



## **State of the art**

**assessment/documentation/certification  
of competences in Germany  
April 2007**

This report is based on desk research and interviews and workshop discussions with experts from

- the chamber of employment service
- the chamber of craft and commerce

and

- Gabriele Krämer (centre for apprenticeship management)
- Cornelia Strieder (professor of the university for applied sciences of Trier)

Karin Bachmann (EURES Centre

## Index

1	Introduction: Dual system and assessment of competences .....	3
2	Europass in Germany .....	4
2.1	General information on <i>europass</i> .....	4
2.2	Competent body for <i>europass</i> in Germany .....	7
2.3	Use of the <i>europass</i> instruments in Germany .....	7
3	Assessment, documentation and validation of informal learning in Germany .....	10
3.1	Instruments anchored in the Federal VET Act (BBiG, 2005).....	10
3.2	Other instruments .....	12
3.3	Competence assessment initiatives specially dedicated to young persons .....	14
3.3.1	ProfilPASS for young persons .....	14
3.3.2	Other initiatives .....	15
4	Summing up .....	20
.		
	References .....	21

## 1 Introduction: Dual system and assessment of competences

Looking at the German VET system a clear distinguishing between the system of initial vocational training (IVET) and the system of continuous vocational education and training (CVET) has to be stated.

The German *dual system* of initial vocational training “*is based on a combination of school and work-based learning, meaning experimental learning is included in the formal system*“ (Bjornavold 2005). The training component that takes place at a company is not organised according to didactic aspects; thus informal learning processes take place continually (Straka 2005). In fact, the acquisition of practical competences is characteristic of vocational training in the German dual system. This orientation is also reflected in how the training and final examinations are organised. “Training guidelines and syllabi do not merely describe the subjects but are concerned above all with the knowledge, abilities and skills to be acquired. These are increasingly determined in project-oriented final examinations that deal with practical situations” (Weiss 2005, p. 4).

The reorganisation of many training professions has reinforced this tendency: Since 1998, around 180 training occupations have been reorganised and new occupations have been created, such as those in the IT sector. The examination structure of the new IT occupations includes company project work and comprehensive tasks. Informally acquired competences are tested in a project carried out at the workplace as well as in a subsequent final examination and officially recognised in a certificate. At the same time, the further training project includes regular discussions in which learners can review their learning process and are supported by a learning process supervisor (Gillen, 2003, p. 17 f.).

The dual system depends on the existence of training places in companies. Due to permanent lack of those training places during the last three decades, there have always been a great number of vocational training preparation programmes (often referred to as “waiting loops” in a critical way) organised by various training providers which, with regard to their contents, draw upon regular training programmes. The Vocational training act (BBiG 2005) responds on these developments with new forms of partial certification (see chapter 3.1); recent reform debates are tackling the fields of conflict of an holistic approach of the VET system, oriented to the system of

occupations and more flexibility in IVET: in these discussions the issue of partial certification of training modules plays an important role (Euler/Severing, 2006).

In the field of CVET, the attention paid to validating informal learning still appears to be rather low, despite all the progress attained in the past years. In Germany “*limited attention [is] given to validation of learning acquired outside the formal system*”. “*Validation of non-formal learning has so far not attracted the same attention as it has in many other European countries*” (Bjornavold 2005, p. 40). This development is certainly related to the narrow orientation to the *system of recognised professions* that is especially found in Germany. There, initial vocational training is leading to one of the around 360 professions. Nevertheless, even workers with recognized vocational degrees have to learn throughout their lives and maintain their employability. Businesses also increasingly express a need for more flexibility (Severing 2005, p.7).

## **2 Europass in Germany**

### **2.1 General information on Europass**

The following chapter is relevant for *all reports on state of the art* – not specific German as it provides *general* information on Europass:

Since January 1, 2005, Europass has been made available to European citizens to enable them to document acquired qualifications and competencies. Europass is a document portfolio designed to contribute “as a single framework to the promotion of transparency of qualifications and competencies” (cf. EU Bulletin of 31 December, 2004). The standardised format of qualification profiles, in addition to listing periods of initial and continuing education spent at school, on the job and in higher education indicates all periods of employment, as well as knowledge and skills acquired in both informal and non-formal settings. Designed to assist citizens in presenting their qualifications and competencies, as well as to facilitate drawing up of applications for employment, or programmes of continuing training both at home and abroad, Europass will thus contribute to the promotion of mobility.

At the national level, National Europass Centres (NECs) were established to coordinate the entirety of steps necessary to issue Europass-related documents, and to promote the dissemination and the use of the documents. These centres form a European network coordinated by the European Commission. The Europass document portfolio comprises the Europass Curriculum Vitae, the Europass Certificate Supplement, the Europass Mobility, the Europass Diploma Supplement, and the Europass Language Portfolio. Citizens may use this instrument (or parts of it) on a voluntary basis.

With its five instruments – *Europass Curriculum Vitae*, *Europass Mobility*, *Europass Diploma Supplement*, *Europass Certificate Supplement* and *Europass Language Portfolio* – Europass provides a standard format catering for the documentation of individual education and working careers in an understandable throughout Europe way.

- The *Europass Curriculum Vitae* which forms the centre piece of Europass allows European citizens to present their qualification profiles in a standardised form systematically, chronologically and flexibly (as fields that bear no relevance to an individual profile need not be completed). The tool is provided with examples and aids facilitating completion. The Europass CV is divided into three sections: (a) personal information, details on former education and working career in reverse chronological order, as well as on working experience; (b) special skills acquired in the course of life and career, but not necessarily in the context of formal education and employment (e.g. social and organisational skills, technical and artistic-creative skills; (c) annexes containing extra information.
- The *Europass Mobility* document records periods of learning spent abroad within the context of initial or continuing education and training, indicating the contents of the so-called “European learning pathways”. The mobility document may be completed either in the language of the learner’s home country or that of the receiving country; however, upon the holder’s request it will have to be translated into a third European language.
- The *Europass Diploma Supplement* is a document attached to a higher education diploma. The document describes the skills and competencies acquired by the holder in a way that will make it easier for third persons – in particular to persons in another European country

– to understand what the diploma means in terms of contents of the courses attended. The Europass diploma supplement contains personal information, information on the nature and the level of a qualification, of contents, the results gained, the function of the respective qualification, other information, the certification of the supplement, as well as information on the respective higher education system.

- The *Europass Certificate Supplement* provides details on certificates issued upon completion of a *vocational* training programme. It contains information on acquired qualifications and competencies, the range of occupations accessible to the holder, the awarding and accreditation bodies, the different ways of acquiring the certificate, the entry requirements and access opportunities to next level education. The Europass Certificate Supplement does not replace the original certificate and in particular – analogous with the Diploma Supplement – does not give any entitlement to recognition of certificates awarded within a given national system in another country. Rather, it is produced by the competent authorities at the national level to the end to promote transparency within an abundance of vocational qualifications existing throughout Europe.
- The *Europass Language Portfolio* contains detailed information on a learner's language skills also accounting for foreign language skills acquired in an informal way. The document aims to help users to take stock of their foreign language competence and to make it comparable at an international level. It consists of three parts: (a) A language passport maintained by the holder provides information on foreign language skills (writing, spoken production, spoken interaction and reading). (b) The holder's experience in regard of individual languages is documented in chronological order. Certificates and diploma may also be attached hereto. (c) In addition, own works may be attached demonstrating the learner's linguistic skills.

Adding on elaborated European aspects (such as learning periods spent abroad and language skills) to standard job application documents, and providing an explanation of certificates with a view to foreign readers Europass may contribute to enhanced mobility in Europe. The respective

explanations/supplements, however, exclusively aim at making the documents *understandable* in a transnational context, and by no way affect recognition issues and transfer possibilities.

## **2.2 Competent body for Europass in Germany**

In the frame of the launching the new Life Long Learning (LLL)-programme there were also some changes in the organisation and responsibilities of the mobility programmes and the Europass: Since January 2007 the responsibility of the National Europass Center (NEC) changed from InWent to the National Agency “Bildung für Europa” at the Federal Institute for VET (BIBB). The National Agency is also in charge of the whole LLL programme, including mobility. The mobility database is in the responsibility of the National Agency as well. The new website of the NEC of Germany is at present under construction. Information can be found under [www.europass-info.de](http://www.europass-info.de).

## **2.3 Use of the Europass instruments in Germany**

*Europass CV:* Currently there are no actual statistics on the use of the europass CV in Germany available. It can be observed, that the europass CV is increasingly used in the university sector, but also in training/placement courses financed by means of the labour agencies. But nevertheless activities are necessary to broaden the use of the europass CV.

*Nothing specific in Germany compared to Europe*

*Europass Mobility:* „Since January 2005, the europass Mobility has been taking over the role of the former “europass training” step by step. It provides information on content, purpose and duration of an actual stay abroad. Unlike its predecessor, the europass Mobility documents any kind of learning experience abroad, no matter on which level or with which aim. The target group is therefore much larger than that of the europass Training.“ (see [www.europass-info.de](http://www.europass-info.de))

Up to now no statistical data on the use of the europass Mobility from Germany available. Statistics about the use of the predecessing instrument, the europass Training are promising: “Particularly in Germany, the europass Training met with an overwhelming response. From its launch in 2000 to the end of 2004, around 100,000 documents were issued worldwide: almost

43,000 of them in Germany. Most holders of the *europass* Training are between 15 and 28 years of age. This is primarily due to the choice of target group for the *europass* Training as the first Europe-wide uniform documentation of vocational training and advanced training.

Around three quarters of its users completed training in the dual system. Access to the *europass* Training was usually provided through EU programmes such as LEONARDO DA VINCI and SOKRATES.“ (see [www.europass-info.de](http://www.europass-info.de))

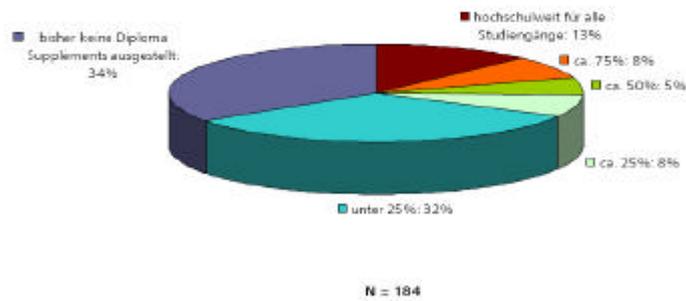
*Europass Diploma supplement:* The *europass* Diploma Supplement is issued in the majority of European countries by the college or university that has conferred the original diploma.

Germany joined the Bologna process at an early stage as this was going in line with a major reform process of the Higher Education system in Germany. In Germany the introduction of the Diploma supplement is strongly linked to the introduction of Bachelor and Master study courses. The figures below (results of a questioning of 184 German universities in the year 2004 show a rather reluctant attitude of universities towards the Diploma Supplement introduction in the starting phase: 34 % of all questioned universities (n = 184) mention that they had not issued any Diploma supplement by this time; among those universities who had issued Diploma supplement only a percentage of 13 mention that they have issued it for all study courses; the majority (32 % of all questioned universities mention that they had issued Diploma Supplements, but only for 25 % of all study courses).



### Stand der Einführung des Diploma Supplements

Hochschulen in % nach Anteil der Studiengänge mit Diploma Supplements (Stand: 10/2004)



© Service-Stelle Bologna der HRK, 2005

HRK Hochschulrektorenkonferenz

This reluctance might be caused by increased administrative work for universities. In the meantime more efficient procedures have been created. Last but not least the new *Europass* activities might support that process.

*Europass Certificate supplement:* The *europass* Certificate Supplement describes the country-specific standards that apply for each occupation requiring training. It helps substantially to make qualifications and competencies attained in a foreign VET system more transparent to prospective employers.

The Certificate Supplement also indicates the typical industries and fields of activity for which the training qualifies the candidate, as well as the scale used in assigning grades. **The *europass* Certificate Supplement is not a substitute for the original certificate.** The *europass* Certificate supplement is issued by the relevant competent bodies in the member states.

In Germany the BIBB (Federal Institute for VET) together with the social partners is in charge of this. At the present status in Germany there are no Certificate supplements available. Work is in progress and the first Certificate supplements are expected to be published online on the website of the website of the National *Europass* Center in the course of this year (2007). They will be

available in German, English and French language. In the meantime the BIBB provides Ausbildungsprofile (profiles of the occupations), at present for the 360 occupations there are about 200 of those profiles available.

### *Europass Language portfolio*

*(Nothing specific in Germany compared to other countries)*

One interesting instrument related to the Europass Language Portfolio is The European Language Portfolio issued by the Ministry of Education of the Land Nordrhein Westfalen (NRW). It is for use by young persons in schools: It supports young learners with a variety of measures to identify their language skills. It follows a biographical approach and contains a variety of elements to support also the acquisition of linguistic skills of the young persons. The learner is provided a comprehensive Language Passport, that indicates the level of proficiency reached in all the languages spoken by the holder of the passport. Language knowledge and skills are differentiated in line with the Council of Europe's competence levels for the teaching and learning of foreign languages.

## **3 Assessment, documentation, validation of lifelong learning in Germany**

In the last few years, though, a number of reform approaches and model projects have appeared in Germany that deal with the promotion and validation of lifelong learning *outside* of the formal vocational training system. Very few of them are the result of legislation.

### **3.1 Instruments anchored in the Federal VET legislation (BBiG)**

Minor efforts could be found, for example, in the reformed Vocational Training Act (BBiG) of April 2005. Two examples for such instruments stipulated in the BBiG are the *Qualificationsbausteine* (Qualification modules) targeting above all at young persons in initial vocational education and training (IVET) and the **Externenprüfung** (external examination) targeted to adults with work experience as mentioned below.

In IVET, the “*Qualifikationsbausteine*” (qualification modules) are a recently developed instrument that makes it possible to credit partial qualifications acquired during vocational preparation - thus outside of regular initial training - to a training programme. The background: In Germany, there have always been a great number of vocational training preparation programmes (often referred to as “waiting loops” in a critical way) organised by various training providers which, with regard to their contents, draw upon regular training programmes. As a result of statutory amendments adopted in 2003 (Ordinance on the certification of vocational competence acquired in the course of vocational training preparation [Berufsausbildungsvorbereitungs-Bescheinigungsverordnung – BAVBVO] adopted July, 16 2003, as well as Vocational Training Act, 2005, Sections 68 – 70) these qualification measures were adapted so as to be closer related to regular vocational education and training. With the relationships between preparation programmes and regular training in terms of contents having become even stronger learners are awarded a certificate of vocational competence issued either at the end of the preparation programme or after completion of a certain qualification module. This raises the question of valuation of partial qualifications acquired in the course of vocational preparation.

§ 51 BBiG stipulates that providers of vocational preparation have to issue written certification of acquired vocational skills. These qualification modules are not that prevalent, however.

The *Externenprüfung* (external examination), that has been part of the vocational training system since 1969, has become somewhat more important since entry requirements were simplified in the reformed Vocational Training Act of April 2005. The *Externenprüfung* enables workers to verify vocational experience or knowledge from non-formal further training courses and to acquire a recognized vocational degree without going through a formal training programme. Participants in the *Externenprüfung* are subject to the same test conditions as regular apprentices. Access to the *Externenprüfung* requires several years of work at a specialist level (“*Fachkräftebene*”); according to the Vocational Training Act of 2005, the required length of employment is only one and a half times the training period of the respective occupation. In exceptional cases, this employment period can be further shortened by demonstrating the knowledge and skills acquired in vocational further training courses. But in total, the *Externenprüfung* is of minor importance in the German system: less than 5 % of the

examinations leading to one of the recognised professions are achieved in this external examination (Bjornavold 2005, p).

Whereas these two methods – *qualification modules* and *external examination* - are already implemented by law in the German VET system, more and more research projects and pilot schemes have been taking place on an "experimental" level in Germany in the past few years (Bjornavold 2005, p 41).

### **3.2 Other initiatives**

A widely based study was initiated on the state level by the federal Ministry of Education and Research (BMBF) and the decentralised ministries of education of the Länder with the “*Weiterbildungspass*” (continuing education pass). Continuing education passes record individual activities of lifelong learning in formal, non-formal and informal training contexts (Barth, Neß, 2005). As part of this research project, an inventory was made of the continuing education passes that exist in Germany. A number of these passes, which generally have a vocational orientation, have been created since the mid 1990’s. The 48 passes that were introduced in Germany by the year 2003 are mainly process-related; in addition to documentation, reflection, stocktaking and planning also play an important role.

#### *ProfilPASS*

Based on the results of the *Weiterbildungspass*-study, the *ProfilPASS* has been developed as a training passport for wide application and is currently in the trial phase. “The *ProfilPASS* records abilities that have been acquired informally, i.e. through ‘learning by doing’, leisure activities, family, employment and volunteer work. The goal is to recognize and identify one's own strengths and unite them in a personal competence profile. This helps to prepare job applications and interviews, to define where one stands professionally and to plan one’s future learning. After the regional tests, the *ProfilPASS* will be introduced and established throughout Germany starting in Spring/Summer 2006” ([www.bildungspass.de](http://www.bildungspass.de)).



Fig 3: Profilpass (screenshot Profilpass website: www.bildungspass.de )

*Programme on federal and ‘Länder’-level: Competence Development for a Learning Culture*

A further research project that has also been initiated by the BMBF and state ministries of the Länder as well as implemented with the support of the ESF is the “*Lernkultur Kompetenzentwicklung*” (Competence Development for a Learning Culture) initiative, which emphasizes the company aspect: “The study focuses on developing and testing efficient continuing learning structures in companies and strengthening individual professional competences. In regard to the validation of informal learning, the initiative attempts to find means to implement informal learning in a more effective way in continuing education” (Seyfried 2005).

In addition, there are initiatives from various other players, two examples:

*The “job navigator” of the metal workers’ union:*

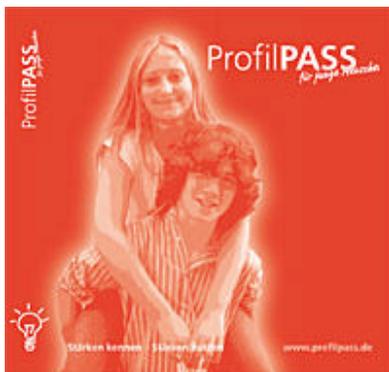
The IG Metall (metalworkers' union) has developed a comprehensive *job navigator* to help workers independently plan their career. The job navigator consists of several modules, one of which is the *Kompetenzhandbuch* (competence manual) that helps to develop a profile analysis of competences. It lists competences for the following three areas: professional, methodological and social competence. Each competence area comprises between nine and 16 individual skills.

*Wide variety of methods of the “global players” e.g. Daimler Chrysler, Gaggenau:*

In Germany (like in other countries where global players are represented) there are also methods for supporting and assessing competences that have been developed to meet the needs of large enterprises. Global players do not rely on government measures. An example of this is a pilot scheme carried out at Daimler Chrysler in Gaggenau for learning in the process of change, which includes validation methods for non-formal and informal learning (Seyfried 2005).

### **3.3 Competence assessment initiatives specially dedicated to young persons**

#### **3.3.1 ProfilPASS for young persons**



This ProfilePASS is for young persons from the age of 13 to 25 years. The objective is to provide a suitable and adaptable form of assessment of personnel strengths for his target group. Young persons will be accompanied during their development and supported in identifying and presenting their competences. Thus this instruments should serve – similar to the ProfilPASS for

adult persons – for encouraging and strengthening self awareness, and activate and motivate the readiness of a young person to overtake responsibility. The **ProfilPASS** for the young is methodically oriented towards biographical instruments of competence assessment – in this aspect no difference to the ProfilePASS for adults. It promotes awareness for opportunities for informal learning. Young persons are acquainted to the attitude of reflecting on their learning biography and their own activities.

The documentation of non-formally and informally acquired competences of young persons competences acquired alongside school or IVET training, competences, acquired during leisure time, with family, friends. **Self-assessment** and **assessment by others** play an important role in the ProfilPASS for young, similar to **Like in the** ProfilPASS for adults. It is suitable for different levels of education and has a clear and simple linguistic pronunciation, easily to understand without copying the current slang of youngsters.

ProfilPASS for young persons is linkable to the Profilpass for adults; it is (also) structured in three parts:

- My life
- My objectives
- My strengths

The Profilpass for young persons contains a register for collecting certificates and other documents. The structure of this portfolio is analog the portfolio for adults.

At present there is a piloting phase in Germany on federal level for the **ProfilPASS for young persons** – the instrument is expected to appear on the market in 2007.

### **3.3.2 Other competence assessment initiatives for young persons**

There is a wide range of other pilot initiatives for assessing competences of young person in Germany resulting from piloting schemes and efforts to prepare young persons for vocational

life. Many of those competence assessment initiatives for young persons have gained relevance in situation of disadvantaged and unemployed young persons.

Since 1998 the Federal ministry for education and research has undertaken efforts to initiate „innovative concepts for preparation of initial training“ (Innovative Konzepte in der Ausbildungsvorbereitung - INKA I – III). In addition, the BMBF launched a programme for promoting competences for target groups with needs for specific support (BQF – Kompetenzen fördern, Berufliche Qualifizierung für Zielgruppen mit besonderem Förderbedarf. Based on these programmes the ministry of education and research (BMBF) with involvement of the federal employment agency has initiated a series of pilot schemes where individual planning of qualifications has to be undertaken on the basis of an assessment of competences. The overview of measures of competence assessment for young persons as listed below are an extract from an expertise run by the BIBB (BiBB 2004, summary drawn from an unpublished manuscript of Annette Junge). Here we have to differentiate objectives as follows:

- Assessment of abilities (*in distinction to competences*) of young persons in order to support of vocational preparation
- Matching the profiles: bringing together competences of young persons and requirements of companies
- Assessment and certification of competences related to parts of qualifications (see above modules of qualifications)

..the list is not yet completed nor is the relation between the different objectives clearly defined. Work is still in progress, results are to be expected in an update of this report by August 2007.

Overview other methods of competence assessment of young persons, (BIBB, Good Practice Center, 2004)

Name of the initiative	Institution in charge of	Objective	Procedure
------------------------	--------------------------	-----------	-----------

<b>HAMET</b>	Berufsbildungswerk Waiblingen	Testverfahren zur beruflichen Diagnostik für die Erfassung und Förderung berufliche Kompetenzen lernbehinderter junger Menschen  Erweiterte Version für weitere Zielgruppen	"Handwerklich- motorischer Eignungstest"  Verfahren für den Praktiker in der Werkstatt zur Erfassung handlungsorientierter Anteile berufsmäßiger Kompetenz
<b>START</b>	<b>IMBSE</b>	Berufliche Orientierung von benachteiligten Mädchen und Jungen	Assessment Center  "Stärken ausprobieren – Ressourcen testen"  Über berufliche Anforderungen erproben sich Jugendliche handlungsorientiert und präsentieren ihre Potentiale
<b>DIA-Train</b>	Land NRW  <b>INBAS</b>	Verfahren wendet sich an Jugendliche aus Einrichtungen der Jugendberufshilfe,  Konzipiert für Beratungsstellen und Jugendwerkstätten	Diagnose und Training, zweiwöchige Einheit zur Potentialerfassung und individuellen Entwicklungsförderu ng
<b>MELBA</b>	Uni Siegen  (BMA)	Berufliche Integration von Personen, deren psychische Fähigkeiten behinderungsbedingt beeinträchtigt sind	Verfahren zur Dokumentation von Fähigkeiten eines Rehabilitanden und Dokumentation der Anforderung einer Tätigkeit  Fähigkeitsprofil mit Schlüsselqualifikatio nen in

			standardisierter Form
PROFIL	CJD Jugenddorf Offenburg  (ESF; BW)	Junge Menschen mit Lernbehinderungen und benachteiligte junge Menschen, die an Maßnahmen der BA teilnehmen	"Zentrum für Kompetenzanalyse und –entwicklung"  Entwicklung von Standards für Berufsvorbereitung und Ausbildung
POTENZIAL- ASSESSMENT	AWO Bundesverband	Prozess- und handlungsorientiertes Diagnoseverfahren, durch das die Berufswahl erleichtert wird und Stärken und Fähigkeiten für die Aus- und Weiterbildung ermittelt werden	Fähigkeiten und Ressourcen von jugendlichen und erwachsenen Ausbildungs- und Arbeitssuchenden werden erhoben
P.E.A.Ce	Potential- Ermittlungs- Assessment-Center Berlin  Pro dienst GmbH  GFBM	Assessment zur Qualifizierungs- und Berufswegeplanung für Träger mit beruflichen Integrationsaufträgen, sowie für die Vermittlung in Arbeits- und Ausbildungsplätze	Individuelle Kompetenzfeststellu ng hinsichtlich Eignungen, Voraussetzungen und Interessen für verschiedene berufliche Arbeitsfelder und die Stärkung von Eigenmotivation bzw. –initiative bei der Suche und Bewerbung um Arbeits- und Qualifizierungs- und Ausbildungsplätze
<b>Profiling</b>	Instrument des Job- Aqtiv-Gesetz  (Arbeitsamt)	Feststellung von beruflichen Fähigkeiten und der Eignung "Chanceneinschätzung",	Profiling-Bogen incl. weiterer eignungsdiagnostisch

<b>Kompass</b> - der Eignungsscheck	BIOTOPIA Arbeitsförderungsbetriebe Mannheim GmbH (Bad.-Würt.)	Diagnose- und Prognoseinstrument"  Erkennen von Potentialen im fachlichen, sozialen und methodischen Bereich für besonders Benachteiligte (Sozialhilfeempfänger/innen)	er Verfahren  (Beratungsgespräch, Test, Casemanagement)  Assessment-Verfahren, Profiling-Elemente: Interviews, Beobachtung, Tests, praktische Aufgaben, betriebliche Praxis
IQ-Test- und Zertifizierungssystem	GENIUS IT-Systeme GmbH Kassel	Auswahl von Aus- und Weiterbildungsinteressenten  Orientierung über Potenziale geben	PC-gestützte Tests: Allg. Wissen, Mathe, Logik, Englisch, Deutsch, kaufmännische Grundlagen und IT-Wissen in verschiedenen Kategorien und Schwierigkeitsstufen
Handlungsorientiertes Kompetenzfeststellungsverfahren	<b>Nordverbund</b> Hamburg	Stärken- und Schwächenanalyse zur Identifizierung des Förderbedarfs für Jugendliche, die sich im Berufswahlprozess befinden (Berufsvorbereitung und -orientierung)	Basierend auf den vier Kompetenzen nach Erpenbeck u.a. und den für eine Ausbildung erforderlichen Schlüsselbetrieben wurde ein mehrteiliges Verfahren konzipiert mit Arbeitsaufträgen, Planspielen, Erkundungsaufträgen, Präsentationen und Lernspielen
AC von RE.init	RE.init e.V. Recklinghauser Arbeitsförderungsinitiative	Feststellen von Stärken und daran anschließende Ableitung des Berufswunsches  Junge Erwachsene,	In 6 Modulen werden die Teilnehmenden über einen Zeitraum von bis zu 6 Wochen getestet. Die Module sind u.a. gegliedert in

		Langzeitarbeitslose	Potenzialanalyse, Berufsorientierung, Bewerbungstraining, Sozialverhalten und Praktikum
TASTE Technik- Ausprobieren- Stärken_Entdeck en	Bildungszentrum LIFE e.V., Berlin und Uni Leipzig	Assessment-Verfahren zur Potentialermittlung und zur beruflichen Orientierung für Mädchen der 9. Klasse	Für Mädchen zum Einbezug von technischen, handwerklichen und IT-Berufen in die Berufswahl.  Eine Woche: Praxissimulation, Beobachtungen und Feedbackgespräche

#### 4 Summing up:

##### 4.1 Which competence assessment initiatives do you have in your country?

The initiatives are described in the previous chapter; the most popular is at present the Profilpass; At present the testing phase of Profilpass for young persons is ending; results of the evaluation are expected very soon.

##### 4.2 Are these initiatives for job apprentices?

In addition to the Europass mobility, see chapter 3.2./3.3

##### 4.3 Do these initiatives collect information about informal learning?

To a different degree and with different methods.

##### 4.4 Are there guidelines for the “informal learning sections?”

Some of those tools contain guidelines for informal learning: the idea is not only to access the learning outcomes but also to promote the process and to create awareness about informal learning opportunities.

**4.5 Are these competence assessment initiatives for self-assessment/assessment by others?**

Both forms, or even a mix of self –assessment and assessment by others are existing: the profilpass, e.g. is for self-assessment

**4.6 In both cases, which special support do they give for filling in competence passes?**

Most of them contain supportive documents, examples, guidelines

**4.7 Are there examples which help when filling in the competence pass?**

in many cases

**4.8 Are you aware of online- support instruments existing for competence pass initiatives?**

-

**4.9 Are there links to an NQF or even EQF in these initiatives?**

In Germany there is no NQF; yet work on creation of such a Framework has already started.

**References:**

Barth, S., Neß, H.: Dokumentation lebenslangen Lernens, Machbarkeitsstudie “Weiterbildungspass mit Zertifizierung informellen Lernens”. In: Grundlagen der Weiterbildung (GdWZ), Nr. 4/2003, 14.Jg, S 163 – 165

Bildung auf einen Blick, OECD 2001

Bjørnåvold, Jens: Making learning visible: identification, assessment and recognition of non-formal learning. Luxembourg 2000

Bjørnåvold, Jens, Making learning visible: identification, assessment and recognition of non-formal learning. European Journal of Education – Vocational training No. 22/2001, S. 27 – 36. URL: [www.acc.eu.org/uploads/Makinglearningvisible\\_1.pdf](http://www.acc.eu.org/uploads/Makinglearningvisible_1.pdf)

Colardyn, D., Bjørnåvold, J. (2005): The learning Continuity: European inventory on validating non-formal and informal learning. National policies and practices in validating non-formal and informal learning. CEDEFOP Panorama series; 117, in [www2.trainingvillage.gr/etv/publication/download/panorama/5164\\_en.pdf](http://www2.trainingvillage.gr/etv/publication/download/panorama/5164_en.pdf)

Euler, D./Severing, E.: Flexible Ausbildungswege in der Berufsbildung. Ziele, Modelle, Maßnahmen. Bielefeld 2007

European Commission, Implementing the „Education and Training 2010, Work Programme, 2005 Progress Report, Germany

Frank, I.: Erfassung und Anerkennung informell erworbener Kompetenzen – Entwicklung und Perspektiven in ausgewählten europäischen Ländern. In: Wolfgang Wittwer / Steffen Kirchof (Hrsg.): Informelles Lernen und Weiterbildung. Neue Wege zur Kompetenzentwicklung. München / Unterschleißheim 2003. S. 168-209

Gillen, Julia: Kompetenzanalyse und Kompetenzerhebung – eine Bestandsaufnahme aus arbeitnehmerorientierter Perspektive, KomNetz, Hamburg 2003

Haase, K., Vogt, H.: Statusbericht (4) Schwerpunkt „Grundlagen Kompetenzmessung“. In Internationales Monitoring im Forschungs- und Entwicklungsgebiet „Lernkultur Kompetenzentwicklung“, 2002

Hutter, Jörg, Kompetenzfeststellungen, Expertise inclusive eines Handlungsleitfadens, Bonn 2004

Käpplinger, B., Puhl, A.: Zur Zertifizierung von Kompetenzen, DIE 2003. ([http://www.die-bonn.de/esprit/dokumente/doc-2003/kaepplinger03\\_01.pdf](http://www.die-bonn.de/esprit/dokumente/doc-2003/kaepplinger03_01.pdf))

Seyfried, Erwin: “Germany”, in European inventory of non-formal and informal Learning, ECOTEC, Birmingham 2005

Severing, E.: Europa und die Berufsbildung: gemeinsame Zertifizierungsstandards als Reformanstoß. In: Loebe/Severing (Hrsg.): Europäisierung der Ausbildung, Bielefeld 2005

Straka, Gerald A.: Zertifizierung informell erworbener Kompetenzen – neu für die bundesdeutsche Berufsbildung? Vortrag auf dem 6. AG BFN-Forum, Erfurt 2005

Straka, Gerald A.: Zertifizierung non-formell und informell erworbener beruflicher Kompetenzen, Münster (Waxmann) 2003

Weiss, R., Durchlässigkeit: Es gibt noch viel zu tun! In: BWP 2/2006