

A tool for determining competencies

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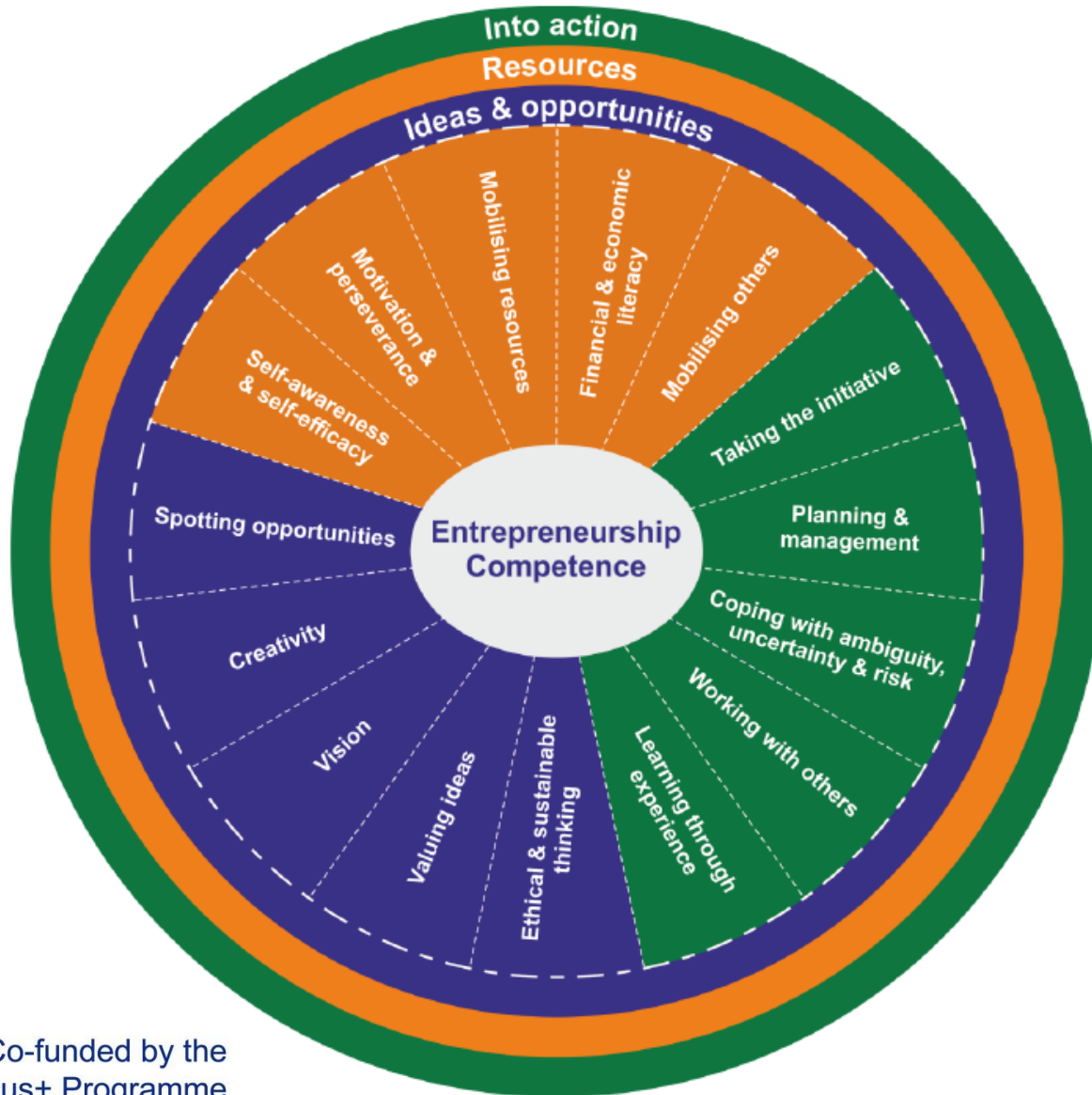
Overview about methods for assessing/ determining competencies/skills

Selection of possibilities of identifying competencies/skills through...

- Performing objective, valid and reliable tests
 - often examining institutionalized educational content and "school knowledge"
- External assessment/evaluation by experts
 - Review of objective information and data (in particular CV, school certificates, qualifications)
 - Evaluation by the experts' own subjective assessments (in particular through interviews, discussions etc.)
- Self-assessment of the persons
 - Information about previous experiences and the acquired knowledge as well as existing qualifications etc.

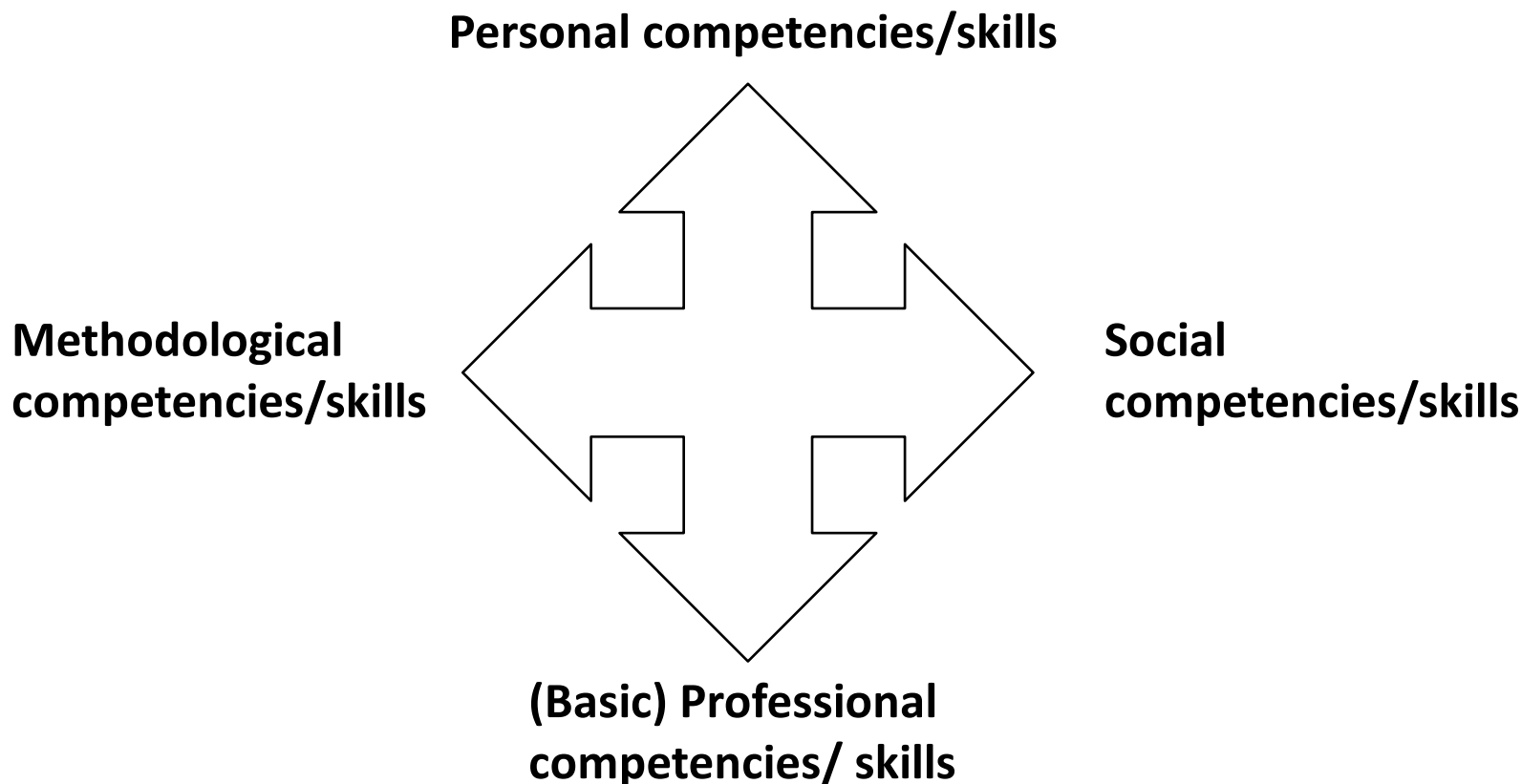
Basis for the understanding of competence:

View A: Entrepreneurship Competence Framework



Basis for the understanding of competence:

View B: Consideration of different areas of competence



Interim results: Development of items for SAT by exchange with experts with regard to the European Competence Framework and the different areas of competence.

Structure of the online tool

(S-A-T; last version)

Section 1

Personal background

e. g. home country, age, length of stay, residence status, work permit...

Section 2

Professional background

e. g. existing qualification, education level, working experience, language skills, ...

Section 3

Competencies

3.1 Social Competencies

3.2 Methodological Competencies

3.3 Personal Competencies

3.4 Cognitive Competencies

Developed with reference to the Entrepreneurship Competence Framework

Section 4

Future Outlook

Personal assessment of the extent to which different statements apply to the participant, for example with regard to their own professional future in connection with the item:

„Where do you see yourself in 5 years?“

Section 5

Closure

Free-text-possibility to provide further information.

Examples from the online tool (SAT)

Section 1

Personal background

1. Where are you from? Please let us know your home country.

2. Please enter your age.

3. Please indicate your gender.

☐ female ☐ male ☐ transgender

4. For how long have you stayed in this country (= *Germany, Italy, Denmark*)?

5. Do you have a permanent residence permit?

☐ yes ☐ no ☐ I don't know

6. What is your residence status?

☐ Recognised Refugee / Person entitled to asylum (Asylberechtigte/r)

☐ Asylum Seeker (Asylsuchende/r)

☐ Asylum Applicant (Asylbewerber/in)

☐ Tolerated migrant (Geduldete/r)

☐ I don't know

7. Do you have a work permit?

☐ yes ☐ no

Examples from the online tool (SAT)

Section 2

Professional background

13. What is your highest education level? (*~ oriented at the 8 EQF levels*)

Options	
No school degree, basic knowledge	
Some school, no degree, some knowledge	
School until 16, good practical knowledge	
School until 18+, school degree, solid knowledge	
Diploma of higher education or vocational degree, advanced knowledge or Bachelor-, Master or PhD-level	

14. How many years of working experience for a company do you have?

Options	
No working experience	
Between several months and less than a year.	
Between 1 – 3 years	
Between 3– 5 years	
More than 5 years	

Examples from the online tool (SAT)

Section 3.2 – Methodological Competences

20. I can create an action plan which identifies the necessary steps to achieve my goals.

Options	
1. Yes, true – that's me	
2	
3	
4	
5. No, not like me at all	

21. I know how to gather and handle new information and data to complete my work.

Options	
1. Yes, true – that's me	
2	
3	
4	
5. No, not like me at all	

22. When I encounter obstacles, I can remain concentrated and try to find solutions.

Options	
1. Yes, true – that's me	
2	
3	
4	
5. No, not like me at all	

Examples from the online tool (SAT)

Section 4 – Future Outlook

37. I can well imagine taking up an occupation in one of the following fields of activity (multiple answers possible).

Fields of Activity	1 Yes, true – that's me	2 Yes, mostly	3 Sometimes	4 Not very much	5 No, not like me at all
37 a. Senior employee for technical tasks in a company					
37 b. Senior employee for business tasks in a company					
37 c. Technician, master craftsman or employee of equal rank in a company					
37 d. journeyman, skilled worker or equally qualified employee in production, the workshop, on the construction site or in similar areas of work in a company					
37 e. Office employee or clerk in a company					
37 f. Unskilled worker in production, the workshop, on the construction site or in similar work areas in a company					
37 g. Unskilled worker in areas outside production, workshops, construction sites or similar work areas in a company.					
37 h. Employee in the field of science and research.					

Procedure for identifying competencies

Multi-stage process in the project:

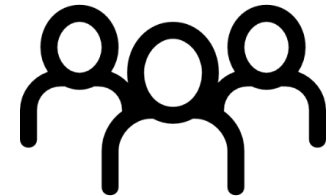
1. Self-assessment of competencies by the participant (himself)

Self-Assessment-Tool
(online questionnaire)



2. (Foreign) assessment of competences by experts

Involvement and support of experts



Results of self-assessment



3. Planning and coordination on further action

4. Information for the participant on the expected need and possibilities of training, counseling, coaching...

International experiences and insights with the use of the self-assessment-tool (SAT)

Experiences and Recommendations:

- Using the online tool is a good first step in determining professional or entrepreneurial skills and qualifications.
- It is important to include all relevant groups of people and to explain the entire procedure well.
- The use of the multi-stage procedure must be well prepared in the organizations.
- The technical requirements for the online assessment are just as important as the instruction of all those involved and especially the experts.
- To be able to use the tool, the participants (migrants and/or refugees) must have sufficient language skills.
- It is important to build trust and demonstrate transparent processes for the participants.
- The participants must be made very clear that the online tool is not an exam, but a selfassessment.
- Presence of a regular contact person for participants in the competence assessment procedure is crucial.
- In an expert discussion with the participants an individual consultation should take place. Central to this are at least the questions:
 - What knowledge and skills does someone already have as an employee or perhaps as an potential entrepreneur?
 - What additional support does he need? (training, counseling and coaching)
- The tool is the beginning of further support and recommendations, in particular for measures of professional qualification or in individual cases for further training to become an entrepreneur in the future.

Many thanks for your attention



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