

Project 5by5

Notes on the topic "Competence Identification / Assessment"

Suggestions Guide on Competence Identification / Assessment

DEVELOPED AT A SHORT TERM STAFF TRAINING EVENT ON MIGRATION AND RECOGNITION OF PRIOR LEARNING, AT BFI WIEN, AUSTRIA

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WUC STORSTRØM



I. Introduction

Many European countries are faced with rising numbers of refugees and other migrants. In order to facilitate the labour market integration of migrants, and especially high numbers of recent refugees, recognition of prior learning and language training have become very important issues. In the framework of the 5by5 project, one of five Short Term Staff Training Events was organized for the discussion of existing tools and practices in the process of integration of migrants into the labour market and the role that educational institutions can play.

Two topics were discussed in depth at the event, which took place during three days at BFI Wien, Austria, from February 21st to 23rd: "Second Language Training" and "Competence Identification & Assessment".

The five organisations participating in this event exchanged experiences, lessons learned and made suggestions for best practice approaches.

This document summarizes the in-depth discussions that took place on the topic of "Competence Identification & Assessment". The exchange focused on getting to know each other's work, getting new inputs from other participants and external experts, and suggesting best practice elements for the implementation of second language training measures.

This document is based on

- a. internal input, i.e. from 5by5 participants' presentations
- b. external input, i.e. from stakeholders external to the project
- c. excursions to relevant institutions/projects
- d. discussion and group work of the participants in the Short Term Staff Training Event.

The following notes are a documentation of the group discussions on the topic of "Second Language Training" for migrants.

For more information on the project please see:

<https://www.bfi.wien/ueber-uns/organisation/abteilungen/internationale-projekte/five-by-five/>

or

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-1-AT01-KA202-035024>

For more information on the training event you are invited to get in contact with one of our project partners:

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II. Suggestion Guide on Competence Check Trainings

The following notes are a result of the group discussions of the working group on Competence Check trainings or measures. It is short description of possible paths to implement such a training and a “reality check” that gives the possibility to reflect own practice.



The working group on competence identification / assessment trainings defined three phases that are important for implementing competence check trainings: (1) Start of the competence check, (2) Phase of checking/identification/assessment/evaluation of competences, knowledge and skills, (3) Support for an integration into the labour market.

The table below is divided into defined phases, possible approaches and comments. General questions for an implementation concept are listed in the beginning of the table.

Suggested Checklist for an implementation of a competence check training

- What kind of professionals is needed during the process/training? (Trainers, social workers, mentors, psychologists, etc.)
- Different settings for various participants in competence check training and tests, e.g. VET and higher education, persons that have an education history, persons that never or hardly went to school, etc.
- Important knowledge for persons who work in a competence check training and/or openness for this knowledge: Cultural, education system, world of labour of countries of origin.
- Knowing how to deal with traumatized people and where to get help in the team.
- Possibility for supervision of team members.
- Group size for group settings not more than 15 persons (practical test on an individual basis)
- 2nd language training implemented into the competence check training.

Phases	Possible Approaches	Comments
Start of a competence check training		
1. Before the competence check Participants must have a clear understanding of <ul style="list-style-type: none"> • Important concepts that are going to be used during the competence checking process. Terms that are part of the European working language / culture, like time management, teamwork, competences, communication skills, etc. • world of labour – terms, needs, requirements, values of the specific new home countries and Europe • the education systems of their new home countries • digital competences 	<ul style="list-style-type: none"> • Glossary of terms • Group settings are possible (training in class) • On-line support and training might be possible for some parts and some participants (a guidance – direct contact must be available) 	<ul style="list-style-type: none"> • The beginning phase of a competence check shall be guided (in form of training, individual guidance, counselling, etc.) because it imparts basis knowledge on the country specific concepts, European terms, etc. It one pillar for further professional integration as well as possible further training. • Duration – some weeks (depending on participants) • Trainers, counselors shall have an understanding of cultural differences (e.g. what means labour, education concept, etc.) from migrant countries
Checking of competences, knowledge and skills		
2. Beginning of the competence check <ul style="list-style-type: none"> • Certificate check, as a proof of the qualifications and competences that the candidate has; (if available) • Do a self-assessment test, as a way for the candidate to 	<ul style="list-style-type: none"> • Guidance & Mentoring throughout the process • Learning outcome approach – NQF (National Qualifications Framework) 	<ul style="list-style-type: none"> • Have a multidisciplinary team (trainers, tutors, psychologists, etc.) that is responsible for the competence assessment in each different phase, will have a positive effect on the training.

	<p>learn about her-/himself by gathering data that includes information about work-related values, interests, personality type, and attitudes as well as competences, skills and knowledge. The aim is to find occupations that are suitable based on the results.</p> <ul style="list-style-type: none"> • Do a diagnosis on strength and abilities, to find out in which direction the participant can be oriented. This can be compiled with the information provided by the certificates and the self-assessment test. Make visible non-formal and informal training / education. • Supported by an multidisciplinary team 	<ul style="list-style-type: none"> • Multidisciplinary team (trainers, tutors, psychologists, etc.) 	<ul style="list-style-type: none"> • Duration – some weeks (this part is an intensive personal work) • Using the learning outcome approach and NQF could be good for comparisons • Formal and non-formal education must be introduced to the training. How to make visible this education is a major aspect of the training. Be aware that migrants very often bring no certificates.
3.	<p>During the competence check – practical phase</p> <ul style="list-style-type: none"> • Completion of a practical test to evaluate the candidate's competences, skills and knowledge. • Have a good partner network to support the assessment of the practical test. For example, when assessing the competences of a baker it is important to have a close collaboration with a VET school or a bakery. 	<ul style="list-style-type: none"> • On an individual basis • Group work (e.g. role plays in the training) • Self-made videos to show competences, skills and knowledge • Native language approach - make the practical test in the native language, at least for some topics (if necessary) 	<ul style="list-style-type: none"> • On an individual basis • The competence check needs a practical phase. Only by showing competences everybody can get aware of them (both sides the participant as well as possible employers, trainers) • Important for testing to be able to have the same levels – Learning Outcome Approach – level description (EQF, NQF) – Competence matrixes for partner network • Have a standard languages reference;
Support after the competence check			
4.	<p>After the competence check</p> <ul style="list-style-type: none"> • Definition of a career path • Guidance for the integration into the labour market 	<ul style="list-style-type: none"> • Guidance on an individual basis 	<ul style="list-style-type: none"> • Elaboration of supporting documents for an integration into the labour market (CV, application letter, etc.) • Support help for the formal recognition process

III. Link List from the 5by5 network on slack.com

Second language training for migrants

- Common European Framework of References for Languages: <https://www.coe.int/en/web/common-european-framework-reference-languages/>
- Good Resources for GERMAN as 2nd LANGUAGE and Basic Education, The general description is also in EN available <https://www.netzwerkmiika.at/en/who-mika>
- European learning network for professionals supporting work-related 2nd language training: <http://languageforwork.ecml.at/>
- Language Training for Adult Refugees with VOLUNTEERS as TRAINERS a programme by the Council of Europe: <https://www.coe.int/de/web/language-support-for-adult-refugees/list-of-all-tools>

Migration general

- Global migration date, Wittgenstein Centre: <http://www.global-migration.info/>
- King project: Research on Integration of Migrants in Europe: <http://king.ismu.org/the-project/objective/index.html>
- Integra8 project: Integration of female migrants: <http://integrateproject.eu/en/>
- Council of Europe: Intercultural Cities: <https://www.coe.int/en/web/interculturalcities/videos-about-intercultural-cities>

Competence Check

- Bertelsmann-Stiftung: Counseling – check of professional experiences <http://www.bertelsmann-stiftung.de/en/media-center/media/mid/competence-cards-for-potential-analysis-in-immigration-counseling-flexible-application-options-for/>
- Competence cards (Bertelsmann-Stiftung): <http://www.bertelsmann-stiftung.de/de/unsere-projekte/aufstieg-durch-kompetenzen/projektnachrichten/kompetenzkarten/>
- European Commission: Video to ESCO, Competences, Skills and Knowledge: <http://ec.europa.eu/avservices/video/player.cfm?ref=I144718&sitelang=EN&lg=EN/EN&devurl=http://ec.europa.eu/avservices/video/player/config.cfm>
- CEDEFOP: How to formulate LEARNING OUTCOMES, Skills and Competences: <https://fivebyfive-workspace.slack.com/messages/C8H2ZQFNJ/team/U7HAJTPHS/>
- Love VET project: Competence descriptions, Matrixes: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/bee7d7cc-ffe-4c98-9855-764a25b84161>
- ILO: Recognition of Prior Learning from the voices of experts around the world: <https://www.youtube.com/watch?v=HzinLH74bGw>