

Validation for Migrants

Competence Cards for Clearing Situation

Dr. Martin Noack & Ramona López

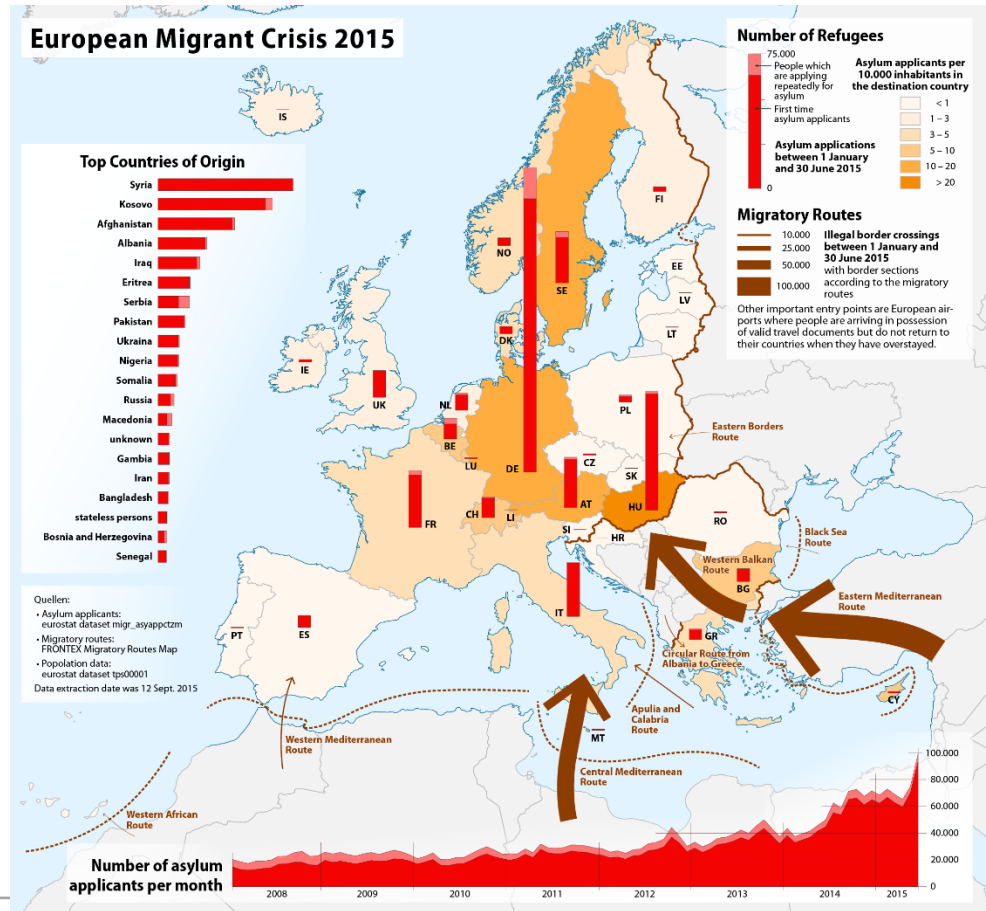
Cedefop Conference: How to make learning visible

Thessaloniki, 28th November 2016

The Challenge in Germany: Lack of formal qualifications is a key barrier to labour-market integration of refugees

- 81 % do not have a formal VET or HE degree
- 23 % had less than 5 years of schooling
- 7 % had no schooling at all (BAMF 2016).

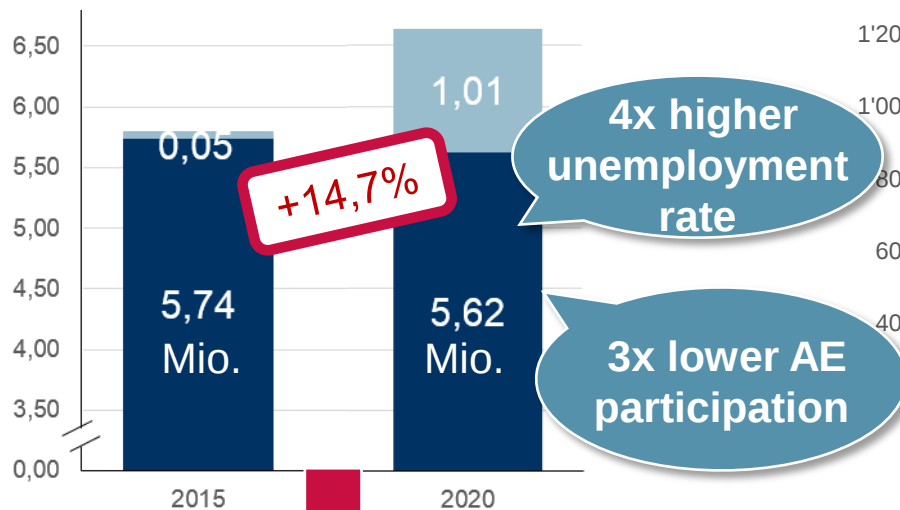
BUT: 65% of asylum seekers have substantial work experience



Growing number of „low skilled“ with labour shortages at the same time

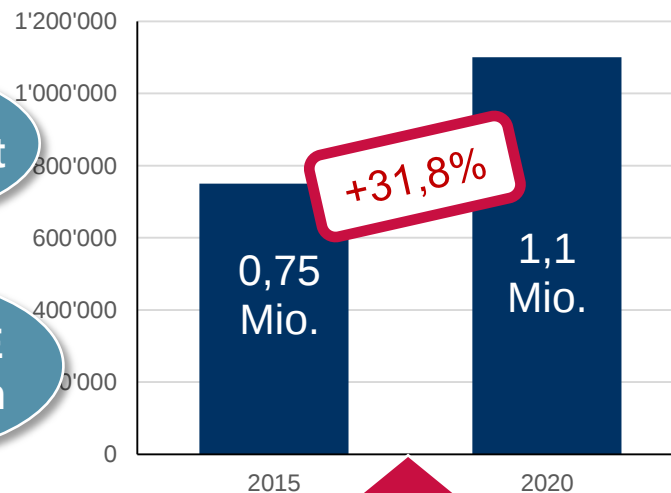
„Low skilled“ in Germany

- Existing „low skilled“
- Additional „low skilled“ refugees



Skilled labour shortages

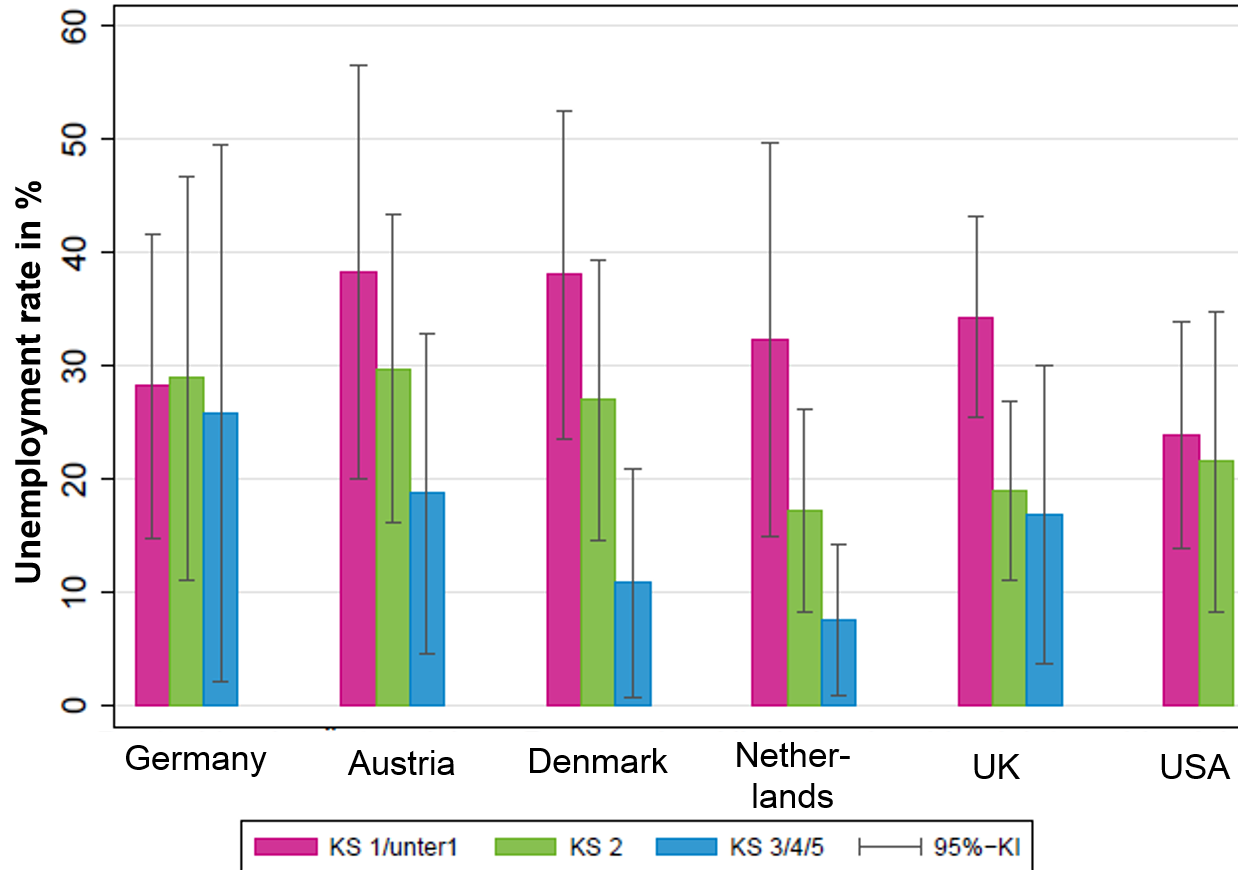
- Anticipated gaps



Tapping the potential of the „low skilled“.

Souzrces: BIBB-Report 23/14 Tabelle 3; IAB aktueller Bericht 17/2015; eigene Berechnungen; vbw 2012

Without a VET- or HE-degree even substantial key competences don't reduce labour market risks in Germany

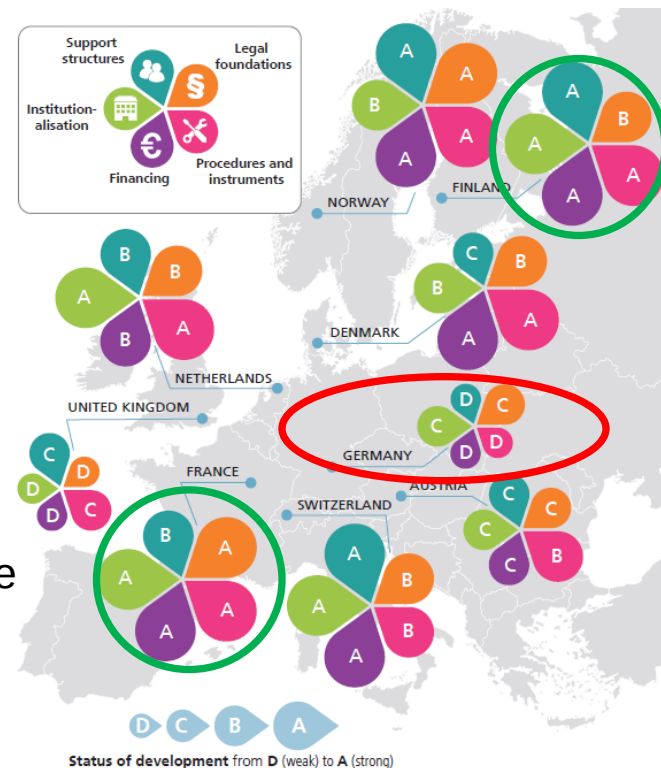


Numeracy skills of „low skilled“ males age 25-54 ys. (PIAAC)

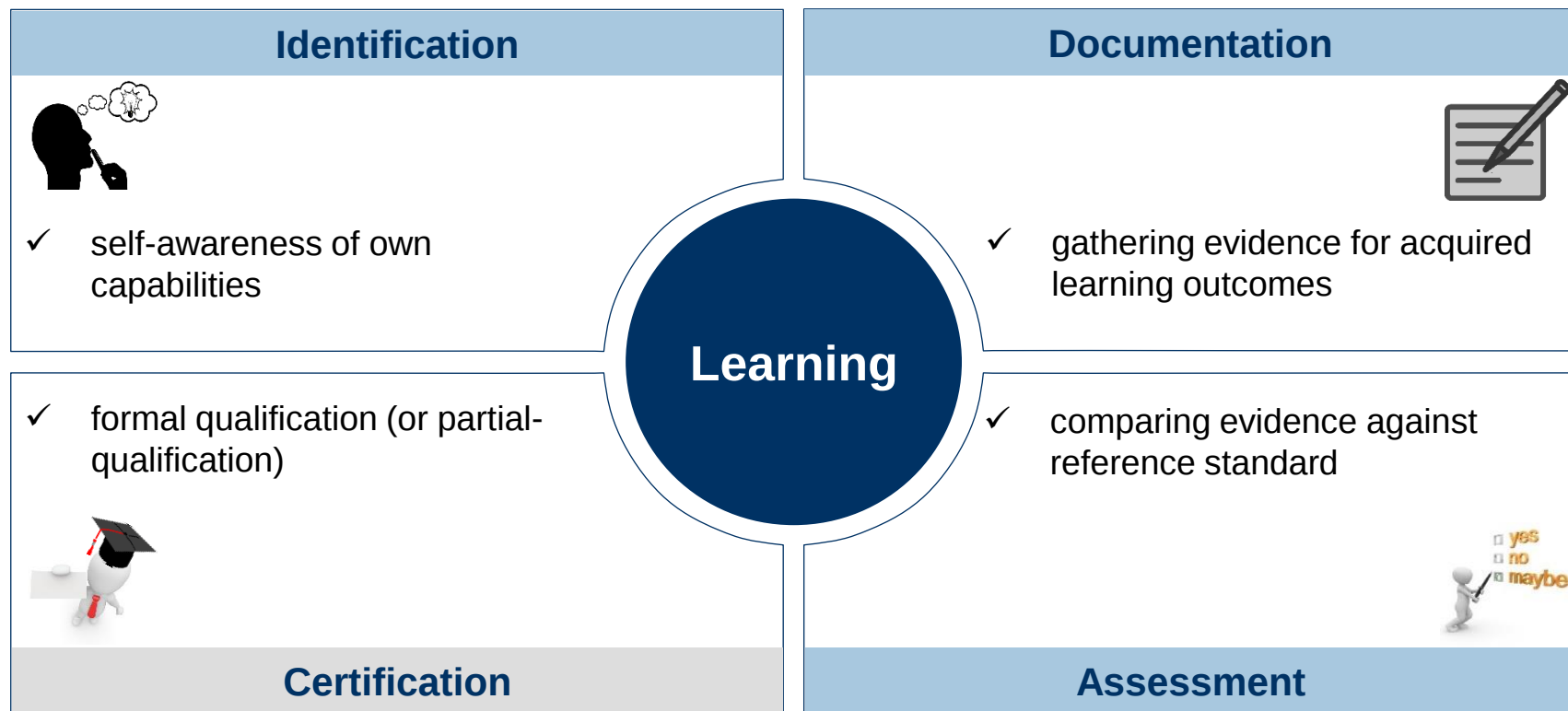
Source: Heisig & Solga (2013)
Kompetenzen und Arbeitsmarktchancen
von gering Qualifizierten in Deutschland

Validation of competences is possible in FIN and F already today – Germany is in this regard a „developing country“

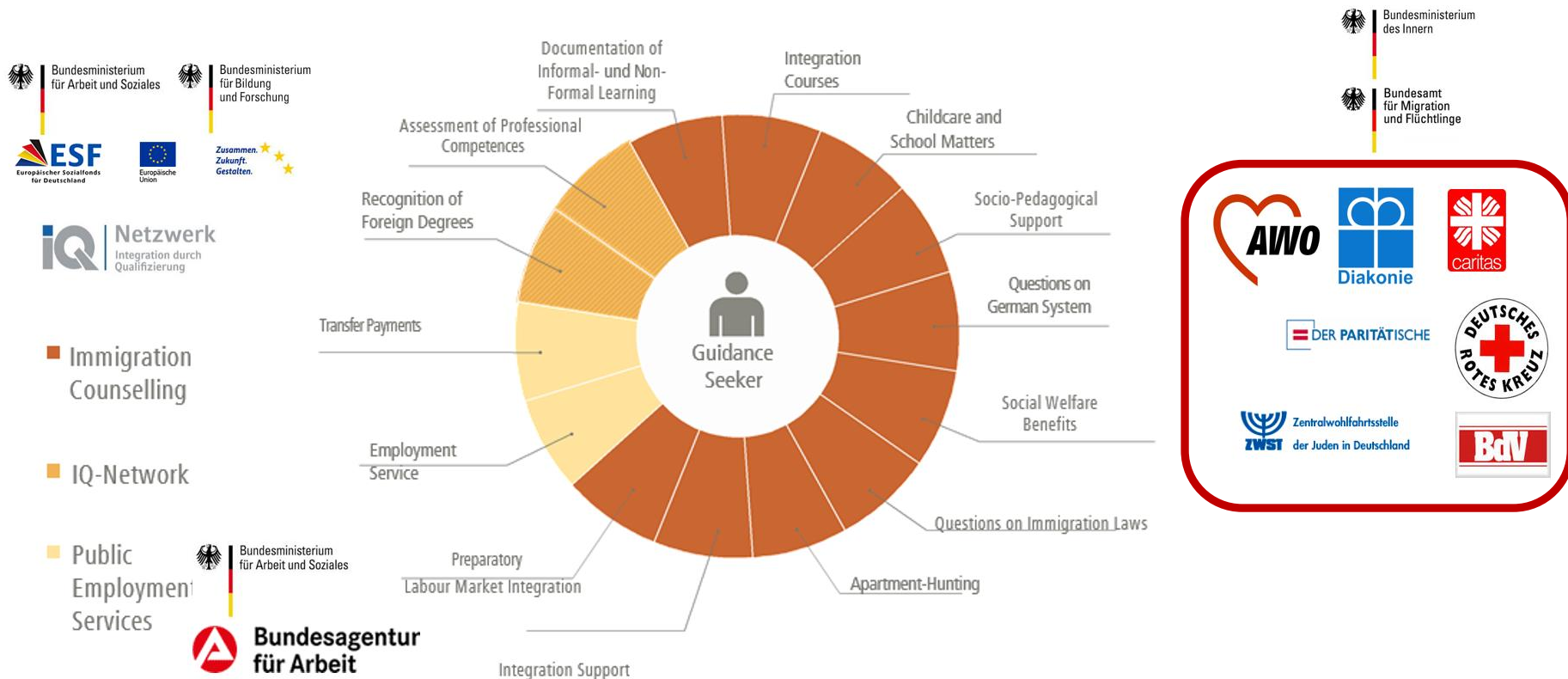
-  **Legal foundations:** limited access to „external examination“ 19.000 cases per year
-  **Procedures:** only non-binding competences passes or exceptionally full recognition
-  **Financing:** largely unregulated
-  **Institutional structures:** hundreds of different actors without sufficient common standards
-  **Support structures:** no comprehensive and accessible infrastructure, existing procedures largely unknown



Bertelsmann Stiftung activities cover 3 steps of validation procedure



Responsibilities of the major guidance systems in Germany



But: No tools were both sound and practical for clearing



Too theoretical



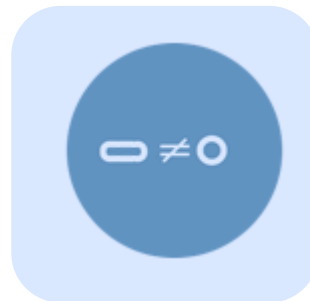
Too reliant on
written
language



Too time
consuming



Too complex



Incompatible
with labour
agencies

Not more tools but more practical ones are needed!

What is needed is a tool that is ...



Practical



Visualized



Modularised



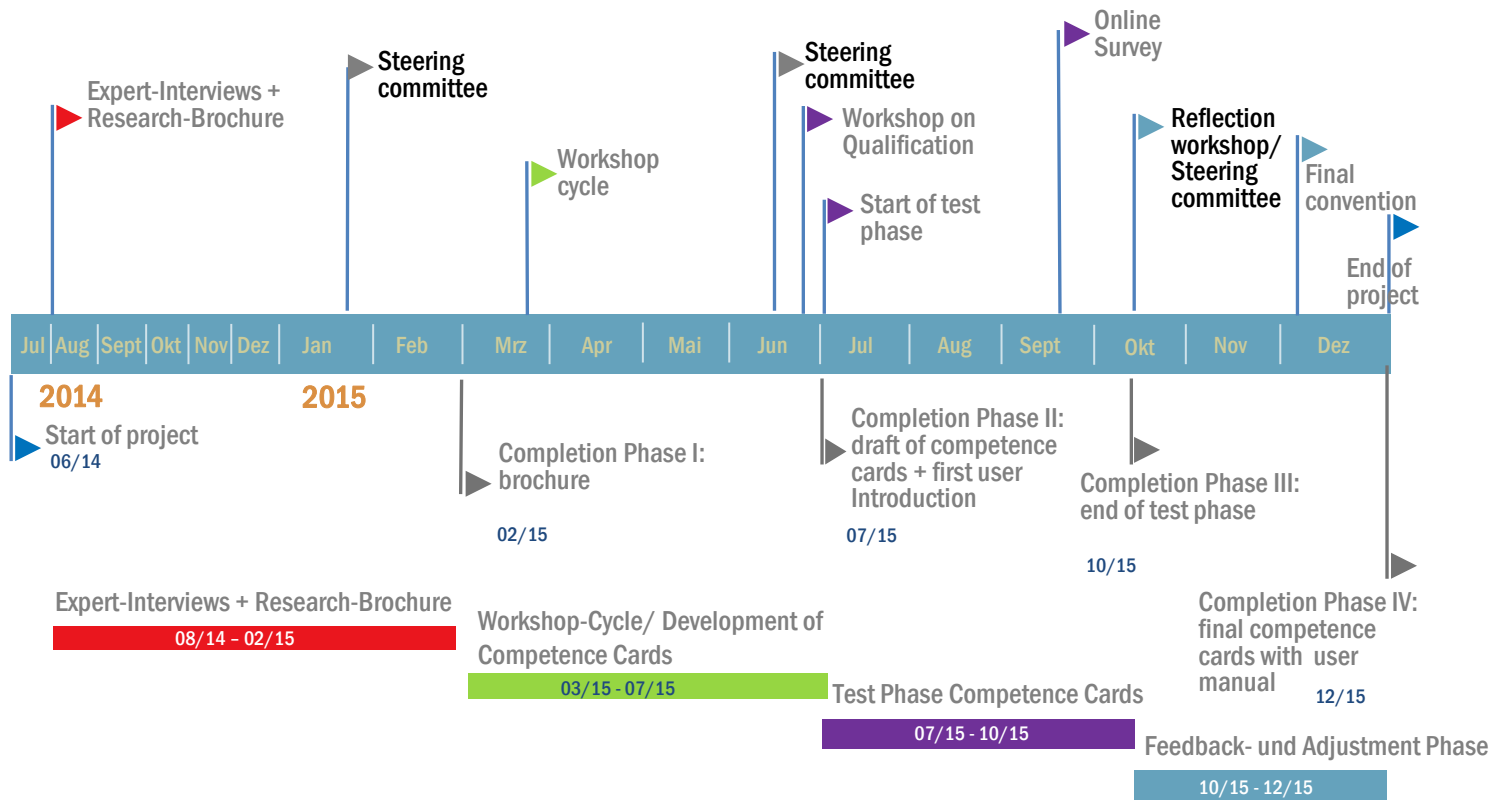
**Easy and quick
to use**



Compatible

But: Base new tool on existing ones

1,5 years of developing Competence Cards for the clearing situation



The Competence Cards Toolbox

46 competences

11 Interests

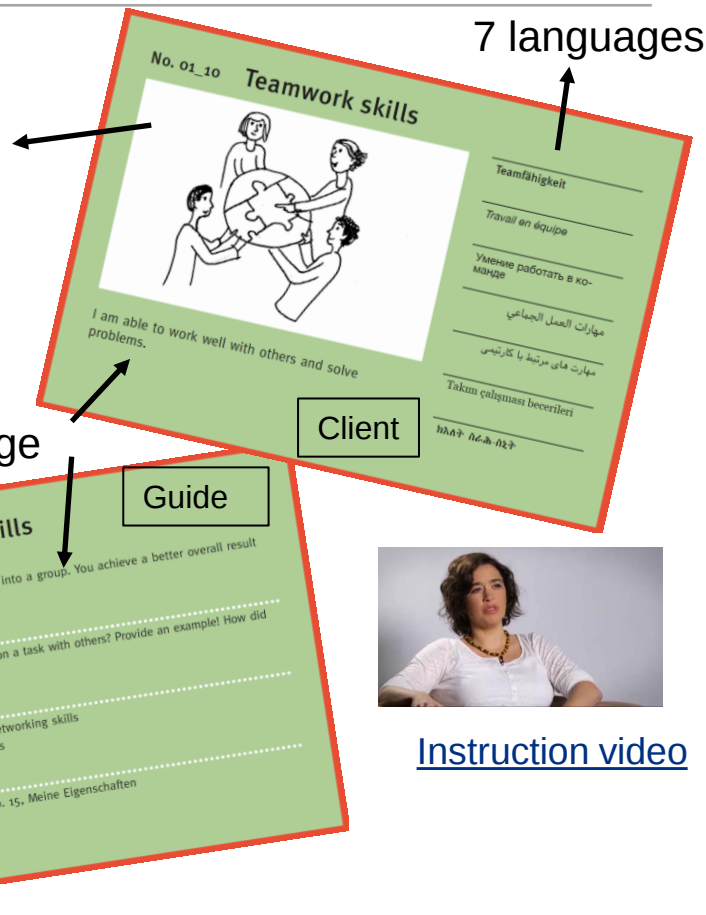
9 x further information

documentation templates



“cultur-free”
key visual

Easy language



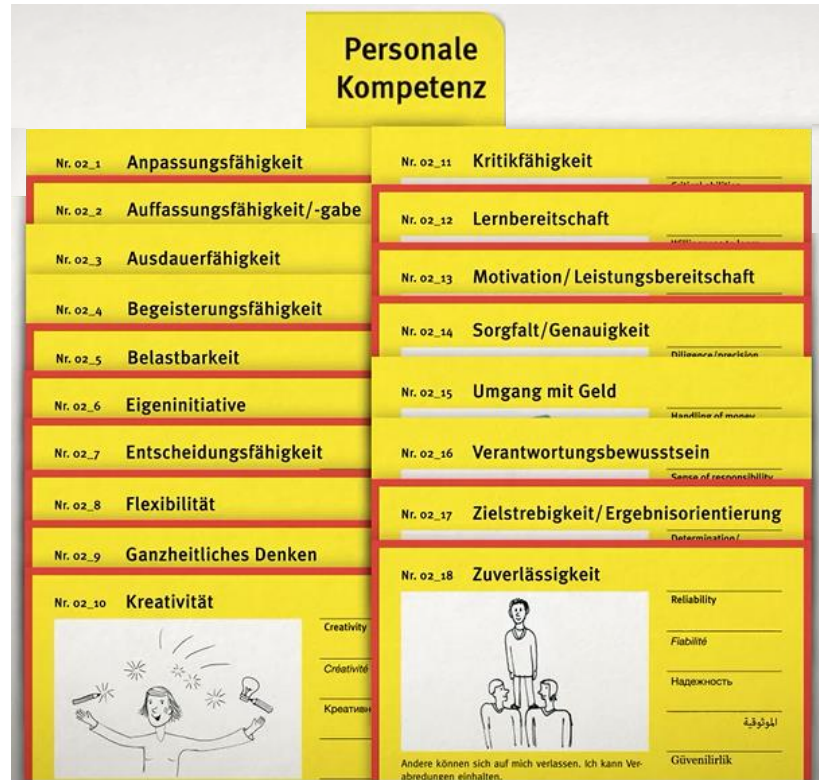
[Instruction video](#)

10 Social skills

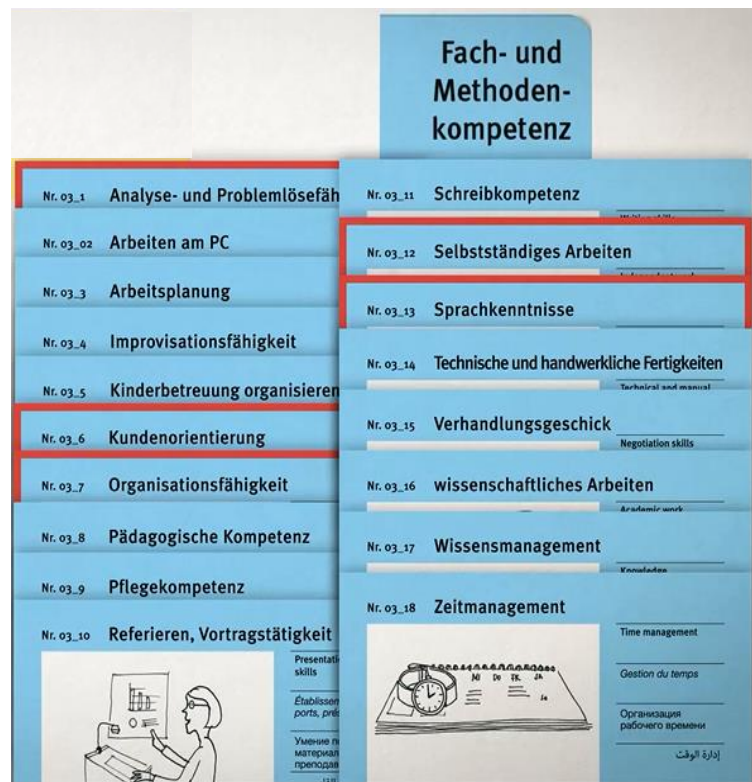


Red-framed competences are also used in the profiling of the PES in Germany

18 Personal skills



18 Professional- and methods skills



11 Interests



Testimonial

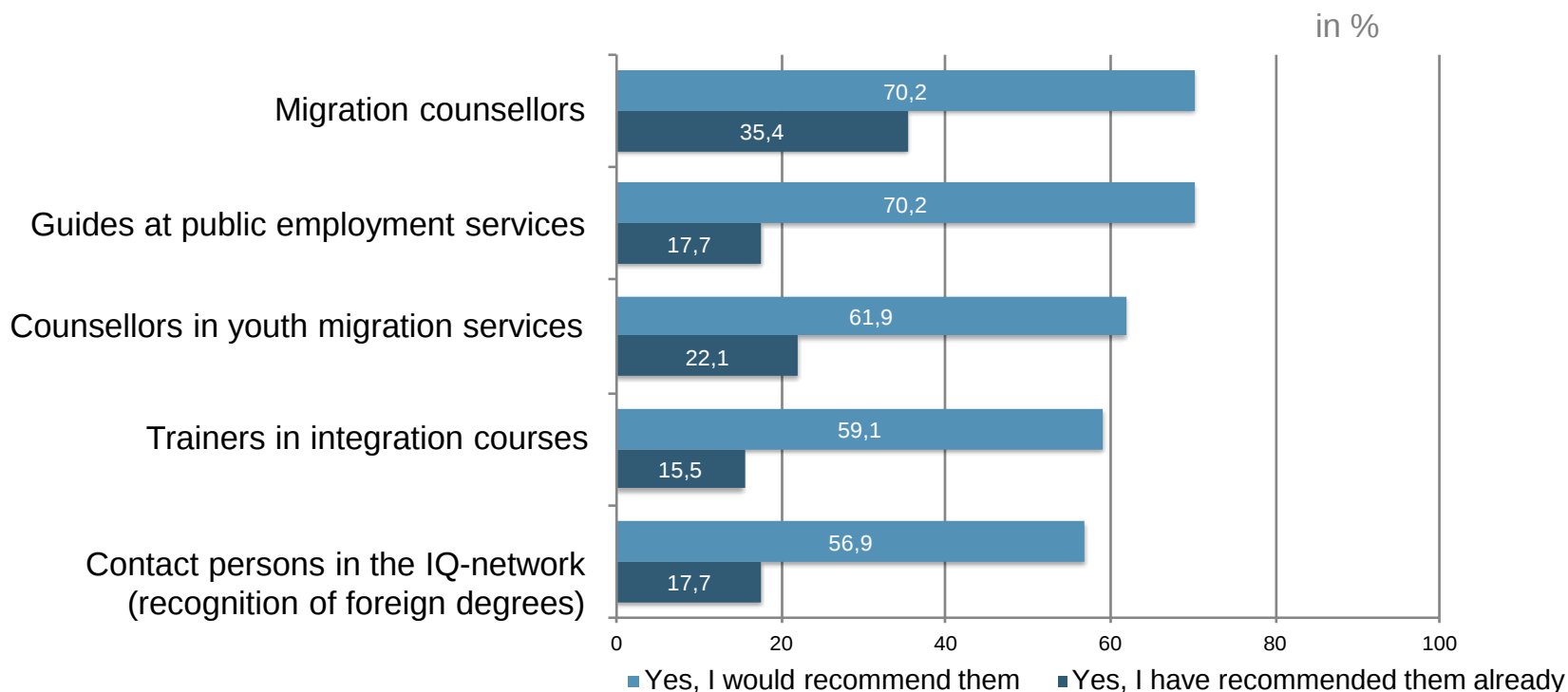


The full instruction video is to be found [here](#)

External Evaluation reports positive reception (survey of 202 users)

- Competence cards **fill a gap (52 %)**
- Competence cards used in at least every 4th (2nd) counselling session (58 % (20 %))
- Got to **know clients faster and better (65 %)**
- **Better documentation** of identified competences (63 %)
- Using competence cards **prepares** clients very **well for profiling of PES (61 %)**
- **More practical** counselling is possible (57 %)
- **More flexible** arrangement of counselling is possible (48 %)
- Competence cards offer concrete support, e.g. for compiling applications or CVs (48 %)
- **More time-effective** counselling is possible (40 %)

„Who would you recommend to use the competence cards?“



Source: Online-survey regarding competence cards: n = 181

Reach of the competence cards

- Currently **5th edition** out since 10.11.2016 (more than **9.000 sets ordered** & distributed)
- Since 01.08.2016 sets (in English and German) are **open content** (CC BY SA 4.0)
- Multiple **requests for adaption** of the cards from Germany and other EU-member states
- Since 22.09.2016 competences are described in **2 additional languages**: Farsi & Tigrinya

www.bertelsmann-stiftung.de/competence-cards





Real life cases

Waheed: mechanical engineer from Syria, in Germany since Jan 2015



- 20 years of professional experience
- Responsible for 200 employees
- Integration course (B2 after 18 months)
- Formal degree recognized (after 10 months)
- Enrolled in a 3-semester university course

Benefit of using Competence Cards:

- Realistic picture of match with German labour market
- Help with applications and job interviews
- Better fitting job recommendations

Waheed's Competence Profile (selection)

Personal Skills	Level
Diligence/ Precision	+++
Flexibility	+++
Creativity	+++
Motivation/Commitment	+++
Decision-making	+++
Holistic thinking	++
Willingness to learn	++
Resilience	++
Multitasking	+

Methods Skills	Level
Customer orientation	+++
Analytical skills/ problem solving	+++
Independent work	++
Organisational skills	++
PC work	+
Pedagogical Skills	+
...	

Social Skills	Level
Communication skills	+++
Leadership skills	+++
Interculturality	+++
Teamwork Skills	++
Conflict- Management	++
Sensitivity/Empathy	+
...	

Gülcan: Single mom of two from Turkey, 6 years of formal education



- Since age 8 moving between Germany and Turkey
- Worked in small cleaning jobs
- Took an internship in a senior residence
- Got a job at the residence

Benefit of using Competence Cards:

- Building up self-esteem
- Identifying the right job
- Encouraging internship application
- Preparing for job interview

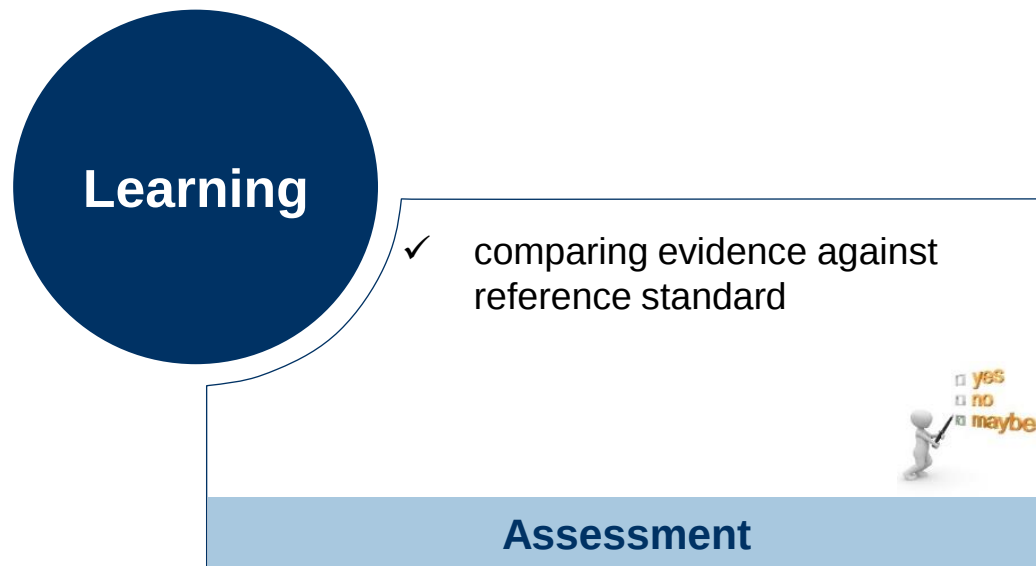
Gülcan's Competence Profile

Personal Skills	Level
Sense of responsibility	+++
Reliability	+++
Determination	+
Handling of money	+
Diligence/ Precision	+
Resilience	+
Motivation/ Commitment	+

Methods Skills	Level
Care skills	+++
Improvisational ability	+++
Pedagogical Skills	++
Technical and manual skills	++
Analytical skills/ problem solving	+
Time management	+

Social Skills	Level
Social commitment	+++
Sensitivity/Empathy	+++
Interculturality	+++
Helpfulness	+++
Interpersonal/ networking skills	+
Teamwork Skills	+

Video-based assessment of professional competences



The Federal Employment Agency (BA) and the Bertelsmann Stiftung are developing a new instrument to assess vocational competencies

Vocational competence tests for refugees and low-skilled workers

Computer-based

- Using pictures and videos
- Translated into 5 different languages
- Conceived for a large number of potential beneficiaries
- Easy and cost-efficient implementation

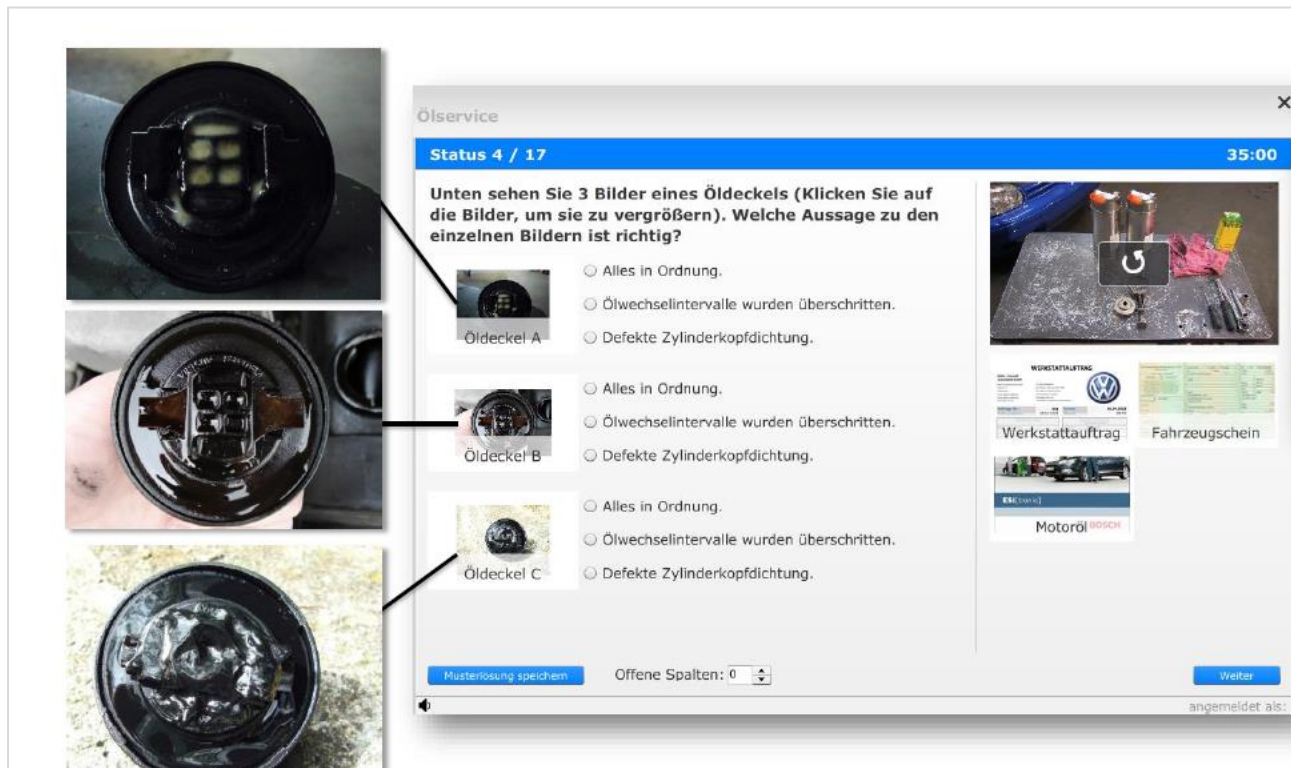
Compatible with German VET

- Specific tests for 30 reference occupations
- Oriented towards real working and business processes
- Does not aim for formal recognition of qualifications
- Provides employers with a practice-oriented competence profile
- Indicates training/qualification needs

Integrated into the BA placement process

- Nation-wide standardized implementation
- Job counselling before and after testing
- Allows for a targeted placement in employment and further training

The measuring instruments have low language requirements and use pictures and videos to assess occupational „action competencies“



The screenshot displays a software interface titled "Ölservice" with a status bar indicating "Status 4 / 17" and a timer at "35:00". The main instruction reads: "Unten sehen Sie 3 Bilder eines Öldeckels (Klicken Sie auf die Bilder, um sie zu vergrößern). Welche Aussage zu den einzelnen Bildern ist richtig?". Below this, three oil caps are shown, each with a corresponding question and three radio button options:

- Öldeckel A:**
 - ☐ Alles in Ordnung.
 - ☐ Ölwechselintervalle wurden überschritten.
 - ☐ Defekte Zylinderkopfdichtung.
- Öldeckel B:**
 - ☐ Alles in Ordnung.
 - ☐ Ölwechselintervalle wurden überschritten.
 - ☐ Defekte Zylinderkopfdichtung.
- Öldeckel C:**
 - ☐ Alles in Ordnung.
 - ☐ Ölwechselintervalle wurden überschritten.
 - ☐ Defekte Zylinderkopfdichtung.

At the bottom, there is a "Musterlösung speichern" button, a dropdown for "Offene Spalten: 0", a "Weiter" button, and a login field labeled "angemeldet als:".

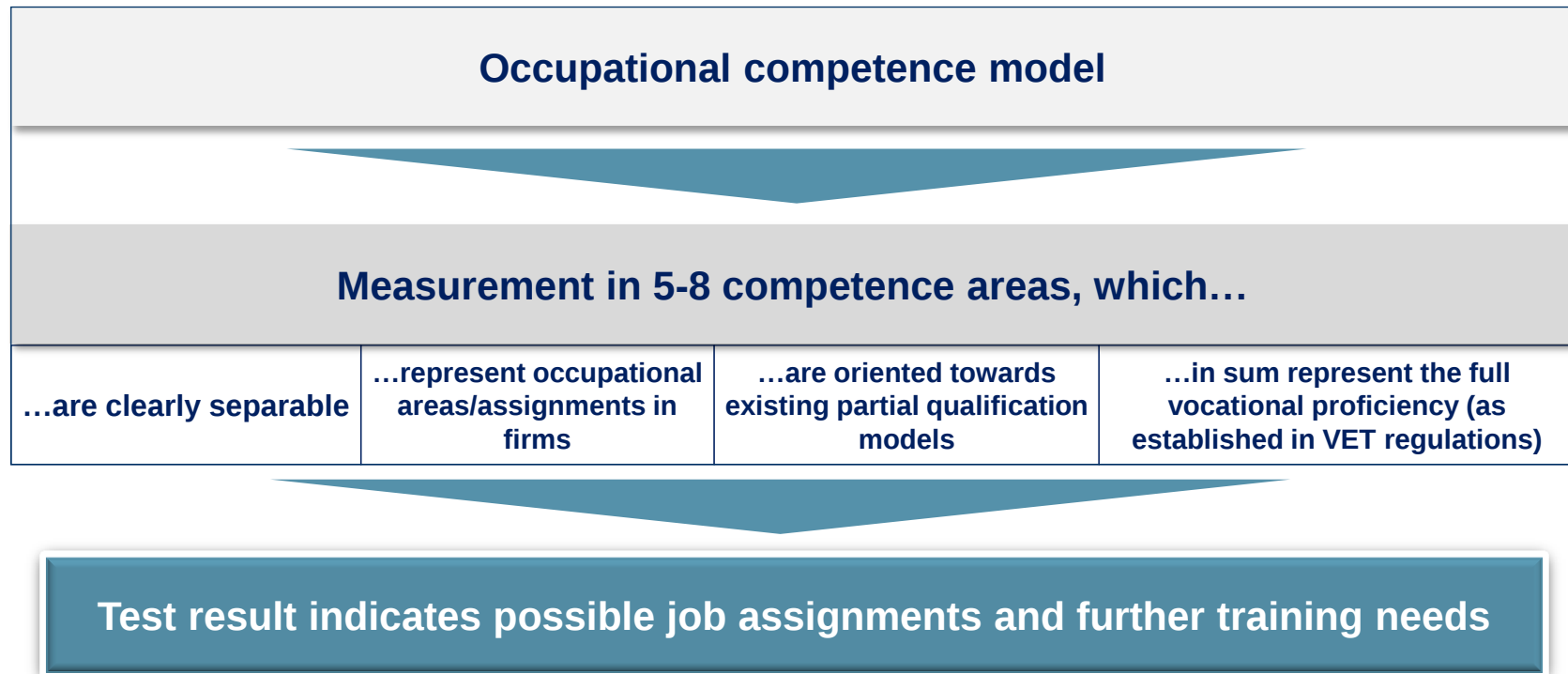
ASCOT research initiative (BMBF funded, 2011-2015)
Video and simulation-based approaches allow for a valid and reliable assessment of professional competencies

Videos show concrete occupational action situations in real-life settings...

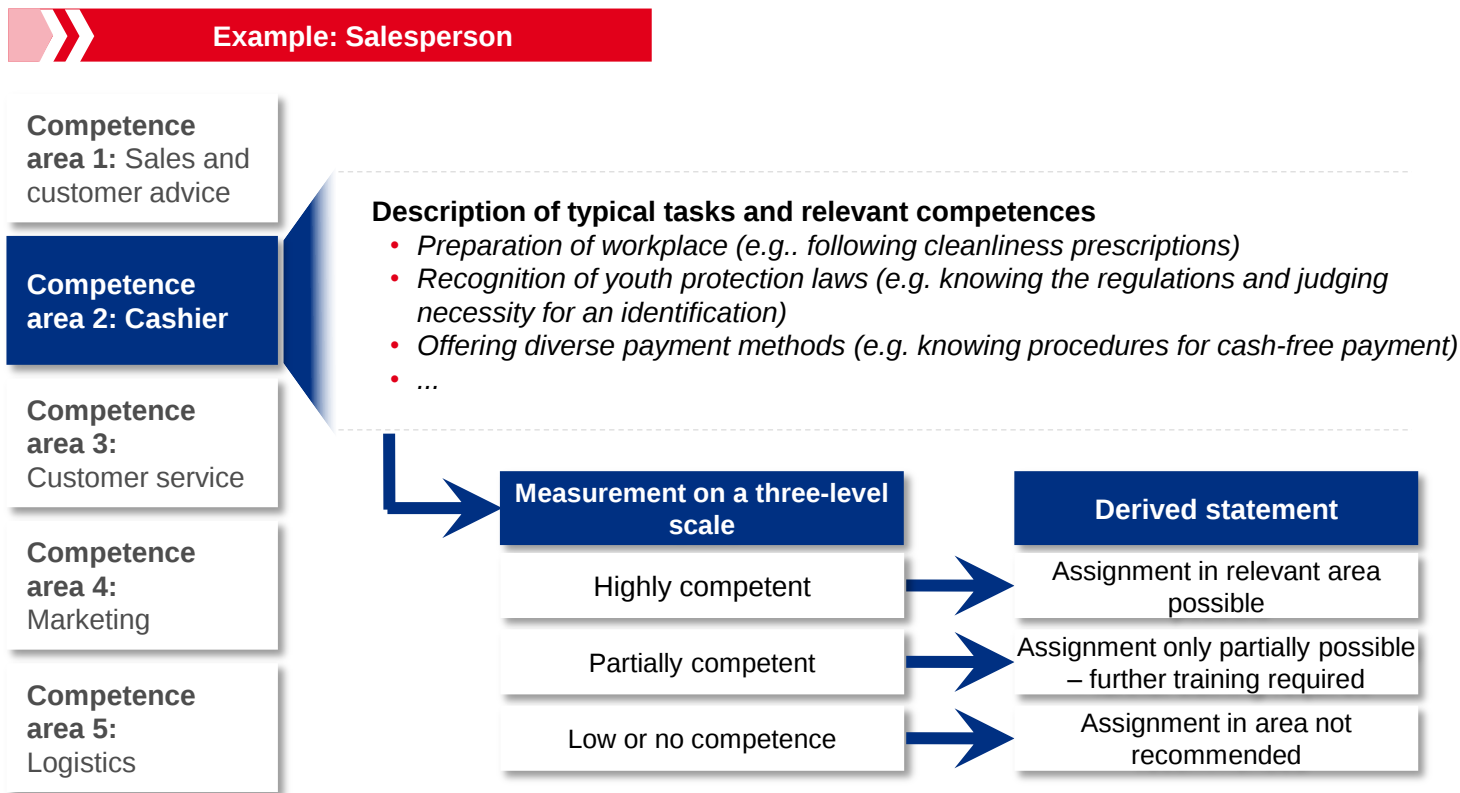


Example: Automotive mechatronics technician, competence area „standard service“, action situation „oil service“

Measuring instruments are based on a pragmatic competence model



Test result shows differentiated evaluation for each competence area



Thank you for your attention!

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Besuchen Sie uns auch auf



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Backup

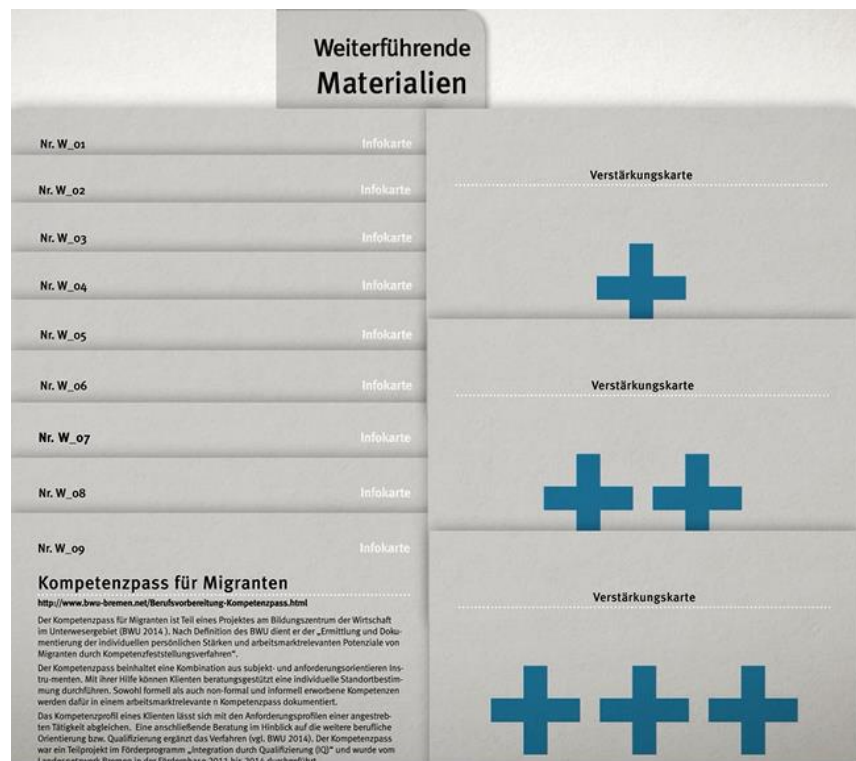
Besuchen Sie uns auch auf



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1 Salesperson	12 Hairdresser	23 Expert for Furniture, Kitchen and Moving Services
2 Automotive Mechatronics Technician	13 Geriatric Nurse	24 Food Salesperson (Bakery)
3 Electronics Technician (trade)	14 Alterations Tailor	25 Plumber
4 Farmer	15 Building and Object Coaters	26 Process Technician for Plastics and Rubber Engineering
5 Metal Engineer/Metalwork Specialist	16 Baker	27 Housekeeper
6 Cook	17 Skilled Warehouse Operator	28 Landscape Gardener
7 Hotel and Catering Industry Expert	18 Driver	29 Building Cleaner
8 Carpenter	19 Computer Science Expert for System Integration	30 Chemical Production Technician
9 Skilled Interior Construction Worker	20 Industrial Electrician	Food Technology Expert
10 Skilled Building Construction Worker	21 Machine and Plant Operator	Expert in Courier, Express and Postal Services
11 Plant Mechanic for HVAC and Sanitary Engineering	22 Skilled Civil Engineering Worker	

9 cards with additional information + 3 enhancers



- Working with the PC
- Musical Instruments
- Basic materials
- Information on language tests
- Classification of economy branches
- Links to different Profiling/Pass systems
- ...

Manual comprised of just 1 page

Handout

COMPETENCE CARDS

for Immigration Counselling

COMPETENCE CARDS FOR IMMIGRATION COUNSELLING

Why competence cards?

The cards were specially developed for immigration counselling in order to support the analysis of the social abilities and skills of migrants.

The combination of pictures and text in simple language should make access to the clients easier and help overcome language barriers.

MBE counsellors can use the cards flexibly based on their needs throughout the counselling process.

Options for flexible use:

- flexible with respect to the interests and needs of the target person
- flexible with respect to the available time
- flexible selection of the competence areas and terms

The competence cards:

- can be completed in a short amount of time
- are self-explanatory and easy to use
- allow access to the client, regardless of English language skills

INFORMATION

"Success factors for potential analysis in educational counselling for migrants"

The research project "Erfolgskriterien für eine Potenzialanalyse in der Bildungs- und Berufsberatung von Migrantinnen und Migranten" (Success factors for potential analysis in education counselling for migrants) was conducted by the Forschungsinstitut Betriebliche Bildung (f-bb) gGmbH on behalf of the Bertelsmann Foundation.

The long-term goal of the project is to improve the labour market integration of (low-qualified) migrants. This process is supported by a potential analysis which also takes informally and non-formally acquired skills into account.

If you have questions about the project, please feel free to talk to the project staff.

Contacts

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Bundesarbeitsgemeinschaft der Freien Wohlfahrtsverbände

BertelsmannStiftung

These cards were developed by the Bertelsmann Foundation in cooperation with the Forschungsinstitut Betriebliche Bildung gGmbH (Research Institute for Vocational Training) and non-state welfare bodies.

1. LAYOUT OF THE CARDS

There are 46 competence cards in the three areas of social, personal and technical and methodological skills, 11 interest cards, 9 cards with further instructions and 3 supplemental cards. The cards are serially numbered based on competency areas and skills.

Each skill is illustrated by a picture, described by a sentence in simple language and translated into the following five languages: German, French, Russian, Arabic, Turkish.

Further explanations and questions about the competence term, instructions for the specialisation cards and additional materials can be found on the back. In order to ensure connectivity for the labour agencies and job centres, the 20 strengths from the (German) profiling sessions were included in the card set. They are marked with a red frame.

Colour coding:

- Social skill (No. 01_1 bis 01_10)
- Personal skill (No. 02_1 bis 02_10)
- Technical and methodological skill (No. 03_1 bis 03_10)
- Interests (Nr. L_01 bis L_10)
- Skills from the profiling session
- Additional materials (No. W_01 bis W_09 + three supplemental cards)
- Supplements

2. HOW CAN I WORK WITH THE CARDS?

Using the cards is an interactive process during which the clients and counsellors work closely together.

The front of the cards is primarily aimed at the client, with the illustration of the skills, the sentence in simple language and the translation.

The back of the cards, with the additional explanation, the sample questions and references to the skill specialisation and additional materials is directed more towards the counsellor.

The results of the meeting can be documented for further counselling. To this end, the corresponding copy templates can be found in the card box.

3. RECOMMENDATIONS FOR USING THE COMPETENCE CARDS AS PART OF THE COUNSELLING PROCESS

Option 1: Easy Way to start a conversation

The cards can be used as an easy way to start the conversation or as an access point for determining skills. This is particularly useful for clients with limited English language skills.

They are also suitable as an introduction for less motivated clients or persons who are not certain of the direction of their future path.

A successful introduction can be followed by the usual process for social abilities and skills analysis or option 2.

Option 2: Complete determination of skills

The card set includes the three most important competence areas for determining informally and non-formally acquired skills. There are different options for performing the complete analysis of social abilities and skills:

- The clients view the cards and choose 10-15 competence cards which they consider to be their strengths. These are then discussed with the counsellor and, potentially, additional specialisation cards are referenced. At the end of the process, primary skills can be determined, based on which an initial assessment of the vocational field can be made.
- The card set can also be used in only one competence area and the skills listed there can be queried one after the other. Specialisation cards can provide more details about the corresponding skills.
- The card set can also be used as a complete set. This results in a varied picture of the respective skills of the client. The procedure is the same as in options 1 and 2.

Option 3: Delayed use

The competence cards can be used at the beginning of the counselling process as a starting point for analysing the client's potential. If other problems have to be dealt with first, the card set can also be referenced after a longer period of time and the determination of skills can be resumed. In this case, the documentation template is useful to document the results of the already started potential analysis.

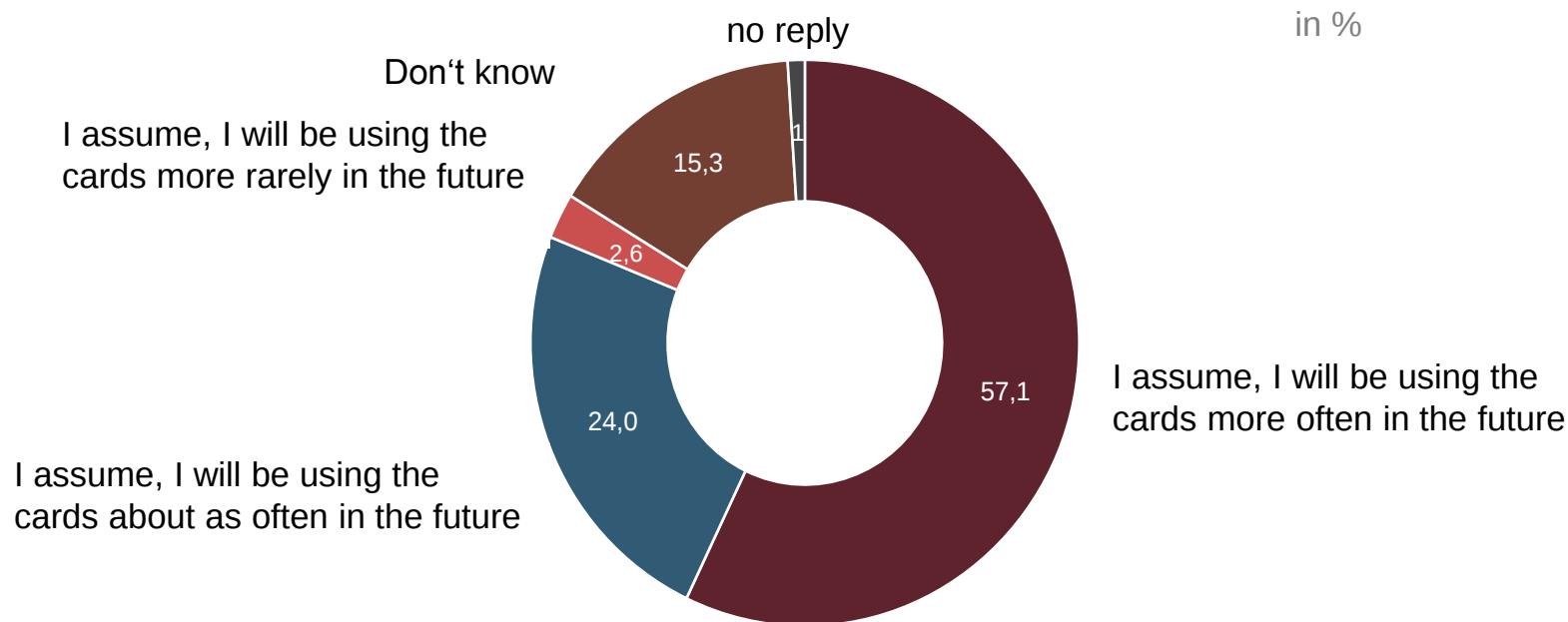
Option 4: Profiling cards

The card set can also be used to determine the strengths that play a role for the labour agencies and job centres during the profiling process. To this end, the cards with red frames can be targetedly selected.

Can Immigration Counsellors (MBE) also use the cards for other purposes?

Of course! The cards are a tool. How they are used is up to the MBE counsellors.

„What is your prognosis regarding your own future use of the cards?“



Source: Online-survey regarding competence cards: n = 196