Education and Culture DG

Lifelong Learning Programme

GIB

Discovering Competencies

Tools for your future

Transfer Strategy for the Berlin area

Discovering Competencies – Tools for Your Future
- Project Workshop Rhodes, 10-11 October 2011 -

The transfer strategy at a glance

1. **Analysis of the „starting position“ in Berlin**
2. **Transfer objectives**
3. **Preparatory meetings**
4. **Analysis of the status quo**
5. **Preparation of an input document**
6. **Identification and invitation of relevant actors**
7. **Workshop**
8. **Documentation and dissemination of results**

1. Analysis of the „starting position“ in Berlin

Characteristics of the target region Berlin:

- High share of young people with a migration background within the population
- A well developed system for vocational integration support of disadvantages young people already exists
- Many projects and methods for competence assessment with special focus on young people exist and are used
- But: no standardisation;

  many and quite different approaches to quality criteria for competence assessment have been developed

2. Transfer objectives

Initiate a discussion on minimum requirements for validity and quality of competence assessment

- Target group: Experts active in competence assessment and in regulating competence assessment

- Process is supported by the Berlin Senate for Integration, Labour and Social Affairs as well as by a regional coordination agency responsible for quality matters in vocational education (KOS)

- Objectives:
  1. discussion on minimum requirements
  2. if possible: agreement on such standards
  3. documentation and dissemination of the standards in the Berlin area

3. Preparatory meetings

… have already taken place with:

- Berlin Senate for Integration, Labour and Social Affairs:

  Senate appreciates the transfer plan and is willing to support it

- KOS (regional coordination agency responsible for quality matters in vocational education:

  KOS is very interested, too, and is willing to prepare and and organize the transfer in cooperation with GIB;

  agreement that we focus on the quality standards for the methods themselves, not on standards for the documentation of assessment results

4. Analysis of the status quo

Two additional meetings are planned with …

a respresentative of one of the Berlin Jobcenters (regional branch of the national employment agency)

a respresentative of the regional directory of the national employment agency

Objectives/questions: What actors are most important in competence assessment in Berlin?

Which methods are the most common ones?

What are the criteria for contracting out competence assessment?

Are there standard procedures or guidelines for contracting out competence assessement?

5. Preparation of an input document

Preparation of an input document:

- Draft version of a catalogue of quality criteria as a basis for discussion
- Danish quality criteria will serve as a „neutral“ starting point, complemented by quality criteria from Germany and Sweden
- Catalogue of quality criteria will be a joint suggestion of GIB and KOS

6. Identification and invitation of relevant actors

Identification of relevant actors for the discussion: expert level / regulatory level

- politics/administration
- regional employment agency direction
- representatives of pilot projects
- representatives of the most important educational institutions active in competence assessment

Invitation to a discussion workshop in cooperation with Berlin Senate and KOS

7. Workshop

Workshop with relevant actors:

- one day
- participation of partners from Denmark and Sweden
- draft catatogue of quality criteria as a starting point for discussion
- discussion of quality criteria
- if possible: agreement on minimum requirements regarding validity and quality of methods of competence assessment

8. Documentation and dissemination of results

Development of a document summarising the discussion results / the established standards

Dissemination of these results to institutions / actors who…

- are responsible for advising young people about professional development in school or directly after school
- develop and / or already use methods of competence assessment
- are responsible for providing counselling, support and / or vocational training for disadvantaged young people
- form part of network projects using methods of competence assessment
- **are policy makers in ministries and other state / federal institutions**
- **form the regional direction and branch directions of the national employment agency**

The last two kinds of actors will be offered to jointly develop guidelines / checklists for quality criteria!