypes) so learners can access to their individual paths and the final job results are more meaningful and appropriate to the criteria of the ASRs operator.

STEP 4: Strategies to carry out one's own professional development plan

After the ASRs operator decides, with the help of QUASER Toolkit, the job options that best suit him/her (in terms of knowledge, skills and experience that s/he already has) it is time to set the path the ASR operator needs to follow for the type of position s/he has chosen.

The QUASER training programme, available as an e-elarning course, provides different sets of learning resources and activities specifically designed for the three qualifications levels.

This step is of high importance because the results obtained using the Toolkit for the analysis will be integrated in the training course, so learners can access to their individual paths and the final job results are more meaningful and appropriate to the professional goals of the ASRs operator.

4. Tips for using the Toolkit with the support of a facilitator

On the one hand, the sector situation is that most ASR operators have a heavy workload and it may be hard for them to proceed with self-assessment due to the limited time they have. On the other hand, the lack of experience in using these tools and evaluing the results may be a restrictive parameter to achieve the Toolkit's objectives. Therefore, the active participation of a facilitator is of high importance for dedicated support to carry out the self-assessment.

The core of facilitator's work has to be an individual approach with the engaged person being in the centre. The facilitator's goal is to support ASR operators to critically and creatively reflect on their own skills and competences from multiple perspectives.

In order to achieve that, the ASR operators need to understand:

- The tools' purpose
- What is required from them
- Inspiration to reflect on their knowledge, skills and competences

What skills does the facilitator need to have?

- To be highly familiar with the content of the tools
- To be able to accompany the engaged ASR operator in her/his self-assessment process
- To be able to provide step-by-step instructions to ASR operator on how to use each tool

How will the facilitator support the process?

- Face-to-face meetings
- Development of a collaborative environment between ASR operator and facilitator
- Agreed and shared understanding of the nature and type of support that facilitator provides to ASR operator

What are the steps followed by a facilitator during process?

The facilitator has to:

- Present the tools

- Explain and clarify the tools' purpose and application to the participants
- Facilitate self-reflection during the implementation of tools
- Let the engaged ASR operator recognise her/his own knowledge, skills and competences according to the data collected
- Let the engaged ASR operator identify the level of qualifications against the QUASER qualification prototypes
- Let the engaged ASR operator identify the competences that need to be enhanced as a part of a broader process of continuous professional development

Tips for facilitators:

» Tell the participants about the goal of each tool

» Explain that each of the tools are linked to QUASER qualification prototypes through knowledge, skills and competences that are being identified

» Point out that developing one's own competence-based CV can be a very powerful starting point, to be complemented by the other tools. Enquire which tools the participants feel they can use and check if each participant can describe what tasks s/he needs to do in connection to these tools (in order to assure they understand the tool correctly)

» While working on the tools with every participant, help her/him identify as many skills as possible

» It is important to identify not just the QUASER qualification that suits a participant's skills profile, but also their desired QUASER qualification, as well as possible gaps between the two

In addition…

- Try to collect as many inputs from participants as possible
- The guiding questions may be asked to stimulate participants' self-reflection
- It is important to make participants think about their skills and competences related to each of 3 QUASER qualifications
- Encourage creativity and critical thinking
- Avoid participants exaggerating their skills

5. Tips for autonomous users

Within the QUASER project the partners developed Professional Qualification prototypes for ASRs operators. These qualifications prototypes were developed in line with European and national frameworks and represent the most relevant skills and competences needed in the reception centres for ASR. These prototypes aim at facilitating the transparency and recognition of ASR operators' competences within national and European context.

As a representative of ASR operators, you can independently assess yourself against the QUASER professional qualifications prototypes using the QUASER Practical Toolkit.

The following "Questions and Answers" table was developed in order to facilitate you to understand the Toolkit and its usefulness.

Questions	Answers
What is the Toolkit composed of?	The Toolkit is composed of 6 tools.
What kind of tools are these?	Self-assessment tools
What are the main objectives of these tools?	The tools are intended to support you to: ● Realise what skills and competences you master ● Assess which skills and competences you mostly use and to what extent ● Think which qualification you are interested to attain ● Recognise which skills are limited or missing and to what extent
How can you use these tools, separately or synergistically?	The tools can be used separately or synergistically, as they complement each other. Thanks to the "synergy effect" you could receive the best self-assessment results.
What do experts recommend?	The more tools you have the opportunity to go through, the more complete picture of your professional status you will have. As the tools can be used separately, the recommended minimum number is two (2) tools.
Where can you find the tools of the QUASER Toolkit?	You can find assessment toolkit in the QUASER Moodle platform, click on the following link: https://elearning.quaser-asr.eu

Questions	Answers
Where can you find instructions on how to use each tool and which is its purpose?	The tools descriptions and supporting materials are placed online in the QUASER Moodle platform, click on the following link: https://elearning.quaser-asr.eu
Do you need only your personal computer (pc) to use the tools?	You will need a pc, a printer, pen and paper to complete some of the tools.
How can you choose the appropriate tools?	Experts suggest that developing your own competence-based CV can be a very powerful starting point, to be complemented by the other tools. Then, choose the tools that seem more relevant to you and follow the instructions provided on the platform.
What kind results do you have at the end of this process?	The results of the tools are qualitative. This means that the results you will get will describe your competences and skills, and/or your future professional plan. You will be able to check the match between your profile and the QUASER Qualifications prototypes, and possibly work out your own development plan.
How much time do you need to complete each tool?	Each of the tools proposed requires self-reflection. Therefore, the more time you dedicate to exercising one of the tools, the more you consider the issues in question, the more honest you are to yourself, the more relevant results you will get.

As each of the tools works with QUASER qualifications prototypes, the ultimate result of any of the tools would be a QUASER qualification that fits your skills and competences best.

Tips for learners:

The following tips may therefore come handy:

1. Familiarise yourself with the self-assessment approach and tools, and define the "value proposition" you intend to pursue.

Always keep in mind that you are the actor of the self-assessment process that you are about to start. You are going to reflect about your achievements; the more serious you are going to be about this process, the more meaningful its results will be. The results will be beneficial for you and your professional development; in this respect, you should not mind about other external players. Remember, you are not at school!

2. Consider that you will be self-directed in the self-assessment process

Follow all tools assignment directions closely, to ensure that you address all required components of the assignment.

You should take care also of the setting: you need a comfortable place to work on self-assessment. When choosing such a place, look for a place without distractions.

3. Get familiar with the e-learning environment – The QUASER Moodle platform.

In a face-to-face training or assessment sessions, it is easy to know who you can refer to for advice and where the learning resources are. In an online platform, however, information is not always as evident as it could or should be. The more comfortable you are with the online environment, the easier it will be for you to succeed.

Do not be afraid to explore online resources outside the platform.

4. Build your self-assessment plan / schedule

The self-assessment process can take as long as you wish. Being self-directed, you can take such decisions. However, in order to keep focus and momentum, you should be able to define a reasonable time frame, related to the key tools you intend to use.

5. Ask questions and reach out when you encounter problems

Should you find yourself at a standstill, do not give up! Please keep in kind that a facilitator can support you– by email, chat or in face-to-face sessions – at any stage in your self-assessment process.

6. Keep your motivation high

If you have a rich and intense professional background to explore and reflect upon, you may find yourself in a challenging situation whereby the self-assessment process appears to be never-ending. Frustration and confusion may come in. In such circumstances, please keep in mind that self-assessment is never an easy job, instead it is a great occasion to get to know yourself better and to push the boundaries of your professional experience.

6. **Now it's up to you!**

As an ASR employee, you have probably gained enormous experience while working in the ASRs reception sector. Without even noticing it, nearly every day you have learned something new, improving your practical skills and competences.

The first step to move forward is to assess yourself and become fully aware of your "value" in terms of skills and competences that you can use to their full potential. The purpose of the QUASER toolkit is help you with this.

This process becomes especially important in the world of today, when valuation, recognition and certification of skills and competences at European level can grant transferability among sectors and among countries, thus improving workers' employability and mobility.

Either you are an autonomous user, preparing to assess yourself via the Toolkit, or you plan to get support from a facilitator, at this point it is useful for you to understand the following points:

What is the self-assessment QUASER Toolkit?

The QUASER Toolkit is made of six self-assessment tools, aiming to assess ASRs operators' professional experience and help them to identify the concrete skills and competences developed throughout their specific activities in social services, in order to enhance their employability.

The self-assessment process encourages participants to reflect on their skills and competences acquired in non-formal and informal learning contexts.

To be effective the evaluation tool relies on participants' honesty towards themselves and deep self-reflection, which requires to allow proper amount of time for the assessment.

Also, consider that you will need to "search" for evidences that support what you state in the tools.

What is the purpose of the Toolkit?

The Toolkit is meant to assess one's skills and competences and match them with the QUASER professional qualification prototypes.

Using the six tools (or just some of them) will help an ASRs operator learn which of the three QUASER professional qualifications her/his skills suit better, as well as what skills s/he still needs to attain to qualify for it.

Self-assessment is the first necessary step towards associating to a QUASER professional qualification.

The self-assessment toolkit helps to present the information about one's skills and competences in a visual format of lists, mindmaps, templates and self-reflective notes.

How do you use QUASER Toolkit for self-assessment?

The toolkit allows an ASRs operator to self-reflect on her/his skills and competences in a different way, from different perspectives.

There are three fundamental principles required for the Toolkit to work:

- Honesty with oneself, openness to critically examine and challenge own's skills and competences
- Ability to evaluate one's skills impartially, without any bias
- A commitment to follow the process from assessment to implementation, forming a continuous exercise of self-assessment and self-reflection, organisation of the results within the Tools' framework, commitment to act for improvement

The tool requires commitment from the person, sufficient time allocation to allow self-reflection, a benevolent and honest setting with a facilitator (if there is one assisting you).

And now, it's up to you!

Glossary

ASRs   Asylum Seekers and Refugees

KSCs   knowledge, skills, competences

QUASER professional qualifications - European professional qualifications, developed within the QUASER project, that guarantee the professionality and quality of services provided by the ASRs operators