



MOVE-EU PROJECT
Job Oriented Migration (Migration Orientée
Vers l'Emploi en Europe)

PRACTICAL GUIDE FOR ASSESSMENT

Identifying, assessing and
developing professional skills



This guide provides various techniques and tools, accompanied by practical examples, to evaluate and assess the skills acquired at the 4 proficiency levels in the MOVE-EU skills reference. These evaluations can be carried out at different points in the professional integration path of the migrant.

Remember that the assessment is the result of all the evaluation steps carried out in an area of expertise (called "skill area" in the MOVE EU project and designates the level acquired as one of 4 marks, or levels, of skill. These four levels essentially correspond to the following 4 skill levels: *"I know and understand"*, *"I deal with it and I apply"*, *"I analyse and I integrate"* and *"I evaluate and I adapt"*.

The guide was initiated during thinking on the pre-assessment interview and on the way to carry it out and integrate it in the various existing professional practices; pre-assessment comprising the skills assessment approaches carried out upstream of an action in line with the integration path. **Therefore, this is a guide intended to support the professional** (advisor, educational coordinator, trainer, etc) at the time of assessing the migrant's skills, regardless of the stage of their career path: whether it is a skills assessment prior to any training approach and performed with a view to orientation (pre-assessment), an interview carried out during training (intermediate assessment) or afterwards (final assessment) or even assessments during training. In this case, other techniques such as that of "questioning" will be used, such as "work experience", "role play", "photo language", etc.

The practical guide has been conceived and developed in the context of the initial test of the project led by FOREM

(Belgium/Wallonia). In this context, the pre-assessment aims to define the professional plans and skills in oral French (interactions and ability to verbalise their skills), written French (understanding when reading, writing ability) as well as in IT areas before considering starting the training "FLE & key skills (transversal) for employment and/or training" (Test 1: FOREM). During this interview, the advisor mainly used "questioning" while referring to different types of materials: authentic documents (letters, etc), documents designed for this evaluation (information sheets to be completed, short text to be written), mobile phone and computer (Internet search, sending of email, changes in Word, etc).

Thus, the assessment process - and the (pre)assessment arising therefrom - is always linked to the contexts of the professionals who carry it out and requires a systematic adaptation to the situations and training engineering implemented. The guide can be used to link any evaluation and assessment tool to the reference's skill levels.

The "Practical guide for assessment" set out below constitutes a draft and is in no way exhaustive. It is the responsibility of each user to add to it and adapt it to their reality and any tools and practices.

COMMENTS ON THE PRE-ASSESSMENT IN THE FOREM'S TRIAL

- The interview starts with the professional project, the verbalisation of experience and skills, and makes the link with levels 1 and 2 (or even 3, if possible) of the areas: "Verbalising their skills", "Oral interaction" and "Building their career objectives".
- The length of the interview (1 hr/1 hr 15 mins) often does not allow level 3 to be validated.
- The proficiency levels above level 2 are generally assessed at the start of training due to time issues and practical arrangements.

The purpose of the pre-assessment

- to make an initial assessment to confirm the prerequisites defined by the training course(s) offered,
- to make the link with the person's career objectives
- to guide the migrant as best as possible in their career path.



SKILLS AREA IN THE MOVE EU REFERENCE

ORGANISATION AREA

- I. **Building their career objectives** 4
1. Describes one or more career path ideas
 2. Compares their experiences with local constraints and opportunities
 3. Defines and explains realistic objectives
 4. Plans actions to achieve their career objectives
- II. **Organising their activity** 5
1. Identifies the elements that structure the organisation of the activity planned
 2. Adopts the organisational methods planned for their activity
 3. Adapts their organisational methods to the requirements of a given situation
 4. Plans and organises their short- and medium-term activity
- III. **Working in a group or team** 6
1. Identifies the people and their role(s) within the group
 2. Participates in group work and collaborates with others
 3. Makes proposals and negotiates them if necessary
 4. Contributes to the group work by varying their place and role including as a mediator

COMMUNICATIVE SKILL SET

- IV. **Verbalises their skills** 7
1. Partially talks about their career in response to questions
 2. Describes useful experiences and lessons and places them in time
 3. Describes experiences chronologically, structured in varied situations
 4. Adapts how they present their experiences according to their intention and the contact
- V. **Verbal Interaction** 8
1. Communicates a little in face to face conversation
 2. Talks about and refers to familiar topics in interactions
 3. Interacts based on needs in varied situations
 4. Adapts their way of communicating to the purpose of the interactions
- VI. **Considering sociocultural codes** 9
1. Identifies the basic codes of their surrounding environment
 2. Applies conventions in their usual environment
 3. – Follows the codes of behaviour expected in varied situations
 4. Adapts how they act in unforeseen, simple or complex situations.
- VII. **Written Interaction** 10
1. Identifies the key elements of a very short, informative written text. Writes a few words about their context and professional situation
 2. Identifies relevant information in simple texts in their environment.
Writes short informative texts concerning their professional situation
 3. Uses most writing required for their activity. Prepares documents relating to their activity and situation
 4. Manages and processes complex and varied texts. Produces elaborate texts

TECHNICAL SKILL SET

- VIII. **Using IT resources** 11
1. Performs basic tasks with a known IT tool
 2. Uses the basic functions of a few IT tools, with or without help
 3. Regularly uses IT resources based on the context
 4. Personalises the IT resources to their situations and needs
- IX. **Using their mathematical skills** 12
1. Performs simple calculations related to recurring situations
 2. Applies operations and takes measurements in situations relating to their surrounding environment
 3. Chooses operations and reasoning to resolve common situations
 4. – Varies reasoning depending on the situation encountered
- X. **Complying with instructions and rules** (13)
1. Identifies instructions and rules
 2. Applies instructions and rules
 3. Integrates all instructions and procedures in their activity
 4. Ensures and monitors the application of instructions and procedures



ORGANISATIONAL AREA

I. Building their career objectives

	INDICATORS	ASSESSMENT TOOLS
1. Gives one or more professional ideas	<ul style="list-style-type: none"> – Mentions one or more ideas, business sectors and/or jobs that interest them – Outlines, using a few keywords, their plan(s) to professionals: advisors, trainers, integration agents, etc. 	<ul style="list-style-type: none"> ▶ Questioning: <ul style="list-style-type: none"> – Do you have an idea you would like to carry out in ... (country)? – Which job interests you in ... (country)? ▶ Use of visual material (if the person has difficulties expressing themselves) <ul style="list-style-type: none"> – Using images, show the different jobs you would like to do. What do you like about these jobs?
2. Considers their experience relative to local constraints and opportunities	<ul style="list-style-type: none"> – Discovers the jobs and sectors, lists the tasks and activities of the jobs – Meets professionals: info sessions, work experience, work placement, training centre visits, etc. – Compares their knowledge and experience with the reality of the sector – Defines obstacles and opportunities 	<ul style="list-style-type: none"> – What do you know how to do in the job of: ...? – What do you know about the employment market in ... (country)? (jobs needed/not needed)? – Have you already worked in ... (country)? If yes, what did you do? – Do you know anyone who works in our country? / who does the job you want to do? – What do you need to do this job here, what knowledge/training? Was it the same in your country? – Have you already attended an information session concerning a job/training? If yes, where?
3. Defines and explains a realistic project	<ul style="list-style-type: none"> – Considers their experiences, skills and motivations, – Takes into account their personal obstacles (e.g. practical aspects: availability, mobility, etc.) and the job market realities – Develops one or more realistic projects 	<ul style="list-style-type: none"> – What do you like about this job? – What would be difficult for you in this job? – Do you have a driving licence/car? – Could you do this job without a driving licence/car? – How are you going to travel if you get a job? – Who will look after your children if you get a job? – Do you know of any companies where you can do this job? – Have you seen adverts for this job? – Do you have a different job/career path idea?
4. Plans actions to implement their project	<ul style="list-style-type: none"> – Defines actions to implement and priorities to move forward with their career objectives – Defines the duration of these actions specifically and realistically – Explains the stages in their career objectives and the actions to carry out 	<ul style="list-style-type: none"> – (Following the information session, what do you think training will bring you in terms of your career objectives) – Can you explain what you are going to do to achieve your career objectives? – Can you tell me (again) what the next action to take is? (rephrasing?) – When do you think you will do it?



ORGANISATIONAL AREA

II. Organising their activity		
	INDICATORS	ASSESSMENT TOOLS
1. Identifies the elements structuring the organisation of the activity in questions	<ul style="list-style-type: none"> – Lists the aspects to be taken into consideration to organise an activity (documents relating to the job or internship or setting up a job) 	<ul style="list-style-type: none"> ▶ Questioning: <ul style="list-style-type: none"> – Have you already made efforts to find a job or training? If yes, which? Who have you contacted or consulted? – Do you have information on the training you want to take? How did you find out about the training? – Do you have documents with you?
2. Adopts the organisational methods planned for their activity	<ul style="list-style-type: none"> – Follows the stages to carry out their tasks and meets deadlines. (signs up for an information session, gathers the material required for a task at work, drafts their CV before sending it to an employer, etc.) – Gathers the documents required for an interview 	<ul style="list-style-type: none"> – Have you already received information, a trial day or work experience, training? Where? What did you do? – Have you already looked for job ads? If yes, where? – And have you responded? ▶ Administrative file of the person to consult (if it exists)
3. Adapts their organisational methods to the requirements of a given situation	<ul style="list-style-type: none"> – Changes their schedule, adapting it to the requirements of the situation (postpones a personal meeting to make themselves available). – Changes the order of task completion depending on the context 	<ul style="list-style-type: none"> – If you have already taken steps to find a job or training, do you follow up on your actions? How? When you answer a job ad, do you note down what you have done (date, employer's name, etc) ? – Have you ever called an employer, your advisor, your social worker, etc? A training centre? Etc. – Are you comfortable using the phone? ▶ Observation of the person's behaviour over time <ul style="list-style-type: none"> – Do you organise your schedule? If yes, how? – Does the person have an up-to-date diary?
4. Plans and organises their short- and medium-term activity	<ul style="list-style-type: none"> – Develops their personal schedule by planning their activity over 1 to 3 months – Incorporates their action plan in their schedule – As soon as possible, follows the stages to reach their career objectives 	<ul style="list-style-type: none"> – What are the next actions you are going to carry out? By when? – Do you adapt your actions to the results obtained? For example: if an employer asks you to contact them on a certain date, do you do it? – If you receive no responses to your actions, what do you do? How do you react? – Does the person change their personal or family organisation to be able to meet the requirements of their training or job search?



ORGANISATIONAL AREA

III. Working in a group or a team		
	INDICATORS	ASSESSMENT TOOLS
1. Identifies people and their role (s) within the group	<ul style="list-style-type: none"> – Names the people and their role(s) 	<ul style="list-style-type: none"> ▶ Not assessed in pre-assessment ▶ Assessed during training ▶ Assessment of the skill "Working in a group and as a team" is the subject of the skills assessment (training, internship, work, etc). It may be self-assessed at the start of the training.
2. Participates in group work and collaborates with others	<ul style="list-style-type: none"> – Describes the assigned group task and accomplishes it – Understands the work instructions and explanations given to the group – Listens to and understands proposals made by other participants relating to the work to be done – Has a respectful attitude towards all members of the group – Supports others and accepts their help 	
3. Makes proposals and explains them if necessary	<ul style="list-style-type: none"> – Rephrases instructions, explanations and suggestions made to the group or the team – Makes their own suggestions to the group or the team and justifies them – Accepts arguments and suggestions formulated by others – Takes into account the group arguments and suggestions and reviews their proposal if necessary to allow the group work to advance 	
4. Contributes to the group work by varying their place and role including as a mediator	<ul style="list-style-type: none"> – Varies their role in a group based on tasks and interactions – Clarifies the work methods in the group and justifies them – Establishes mediation to deal with any disputes in the group or team – Proposes, and argues in support of, solutions to the difficulties encountered in group or team work – Involves all the group members and facilitates communication between them. 	



COMMUNICATION AREA

IV. Verbalises their skills		
	INDICATORS	ASSESSMENT TOOLS
1. Speaks about their career partially in response to requests	<ul style="list-style-type: none"> – Describes some their professional experience in dribs and drabs – Answers specific questions more easily than talks about themselves – Sometimes has to repeat themselves to be understood 	<ul style="list-style-type: none"> ► Questioning: <ul style="list-style-type: none"> – Did you work before coming to... (country)? If yes, what did you do for work? – Have you done anything else, other activities, other experiences? If yes, which?
2. Describes useful experiences and learning and places them in time	<ul style="list-style-type: none"> – Briefly explains current and/or past activities – Places a few activities in time (in 2005, 15 years ago or for the past 3 months) – Uses only a few time markers, connecting activities in time 	<ul style="list-style-type: none"> – For how long did you do this job? – When? In which year? – What exactly did you do? – Was it during your studies?
3. Describes their experience and skills in structured, chronological order, in varied situations	<ul style="list-style-type: none"> – Explains their career objectives chronologically in connection with their life path – Chooses relevant examples from their career to explain their skills – Specifies the skills acquired or developed (during an internship, course or in work) – Specifies skills to be acquired or developed (to carry out their career objectives, for example) 	<ul style="list-style-type: none"> – Could you describe your professional career in a few words? – In what situations/contexts have you learned to do this task? – Have you ever talked about your experience with other people like an employer, a social services advisor, etc? – IN your opinion, what are you missing to be able to do this job? ► Identification of the language used: <ul style="list-style-type: none"> – Does the person use time connectors: then, after, before, etc?
4. Adapts how they present their experiences according to their intention and the context	<ul style="list-style-type: none"> – Selects the useful elements of their experience according to the context – Structures their speech and highlights the elements (skills, experiences) useful given the context – Summarises their career precisely, adapting it to the context and the person they are speaking to 	<ul style="list-style-type: none"> – Are you comfortable explaining your career/your CV? – Can you explain your career path to me specifically? – When did you work in this job? For how long exactly? – If you have had job interviews, how did it go? What did you say about your professional career? – Here is a CV, can you read it and explain to me the professional background of this person? ► Practical exercises relating to a placement, job or training interview



COMMUNICATION AREA

V. Interacting orally		
	INDICATORS	ASSESSMENT TOOLS
1. Communicates a little in face to face conversation	<ul style="list-style-type: none"> – Gives their contact details (last name – first name – address) and some information about their family and social situation – Understands simple and short messages – Gives one or more job ideas using isolated, very common words 	<ul style="list-style-type: none"> ▶ "Administrative minute": rapid verification of the administrative data in the person's file ▶ Questioning: <ul style="list-style-type: none"> – When did you arrive in Belgium? – What job do you want to do in Belgium? – Etc.
2. Talks about and refers to familiar topics in interactions	<ul style="list-style-type: none"> – Talks about their activities, family, the social and professional steps they have taken and their leisure activities – Answers simple questions on these topics during an interview – Knows how to ensure they are understood, using sentences that may include un conjugated verbs – Makes simple requests (requests an appointment, etc.) in familiar, daily situations 	<ul style="list-style-type: none"> – What is your family situation: are you married, do you have children, etc? If yes, how many and how old are they? – Do you have a CV? – Do you have career objectives in... (country)? – Which jobs have you already done in... (country) and/or in your country of origin? – What are your daily activities? Do you do any sport or other? What are your hobbies? ▶ Assessment of exchanges during the interview.
3. Interacts according to their needs in varied situations	<ul style="list-style-type: none"> – Requests different types of information in different contexts (public institutions, associations, training centres, public transport, etc) – Answers a question using syntactical structures suited to the message. (E.g. 'I didn't come because I was ill') 	<ul style="list-style-type: none"> – Have you already applied to a job/given your CV to an employer? – How did you get there? – How do you organise yourself to make the journey and arrive on time for the scheduled appointment? ▶ Practical exercises/role play: <ul style="list-style-type: none"> – "I am an advisor in a training centre and you are coming to ask me for information concerning training". What do you say? – "I work at the counter of a public transport company and you come to ask me for information on how to get to a certain place by bus". What do you say?
4. Adapts their way of communicating to the purpose of the interactions	<ul style="list-style-type: none"> – Communicates easily and changes their speech according to the situation (request for information, support interview, recruitment interview, internship application, etc.) and the people they are talking to (advisor, trainer, employer, friend, stranger, etc.) – Expresses their opinion using formal expressions, suitable for the people they are talking to: 'if I may' 	<ul style="list-style-type: none"> ▶ Practical exercises/role play: <ul style="list-style-type: none"> – "You must tell your guide that you are not interested in the course they offer you" – "You are in an interview with an employer and he asks you what motivates you, what you like about the work he offers".



COMMUNICATION AREA

VI. Considering sociocultural codes		
	INDICATORS	ASSESSMENT TOOLS
1. Identifies the basic codes of their surrounding environment	<ul style="list-style-type: none"> – Knows greeting and courtesy rules and customary attitudes – Notices the difference between an informal and formal register – Knows dress customs 	<ul style="list-style-type: none"> ▶ Not assessed in pre-assessment. ▶ Assessed during training ▶ Assessment of the skill “Consideration of sociocultural codes” is the subject of the skills assessment (training, work experience, work, etc). It may be self-assessed at the start of training.
2. Applies conventions in their usual environment	<ul style="list-style-type: none"> – Applies and follows customary greeting and courtesy rules – Adopts suitable behaviour for familiar situations – Uses an informal or formal register properly – Adopts an appropriate dress code 	
3. – Follows the codes of behaviour expected in varied situations	<ul style="list-style-type: none"> – Observes and follows the customs applicable in a specific environment – Acts according to the usual codes of behaviour and according to situations – Perceives the use of implicit codes of behaviour – Adopts the appropriate degree of closeness in relationships 	
4. Adapts how they act in unforeseen, simple or complex situations.	<ul style="list-style-type: none"> – Adopts the suitable social and cultural codes, including implicit codes, in unforeseen or complex situations. 	



COMMUNICATION AREA

VII. Written Interaction		
	INDICATORS	ASSESSMENT TOOLS
<p>1. Identifies the key elements in a very short informative text. Writes a few words about their context and their professional situation</p>	<ul style="list-style-type: none"> – Understands and completes simple written entries about their identity (forms) – Identifies words, logos and icons relating to the stakeholders involved: its name, the name of an institution, etc. – Recognises document types: invitations, invoices, explanatory flyers, etc. 	<ul style="list-style-type: none"> ▶ Various authentic documents to be recognised and understood: <ul style="list-style-type: none"> – Various logos – Official letter – Phone bill – Information leaflet – Etc. ▶ Form to complete
<p>2. Identifies relevant information in simple texts in their environment. Writes short informative texts about their professional context</p>	<ul style="list-style-type: none"> – Understands the overall message of a simple document, in their surrounding environment: post (invitation to a meeting), administrative document, adverts, medical certificate, work instructions, email, etc. – Writes a short message: requests information or a meeting, list of tasks/skills, with help if necessary 	<ul style="list-style-type: none"> ▶ Authentic documents to understand: <ul style="list-style-type: none"> – Letter – Instruction – Housing ad – Job ad (newspaper) – Training offer (newspaper) – Confirmation or absence email ▶ Questioning: <ul style="list-style-type: none"> – Are you able to read or write emails? – Could you send me an email to confirm your attendance at our meeting today for example.
<p>3. Uses most writing required for their activity. Writes documents about their activity and their context</p>	<ul style="list-style-type: none"> – Clearly understands various documents relating to work or finding a job/training (purchase orders, explanatory notes, instructions, various forms, job adverts, training adverts, etc.) – Writes various longer and more complex texts (information, application, brief cover letter, CV, etc.) 	<ul style="list-style-type: none"> ▶ More complex texts to understand: <ul style="list-style-type: none"> – Purchase order – Job description – Job offer – CV – Etc. ▶ Documents to write: <ul style="list-style-type: none"> – For example: "Explain in a few lines what you expect from the training (what I hope to learn or do during the training)?" – Or as part of the intermediate assessment, for example: Explain in a few lines what the training offers you? "
<p>4. Manages and processes complex and varied texts. Produces elaborate texts</p>	<ul style="list-style-type: none"> – Understands complex texts: internship or employment contract, wage slip, work procedure, etc. – Adapts and highlights their qualities and experiences in a personal piece of writing: cover letter, CV, depending on the job, etc. 	<ul style="list-style-type: none"> ▶ Authentic documents to understand: <ul style="list-style-type: none"> – Training, internship, work contract, etc. – Safety rules ▶ Documents to write: <ul style="list-style-type: none"> – Letter of motivation – Reminder email to an employer to whom you sent your application, for example, – Etc.



TECHNICAL AREA

VIII. Using IT resources		
	INDICATORS	ASSESSMENT TOOLS
1. Performs basic tasks with a known IT tool	<ul style="list-style-type: none"> – Visits websites with their smartphone – Uses a computer (keyboard and mouse) and does basic searches on the internet (Google Maps, public transport, etc.) with help if necessary 	<p>► Questioning:</p> <ul style="list-style-type: none"> – Do you go online using your smartphone? If yes, on which sites? – Do you use the computer? Do you have one at home? – What do you do on the computer or your smartphone? – Do you do it alone or with someone helping you? – Can you tell me how to get to the training centre from... using your smartphone? – Do you know your institution's website? Have you already been there? Can you show me what you already consulted there?
2. Uses basic functions of some IT tools, with or without help	<ul style="list-style-type: none"> – Uses the email (on smartphone or PC) to write emails – Forwards an attachment to an email – Uses some text processing functions to modify a document (CV) – Creates, names, moves and saves files (CV, letter) 	<ul style="list-style-type: none"> – Do you have an email address you use? – Have you already sent your CV by email? – Do you know Word <p>► Requested actions:</p> <ul style="list-style-type: none"> – Can you send me your CV directly by email? – Can you modify your CV or letter in Word? And then send it to me? (How do you modify your CV and send it to me?)
3. Regularly uses IT resources based on the context	<ul style="list-style-type: none"> – Uses the internet and a few office programs (Word, Excel, etc.) independently – Adapts their job search tools and can apply for positions – Manages a diary 	<p>► Requested actions: open a Word file and show the computer screen :</p> <ul style="list-style-type: none"> – Exercise: add bold, increase the font size, centre the text, etc. – Save the document on the desktop, give it a name – Modify the letter shown in the screen from a model
4. Personalises the IT resources to their situations and needs	<ul style="list-style-type: none"> – Carries out effective searches, adapted to their needs with IT or communication tools (social networks) – Uses tools that may be useful (social networks and internet platform, etc.) – Learns to use a specific software program in relation to their work (stock management, etc.) 	<p>► Questioning :</p> <ul style="list-style-type: none"> – Which social networks do you know? – Which one(s) do you use? – Do you know of any sites that allow you to post directly online? <p>► Requested actions :</p> <ul style="list-style-type: none"> – Can you register with this website online (for example: Public Employment Service), if you have not already done so? – Can you apply online on this site?



TECHNICAL AREA

IX. Using their maths skills		
	INDICATORS	ASSESSMENT TOOLS
1. Performs simple calculations involved in recurring situations	<ul style="list-style-type: none"> – Performs simple additions and subtractions (mental and written) – Recognises simple geometric shapes – Looks for and identifies the information needed to solve calculations and/or resolves simple logical situations (time measurement, cost measurement, etc.) – Reasons and/or calculates partially, with help 	<ul style="list-style-type: none"> – Perform written calculations (addition and subtraction) – Present simple geometric shapes and ask to identify them – Suggest simple calculation situations: total cost of a certain number of purchases, time taken for a public transport journey, from a timetable, etc?
2. Applies operations and measurements in situations related to their environment	<ul style="list-style-type: none"> – Performs multiplication and division of integers (mental and written) – Performs simple distance, surface and time calculations, and uses the right units – Can give rough estimates and rounds off (distance, surface, quantities, etc.) – Correctly uses measurement tools (measuring jug, tape measure, watch, scales, etc.) 	<ul style="list-style-type: none"> – To be defined
3. – Chooses operations and reasoning to resolve common situations	<ul style="list-style-type: none"> – Applies the reasoning specific to each situation and performs the operations necessary to solve problems – Performs basic operations with decimal numbers and fractions (length of a journey, cost of a product, amount to pay and change to give) – Performs cross multiplication (converting a currency to another, etc.) 	<ul style="list-style-type: none"> – Exercise: reading the instructions for use of a cleaning product, for example. From these instructions, calculate the amount of product needed to clean a given surface (rule of 3)
4. – Varies reasoning depending on the situation encountered	<ul style="list-style-type: none"> – Adapts their operations according to the recipient and the situation – Explains the strategies used to find the solution(s) – Guides calculation by third parties – Checks reasoning and calculations and rectifies if necessary 	<ul style="list-style-type: none"> – To be defined



TECHNICAL AREA

Complying with instructions and rules		
	INDICATORS	ASSESSMENT TOOLS
1. Identifies instructions and rules	<ul style="list-style-type: none"> – Knows and cites the main rules relating to a surrounding environment: family, work and training, etc. – Recognises the most common icons (in public places and on public transport, etc.) 	<ul style="list-style-type: none"> ▶ Not assessed in pre-assessment ▶ Assessed during training ▶ Assessment of the skill “Respect instructions and rules” is the subject of the skills assessment (training, work experience, work, etc). It may be self-assessed at the start of training.
2. Applies instructions and rules	<ul style="list-style-type: none"> – Applies the known or given rules in a given situation – Follows instructions (work, safety, etc.) 	
3. – Incorporates instructions and procedures in their activity	<ul style="list-style-type: none"> – Adapts to rules, even in unknown places or situations – Knows the risk of not following instructions and rules in a given situation 	
4. Ensures and monitors the application of instructions and procedures	<ul style="list-style-type: none"> – Explains instructions, work rules and how they are applied to someone who does not know them – Ensures that instructions and procedures are applied – Assesses and adapts instructions and procedures to situations 	

EXAMPLES OF DOCUMENTS USED FOR THE PRE-ASSESSMENT

Pilot 1: FOREM

- ▶ INTERVIEW SUMMARY: Document pages 14 and 15
- ▶ INFORMATION SHEET: Document page 16



SUMMARY OF THE ASSESSMENT INTERVIEW - PUBLIC MIGRANT ¹

Professional advisor:

Date: / /

Case n° _____

SURNAME _____

FIRST NAME _____

Situation

- When did you arrive in Belgium?
- What is your family situation?
- Do you receive CPAS benefits?
- Work permit?
- Driving licence?
- Integration path: ok/nok
- Daily activities? sport?

Studies/Training

- Are you having lessons in French (or other)?
- Currently?
- What did you study in your country of origin?
- Have you carried out diploma equivalence?
- **IT:** What do you use for your research?
- Do you know how to use a computer (keyboard, mouse)?
- Do you know how to save and modify a document (CV)?
- Can you send me your CV by email?
- **Languages:** Can you easily understand French in an interview like this one?
- How do you assess your reading and writing skills?
- Can you read this document and tell what you understand from it (who is it intended for, what is it about?)

Experience

Roles carried out/Tasks

- What did you do for a job in your country?
- Have you already worked in Belgium?
- Do you know about the sector you want to work in?
- Do you know what a business sector is?
- What do you know about the employment market in Belgium (jobs needed/not needed)?
- Do you know anyone who works in Belgium/ who does the job you want to do?
- What do you need to do this job in Belgium, what knowledge/know-how do you need?
- Was it the same in your country?

Professional project

- Professional project? Job? Sector?
- What do you like about this job?
- What is your knowledge of the job?
- Have you already attended an info session?
- Do you have any information on training locations in this sector?
- Job search?
- What is your knowledge of the job?
- Return to studies?
- Information on schools? Courses? Applications?

Employment market

- Do you have a CV? A covering letter?
- Have you used it? How?
- How do you apply?
- Do you know/have you met any professionals in Belgium?
- Do you know of any companies in this sector? Have you had any interviews?
- How do you present yourself to an employer?

Obstacles/Constraints

- What difficulties may you encounter to do this job? Follow this training course?

PRIORITY ACTIONS TO BE CONSIDERED

-
-
-

1. Summary created based on the "4-axes grid", FOREM document.



SUMMARY OF THE ASSESSMENT INTERVIEW - PUBLIC MIGRANT ¹

Professional advisor:

Date: / /

Case n° _____

SURNAME _____

FIRST NAME _____

Situation

Studies/Training

Experience
Roles carried out/Tasks

Professional project

Employment market

Obstacles/Constraints

PRIORITY ACTIONS TO BE CONSIDERED

1. Summary created based on the "4-axes grid", FOREM document.



INFORMATION SHEET

SURNAME: _____ First name: _____

First name: - -

Mobile number: /

Belgian driving licence: yes no (theoretical practical)

Foreign driving licence: yes no

Language(s) spoken _____

French level: (Tick the boxes corresponding to your level)

I am able to...	Poor	Average	Good	Very good
Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand when I am spoken to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand when I read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job(s) carried out abroad: _____

Current training: _____

Current professional project: _____

INFORMATION SHEET

SURNAME: _____ First name: _____

National number: - -

Mobile number: /

Belgian driving licence: yes no (theoretical practical)

Foreign driving licence: yes no

Language(s) spoken _____

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Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job(s) carried out abroad: _____

Current training: _____

Current professional project: _____