



Education and Culture DG



Lifelong Learning Programme

ISTITUTO ROMANO DI SAN MICHELE

AMISL project - Active Model for Improvement and Self Learning  
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**Guidelines to the second phase of the A.R.:**  
**evaluation of the informal competences**

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Valorização Intergeracional  
e Desenvolvimento Activo



Dear Partners,

according to our work planning, we send you the new tools for the recognizing and the evaluation of the informal competences of your workers. This activity will keep our time up to January; the dead line for the reports sending about the interviews, which are entailed in this work phase, is January 31<sup>st</sup>, 2009.

Each partner has to select at least 15 workers, as interviewees. There are three steps in the processes of recognizing and evaluation of the informal competences, following this road map:

1. First meeting: this meeting aimed at making a first acquaintance between the interviewee and the interviewer/counsellor<sup>1</sup>. The interview will concern: personal data, work background, starting and current motivations in working, problem solving strategy etc. The meeting will last **60'**.
2. Second meeting: during the second meeting the interviewer/counsellor will give the tool **"Guidelines for a worker autobiography"**. This tool consists of an interview schema, concerning the existential experience of the worker, including his education, his interpersonal relations, his values etc. The meeting will last **60'**.
3. Third meeting: the interviewer/counsellor will give the tools **"My competences"**, **"Personal Project"** and **"Portfolio of competences"**.
  - a. The first one is a guide for the self detection and analysis, containing a graphic (the "genealogical tree") to be fulfilled by the interviewee. The "genealogical tree" concerns a reflection about the formal, not formal and informal learnings, according to its "birth" and context of discovery: from the remote ones up to the last learning; the learnings linked to the family environment or to the work environment, and so on.
  - b. "Personal project" is a tool aimed at helping the worker to achieve several scope, which are: to develop his competence; to obtain a better working environment; to identify some aims of improvement; to find a job more satisfying. These objectives must be correlated to instruments, resources, time, and chooses. Obviously the personal project is a consequence of the previous steps (see point 1., 2. and 3.a.). The workers will be able to build his project inasmuch as he was helped in the previous steps of analysis by the interviewer/counsellor.
  - c. The "Portfolio of competences" is a tool aimed at the synthesis and collecting of the various documents and elements which form the competences of the work. In this sense, it looks like an index, and it ends the self-analysis of competences. It isn't

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<sup>1</sup> The interviewer will use the counselling approach to the interview. As a matter of fact, he will be a "counsellor", according to the principles of the counselling therapy. Cfr. Rogers, C. (1951) *Client-centered therapy: its current practice, implications, and theory*, Boston, Houghton Mifflin Company; Carkhuff, R. R. *The Art of Helping*. Amherst, MA: HRD Press, 1972.

very important that the portfolio is full at last; but it's important instead that the interviewer/counsellor helps the interviewee to synthesize his experience with this tool.

The meeting will last **90'**.

### **Methodological suggestions**

- The interviewer/counsellor must to prepare for the meetings basing on the previous questionnaire filled by the workers **"Card for the surveying of the operator's formative needs"** (in the web files repository, Dashboard/Projects/Active Model for Imp.../Files/Tools for action research 1<sup>st</sup> phase, last updated On 2008-04-21).
- The necessary materials, will be paper and pen in order to take note and record the interviews.
- The person who will be interviewed could need more or less help form the interviewer/counsellor. Some exercises (i.e. "My competences", "Personal Project" and "Portfolio of competences") can be fulfilled without support form the counsellor. In each case, it's advisable that the administration of the tools ever be helped by the interviewer/counsellor, also in order to give explanations, advises and suggestions about the various peaces of work. Therefore it's also advisable that the tools are given in a setting of interview, and in a defined time.
- At the end of the meetings, it will be necessary:
  - o to transcribe the recording of the encounters and to transcribe it in format word (one document for each tool; five document in total);
  - o to name the files with the same title of the original tool, followed by the acronym of the interviewee and by the acronym of the partner organization (Ex.: Guidelines for a worker autobiography\_AF\_HRDC; My Competences\_GF\_IRSM; Personal Project\_LG\_VIDA). It isn't necessary to translate the documents from your source language to English. We decided it in order to save our short budget for the translations!
  - o To fill a short report in English language, about the results of this experimentation phase. The model of this report is not yet available. It will be developed and sent to you during the next weeks. Meanwhile you can start the phase here described.
  - o to send all via mail to [amisl.irmsm@gmail.com](mailto:amisl.irmsm@gmail.com), inserting also the new materials on the appropriate web section [www.amisl.org/public](http://www.amisl.org/public) under the category: "Reports on Second Phase of the AR\_Evaluation of competences.

# Flowchart of the second phase of the A.R. – evaluation of the informal competences

