

Lower Saxony Regional Conference

Lower Saxony Regional Conference “Skills and their Validation in Basic Education”

Minutes about the presentation of Good Practices

B) Careers guidance for refugees and people from immigrant families

1) “komPASS³” skills check, Maren Mutschall, Werk-statt-Schule Hanover

2) New talents for companies – Developing the potentials of immigrants and refugees, Andrea Bernert-Bürkle, Association of Adult Education Centres, Baden-Württemberg

1) “komPASS³” skills check

Speaker: Maren Mutschall, Werk-statt-Schule Hanover

The “komPASS³” skills check is a model project.

Key details:

- 3 day skills check for young immigrants (previously 5 days)
- Combination of activity-based learning projects, work samples and standardised testing procedures (the latter was largely removed) and personal reflections
- Target group: Young immigrants (16-30 years old) with poor German skills
- Carried out in groups of 12
- 4 observers moderate and document the process
- Individual feedback, “I can do it” (“*Ich schaff's*”) solution-oriented goal planning scheme (observation procedure), documentation

The project is integrated into the intensive language courses. However, participation is not meant to be mandatory.

The observers were teachers, social education specialists and practical instructors. For the teachers in particular, this involved a change of role, moving from assessor to observer. Observations arising outside of the test situation could be brought up at the subsequent observer's conference.

Implementation:

- Since 11/2016: The komPass³ scheme for young immigrants has been implemented in 90 vocational training schools

- 3-7/2017: Model experiment in NRW for students in special international classes at 25 vocational colleges; approx. 1,250 students have attended since then
- Since 9/2017: Implementation of komPASS³

Objective:

Develop (professional) goals, plan personal progress

- What can I do?
- Where do I currently stand?
- What do I want to achieve?
- What resources do I have?

At the end of the process, the participants should have a better idea of their own abilities and start to think about how their career path may develop.

Execution

Both body and mind should be stimulated through practical activity.

- Activity-based: Experimentation, construction, interaction, communication (work samples following pictorial instructions)
- Skill and solution-oriented: Creating, reflection, planning, management, problem solving, optimizing (Soma cube puzzle following a sketch)
- Experience-based: Use of interaction tasks to activate concealed resources (e.g. with the help of METALOG tools), transferring experiences to personal target planning (who should take on which tasks?)

The participants skills are observed, placing particular emphasis on cognitive characteristics that are of interest to the IHK. The observers also strive to be transparent, for example, by talking with the participants about their perceptions of the contents of individual actions.

For instance, social skills are tested in a 'caring exercise' (instructing a "blind" participant) and the ability to work in a team is tested in the "Leonardo's Bridge" exercise.

Tablets or PCs are also used; here, the interest in digital media is observed and Holland's career interests test is conducted. Tests of concentration and logic are only carried out according to an assessment of the individual's educational history as previous educational experiences will influence the test's validity and feasibility of carrying it out. However, the skills check is not completely without any language, so participants must have a minimum level of German.

A work sample is also part of the skills check.

Finally, a poster is created for and with the participants in order to highlight particular interests and skills. This involves working with magnetic cards with themes and symbols to formulate goals. A strong symbol for the participants' own insights is of critical significance in this task. A profile is created, placing particular significance on the participants' strengths. Interests that are not tested during the skills check can also be included here.

Objectives are formulated. At the same time, any necessary intermediate steps and assistance that may be required are also recorded.

The participants receive a logbook with the following sections:

- My profile
- My goal
- My step-by-step plan
- My progress
- My supporting documents

Evaluation (Leibniz University Hanover)

How do the participants' ideas about "what is expected" compare with actual observations (do they depend on e.g. culture)?

Multiplier training

As part of this project, two-day training sessions were offered for teams (2-4) from vocational schools, in which the available media tools were presented.

2) New talents for companies – developing the potentials of immigrants and refugees

Speaker: Andrea Bernert-Bürkle, Association of Adult Education Centres, Baden-Württemberg

Key details of the Erasmus+ project

- Strategic partnership between the following partners:
 - Ministry of Culture, Baden-Württemberg
 - Gothenburg
 - Cuben Utbilding
 - Oslosklolen Rosenhof (adult education)
 - University of Florence (academic support)
 - STVG (Styrian Association of Education and Economics)
 - Earllall (European Association of Regional & Local Authorities for Lifelong Learning)

- 3 year Erasmus+ sponsorship for innovation and the communication and exchange of good practices
- Duration: 1.9.2016 – 31.8.2019 (intermediate report)
- Starting point: Hotel TALENTS – project run by the City of Gothenburg and Cuben, the Swedish institute of adult education
- Sister projects:
 - BRIDGE – Building up regional initiatives to develop guidance for low-skilled adults
 - BRIDGE+ and more
- Aims at achieving the rapid integration of refugees and immigrants into the labour market/first job (qualification 3-5 months)
- Based on the individual talents of the participants
- Industry-specific guidance and identification of skills, interests and motivation before qualification
- Industry-specific language and vocational qualifications combined with work experience (two days at school e.g. an adult education centre / three days in a company), practical experience from the very beginning, questions can be addressed directly in the course
- Developed and implemented in close cooperation with companies (concept development, collaboration with language teachers and specialist trainers/coaches)
- Results – contact with businesses from the very beginning:
 - What should the participants learn there?
 - What can the participants do?
 - What prerequisites do the participants need to fulfil beforehand?
- Connectivity: In-service qualification at the end of the first 18 weeks of training
- Target group: People for whom vocational training is not an option

- Financing from second EU funding
- Goal: Permanent funding from German funds

- Academic support:
 - TALENTS = University of Florence
 - FIER = University of Education Weingarten

Example: Pilot training in Stuttgart

- Hotel and catering industry (high demand for workers, also feasible with weak language skills)
- Partner: VHS Stuttgart (teaching), Jobcenter Stuttgart, City of Stuttgart, Department of Integration (vocational coaches), German Hotel and Restaurant Association (DEHOGA; development of practical skills, e.g. hygiene, food handling etc.)
- Work-related skills: German, specialist content, soft skills and work experience

- 18 weeks:
 - o 2 weeks full-time study
 - o 12 weeks of 2 days teaching and 3 days work experience
 - o Final stage: 4 week internship or 2 week internship/2 weeks preparation for B1 examination
- B1 German course; A2 required (most Jobcenter users have usually already attended a language/integration course)
- Certificates: Hygiene certificate, language certificate, course completion certificate, certification of creditable hotel/catering components
- Target group: Completed integration course (failed, A2 or almost B1)
- Working environment is designed to promote language skills
- Goal: Low-threshold vocational training (dishwasher, restaurant waiting staff) or employability

Guidance

- Jobcenter conducts preliminary discussion with clients and makes initial selection of the participants
- In-depth discussion between VHS coach, Jobcenter coach and participant in which a EU tool for identifying skills is used (up to 90 minutes)
Additionally: Comparison of the participant's individual motivations/expectations/skills --> requirements profile/internships
- Possibility for a further individual consultation VHS coach/participant (CV writing)
- Possible interviews between participant and company, as well as with VHS coach and Jobcenter coach

Desired profile (what is being asked for):

- A2 or weak B1 level of German
- High motivation, expectation!
- Basic educational skills
- Professional skills
- Skills acquired through other experience
- Personality

EU tool for creating skills profiles for third country nationals

- o Personal details
- o Expectations
- o Identification of skills
- o Overall evaluation and summary

- o Expectations:

- What do you want to do next?
- Work, vocational training, study
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- Education and professional training
- Literacy skills
- Numeracy skills
- Competences outside the workplace (e.g. raising children)

The scheme is supervised by a Jobcenter coach and a VHS coach.

Prospects:

Linking EU tool with Europass CV format and other tools: Direct transfer of CV-appropriate skills into the Europass CV template (BRIDGE+)

Talents website:

<https://talentseuproject.com>