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## USER GUIDE



## ICT Tool for competency assessment

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## Introduction

The MotivateYouth ICT Tool for Competence Assessment is a standardized, online self-assessment test to measure one's competencies in pre-defined 10 competency areas and to determine what training is required for further skills development. The ICT tool is available at: <https://eyouth-tool.oic.lublin.pl/>

It is addressed to young people aged 18-24 who left the school before completing upper- secondary education (Early School Leavers from education and training – ELET)<sup>1</sup>. It is designed to help young people to get to know themselves better and assess their skills for the labour market.

The tool generates an instant feedback report (provided in PDF format) and it is free of charge. It is available in Italian, Spanish, Polish, Greek, Portuguese and English. You can select your preferred language at the home page (flags).

This User Guide provides essential information to the users and experts working with ELET on how to use the tool, its features and capabilities.

The MotivateYouth project team respects the privacy rights of the tool's users and understands the importance of protecting personal data. All information and data are processed with strict discretion and in accordance with all legal requirements.

## Tool overview

The ICT tool has 2 functional areas:

- self-assessment area
- admin area (accessible only by the OIC Poland Foundation)

Both areas share the same url and visual style, but use separate sets of tokens.

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<sup>1</sup> [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Early leaver from education and training](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Early_leaver_from_education_and_training)

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## Common functionality

### Login

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motivatiEyoUth

UK, Greece, Italy, Poland, Portugal, Spain

**This website is best viewed using the current browser version of Google Chrome or Firefox.**

**Welcome to the motivatiEyoUth ICT tool for competence assessment.**

This tool is addressed to young people aged 18-24 who left the school before completing upper- secondary education. The tool is free of charge.

The self-assessment test is designed to help you to get to know yourself better and assess your skills for the labour market and the modern world of work. When you finish the test, you will receive a feedback report detailing your strengths and the areas that need development. Test results can help you to make decisions about further education and career planning as well as to explore the labour market. Before you take the test, you will need to provide some information about yourself. This data will be used solely to interpret the assessment results and prepare the competency report. Please read the Information clause on personal data processing of a tool user [here](#) and click the accept button below.

☐ I have read and agree to the terms of service

You can stop the test at any time. If you want to continue the test, save your token to log in again. All the results will be saved.

**Start the competency test now!**

**Start!**

or login with your token

**Token**

**Login**

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 Polska Fundacja Ośrodków Wspomagania Rozwoju Gospodarczego „OGC Polaris” w Lublinie
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Figure 1

Each user starts with the login screen. To start the test for the first time, you need to press start. The tool will generate an individual token for each user, displayed in the final screen. To log back in, you will need to save your token.

After clicking on the “Login” button, the system proceeds to a screen depending on the user type – an administrator or a standard user, if the token is correct. If the token is not correct, the login screen will be displayed again.

### Logout

The logout link is displayed on each screen of a logged in user. After clicking on this link, the user gets logged out and the Thank you screen is displayed.

Thank you



Figure 2

The “Thank you” screen is displayed after logging out. The screen shows a thank you note, token – to log again, and the link to the login screen.

## Self-assessment area

### Language

Clicking on the national flag of:

- United Kingdom,
- Greece,
- Italy,
- Poland,
- Portugal or
- Spain

changes the language of the login screen to the appropriate value.

### Login

After the correct token is provided, the previously registered user logs into the system. If all the questions have been answered, the “Competency report” screen will be displayed.

If there are still some questions to be answered, the “Demographics info” screen will be shown.

Note, that the application remembers users’ answers. If the user answers only some questions and then logs out, the application will show screens with answers given in the previous session.

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## Registration

Registration starts with the Login screen (Figure 1). The new user needs to check the “I have read and agree to the terms of service” check box and then click on the “Start” button.

If the check box does not get checked, the Login screen is displayed again. Otherwise, the application proceeds to the Demographic info screen (Figure 3).

Note, that the language of the Login screen will be assigned to the newly registered user. All screens will be displayed in the language of the registration and there will be no option to change the language for this users.

Note: It is not possible to register as an administrator.

## Demographics info

The demographics info screen prompts users to enter information such as age, gender, education, employment status, and place of residence which is a condition proceed to the next screen. Users can also enter the name and the surname. These pieces of information are optional.



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Before you start, please complete your personal profile.

Your token: 4df18c76 [Logout](#)

Name and surname (optional)

Age \*  
 years

Gender \*  
☐ female  
☐ male

Education \*  
☐ incomplete primary education  
☐ primary education  
☐ incomplete lower secondary education  
☐ lower secondary education  
☐ incomplete upper secondary education  
☐ upper secondary education  
☐ post-secondary non-tertiary education  
☐ incomplete Bachelor's/Master's Degree  
☐ tertiary education

I am currently: \*  
☐ unemployed  
☐ employed  
☐ self-employed

Place of residence: \*  
☐ village  
☐ town/city

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Wspomagania Rozwoju Gospodarczego  
„OIC Poland” w LublinieOPEN EUROPEptm pasU. PORTO  
UNIVERSIDADE  
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Figure 3

When a user clicks on the “Next” button, but the required information is not provided, the “Demographics info” screen will be displayed again. User will be advised on which piece of information is missing. Previously filled data will be displayed so the users need only enter the missing pieces.

When a user clicks on the “Next” button and all the required information is provided, the application proceeds to the “Competency test” screen.

## Competency test

**Competency test (1 / 3)**

Please read every statement carefully and indicate your agreement with the following sentences, using the 6-point scale below. There are no right or wrong answers, just answers that are true for you. For each statement choose the response that best represents the extent to which you agree or disagree with each of the following statements. Please answer each statement as honestly as possible.

1. Strongly disagree  
2. Disagree  
3. Slightly disagree  
4. Slightly agree  
5. Agree  
6. Strongly agree

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I am good at working with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to give feedback without making the other person feel bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to look at problems from a new point of view to find a creative solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to make connections between different situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy for me to change plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the importance of life-long learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at identifying problems or gaps and converting them into opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am actively involved in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respect different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to create a document using a word processor (Microsoft Word or similar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a collaborative person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the importance of non-verbal communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can suggest alternative solutions to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can ask questions and consider options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am open to new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to manage my own learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't mind taking risks to turn my ideas into a reality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Back](#) [Next](#)

Figure 4

The “Competency test” screen shows the list of questions related to competencies preceded by a short instruction on how to use the screen. The list is limited to 17 questions.

The “Back” and “Next” buttons allow to proceed to the previous and next screen respectively if all questions are answered. Otherwise, the same screen is displayed with a prompt to answer all questions.

The “Back” button leads to the previous set of questions of the competency test or to the “Demographics info” screen if the first set of questions is displayed.

The “Next” button leads to the next set of the competency test questions.

When the last screen of the Competency test is displayed, the “Finish and get your competency report” button is displayed.

When a user clicks on the button (provided that all the questions are answered), the “Get report” screen is displayed.



Get report screen.

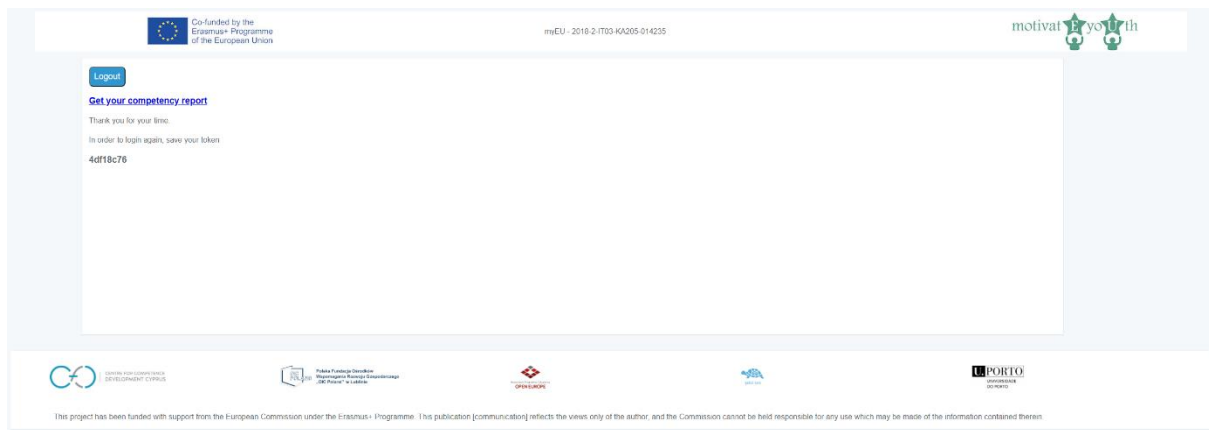


Figure 5

The screen provides the user with a link to download the report, as well as the instruction to save the token.

## Competency report

The competency report shows level of each of the following competencies:

- Cooperation,
- Communication,
- Problem solving,
- Critical thinking,
- Adaptability,
- Lifelong learning,
- Social entrepreneurship,
- Citizenship,
- Cultural awareness,
- Technology literacy

with explanation on what specific level of each competency means for the users.

If the level of some competencies is low, the report shows specific advice on what needs to be done in order to improve the competencies.

The feedback report can encourage one's self-reflection on competencies or can be submitted to the expert for further discussion or analysis.