



Bildungswerk
der Hessischen Wirtschaft e. V.



Competency Assessment Opportunities for Disadvantaged Youth

Symposium

"Competency Assessment in Assisting Disadvantaged Youth"

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Matthias Rust

Bildungswerk der Hessischen Wirtschaft e.V.



Outline

- Central aspects, inclinations and interests, competency assessment - when?, other relevant factors
- Terminology: competency assessment – potential analysis, competencies – key qualifications,
- Experiences and genesis of contemporary procedures in assisting the disadvantaged
- Conclusion and discussion



Central Aspects

- Competency assessment procedures enable the identification of personal potential and resources, and allow them to become useful. Competency assessment is not an end in itself.
- Attested competencies place possible insufficient grades into perspective and improve the chances for access training and the job market.
- Competency assessment reflects for disadvantaged individuals (not only) undiscovered strengths (resource-orientation instead of focus on deficits) and promotes self esteem and optimism. Disadvantages can release new resources (eg, Chinese lists)
- Recognize inclinations and interests for a smart vocational choice.



Inclinations and Interests





Competency assessment – when?

- Possible start of the potential analysis during compulsory school period. OloV quality standards recommend a competency assessment in grade 7
- Assistance for the disadvantaged usually begins in association with the school [transitional system]
- Initial projects (for example, the educational chain to guide into professional life [BerEB-Bk] and the vocational orientation in supracompany and comparable vocational educational institutes [BOP]) already in place during compulsory school, including competency assessment and Potential analysis
- Only a competency assessment that is administered at the right time allows time for further competency development
- Competency development must be a further following element of assistance for the disadvantaged
- Renewed competency assessment to re-test the various skill fields at the end of the assistance period is possible



Further relevant factors

Chances of successful competency assessment are influenced by other aspects:

- No comparison: Competency assessment procedures reflect individual competencies of the person; not dependent or in relation to a group
- Appropriate setting. Rooms, experience-pedagogical elements
- Individual response
- Trained staff (observer training)
- Written documentation
- Compliance with the quality standards



Terminology

Competencies – key qualifications

Competency assessment – potential analysis

Often synonymous usage of the terms / concepts

Difference between potential analysis and competency assessment:

Potentials precede skills. There were mostly not yet discovered. Potential analyses are used to develop competencies. Competency assessment procedures likewise



What actually are competencies?

- **Competencies** are personal dispositions that make it possible for someone to act on their own in a given situation. Not knowledge, but its application is most important. But competencies also include emotions, attitudes, experiences, drives, values and norms.
- **Competency assessments** refer to targeted pedagogical arrangements in which young people in transition between school and professional career are asked to determine their existing skills themselves and to show these to external observers. The results of the competency assessment form the foundation for a targeted competency development within the framework of an individualized consultation. Competencies can be determined, for example, by means of action-oriented procedures. Behaviors are systematically observed and evaluated. Besides direct observation, inferences regarding skills can also be made, for example, by self reflection within the framework of biographical processes or by self-description or descriptions by others. (Source: BIBB)



What are key qualifications?

- **Key qualifications** are acquirable, general skills, attitudes and strategies that are useful in solving problems and acquiring new skills in many different areas. They include interest in knowledge and the ability to learn independently, reflection and optimization of one's own learning processes and thus the ability to continue learning; belief in one's self-efficacy as a basic outlook, flexibility and the ability to communicate, work in a team and think creatively.
- They are not acquired directly, for example, in the form of a formal academic curriculum; they must be built upon in conjunction with the acquisition of intelligent knowledge. (Source: BIBB)



Experiences and genesis of contemporary procedures

- Paradigm shift from customized orientation to a personal orientation
- Aptitude analysis is a prerequisite for support according to the new concept of the BA
- Pilot projects to test new support structures, for example move
- Question of resources becomes an issue of resources
- Selection of appropriate competency assessment procedures dependent upon the target group and topic



Conclusion and discussion

- There is now a wide range of appropriate competency assessment procedures
- They enjoy acceptance among those who need them
- There is a constant need for qualified personnel
- Competency assessments have a defined goal and should be implemented according to target group
- Potential analyses and competency assessments must be administered at the right time in order to enable subsequent competency development
- The right time to begin is during compulsory school, normally prior to the start of any assistance for disadvantaged that would follow
- Reliable structures are required in order to ensure targeted support



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