

# Erasmus+ - Project

## "Qualification and professionalization of the accompaniment of asylum seekers, immigrants and refugees"



### Guideline for the assessment instrument for competence assessment of consultants and supporters of immigrants

(Heike Arold, Ralf Kaufmann)

**Project coordination**

VHS-Rendsburger Ring e.V.  
Rainer Nordmann  
Phone: 0049 (0) 4331 20880  
Mail: [nordmann@vhs-rendsburg.de](mailto:nordmann@vhs-rendsburg.de)  
[www.vhs-rendsburg.de](http://www.vhs-rendsburg.de)

**Product responsibility**

nordprojekte Kaufmann&Partner  
Heike Arold, Ralf Kaufmann  
Phone: 0049 (0) 4331 148791  
Phone: 0049 (0) 4331 77077-10  
Mail: [kaufman@nordprojekte.de](mailto:kaufman@nordprojekte.de)  
[arold@inba-sh.de](mailto:arold@inba-sh.de)  
[www.nordprojekte.de](http://www.nordprojekte.de)  
[www.inba-sh.de](http://www.inba-sh.de)



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## Introduction

The present guideline and the assessment instrument were developed by Ralf Kaufmann „nordprojekte Kaufmann&Partner“ and Heike Arold „INBA – Institut nachhaltige Berufsbildung and Arbeit“ - as a freelance collaboration with „nordprojekte Kaufmann& Partner“ - and through the support of the project partners of the Erasmus+-project „QualiProAIR“.

The underlying results for the guideline and the assessment instrument base on the national investigations and analyses regarding the necessary work processes and work tasks and the corresponding relevant competencies that consultants and supporters of immigrants need in order to work professionally. The structure of the assessment instrument is based on the assessment instrument, which was developed during the Erasmus+-Project „QualiPro Elektro“ (2014–2016) for competence assessment of skilled workers in the Second-Hand sector and which proved itself to be structurally sustainable and feasible. Heike Arold is responsible for the development of the assessment instrument in the Erasmus+-project mentioned above.

The guideline wants to give an overview over the application possibilities of the assessment instrument. It therefore deals with the target group for the assessment instrument with regard to those to be qualified as well as the users.

Due to its universal applicability the instrument is one of the fundamental „tools“ which were developed in connection with the qualification profile. It is easy to understand and easy to use. It is designed in a flexible and universal way that it can be easily adapted to new content.

Beside the target group and beneficiaries the guideline covers the instrument itself and illustrates the structure and gives an overview over possible applications of the instrument. It describes which questionnaires have been applied so far, how these are structured and which further application possibilities exist.

Finally, the guideline covers the assessment instrument. It again focusses on its structure and its application possibilities.

The development (especially of the questionnaires) was carried out and supported by the following project partners

 <p>nordprojekte Wir machen Soziales sichtbar</p>	<p>nordprojekte – Kaufmann&amp;Partner Germany</p>
 <p>VHS VOLKSHOCHSCHULE RENDSDURGER RING E.V.</p>	<p>VHS Rendsburger Ring e.V. Germany</p>
 <p>R.U.S.Z. Reparatur- und Service-Zentrum</p>	<p>R.U.S.Z. – Verein zur Förderung der Sozialwirtschaft Austria</p>
 <p>EKOKAARINA Kaarinan kierrätyskeskus</p>	<p>EkoKaarina Oy Finland</p>
 <p>Šolski center Nova Gorica</p>	<p>Solski center Nova Gorica Slovenia</p>
 <p>Bulgarian Consultancy Organization</p>	<p>Bulgarian consultancy organisation Bulgaria</p>

## 1. Target group and beneficiaries

The target group of assessment instrument are professional and voluntary consultants and supporters of immigrants.

It is a relatively heterogeneous group which can be firstly divided into professionals and volunteers.

Professional supporters and consultants of immigrants are firstly all who are occupied in migration services, immigration offices of the districts and possibly of the government districts and/or independent towns and in the Federal Office for Migration and Refugees and its regional authorities. Professional supporters and consultants of immigrants are also employees of the international offices of universities as well as the federal employment agency and the job centres.

Voluntary supporters can be found in a huge number of organisations. They can especially be found in churches and charity organizations (“Caritas“, “Diakonie“, Red Cross, “Arbeiterwohlfahrt “ etc.). The regional authorities (districts and municipalities) have also developed an institutional organisation for the support of voluntary supporters of immigrants.

Beneficiaries of the assessment instrument are especially those institutions and bodies that want to evaluate and improve their supporters and consultants and that want to use the underlying qualification profile for the assessment instrument and the corresponding modules which have already been developed.

This applies also for organisations that organize and support voluntary immigration accompaniment.

In detail the assessment instrument and the guideline addresses HR managers in the bodies and institutions mentioned above as well as qualified personnel that carries out education, qualification and consultation in the same bodies and institutions.

## 2. Structure of the assessment instrument

The assessment instrument for competence assessment of consultants and supporters of immigrants is an analysis tool to identify work area-related and work area-specific competences and skills of employees in the corresponding work area. It refers mainly on the core work areas/-processes that have been identified in the work area „accompaniment and consultation of immigrants“, which have been identified in the scope of a project wide sector analysis and case studies (2016/17, in Finland, Germany, Austria, Bulgaria and Slovenia).

In order to measure the status quo of the participants with the assessment instrument in a holistic way and in order to optimally assess their competencies and skills, the assessment instrument comprises three elements:

1. Basic questionnaire for personal data of the assessment participants for registration and documentation purposes (included in the guideline)
2. Competence questionnaires for identification and measurement of competencies and skill in five identified core work areas/-processes of the

work area „consultation and accompaniment of immigrants“ and its identified and relevant work tasks (included in the guideline)

3. Analysis tool (in Excel file format) for the evaluation of the results of the competence questionnaires – in accordance with the competence questionnaires with five evaluation registers.

The competence questionnaires refer exemplarily to the five identified core work areas/ processes of the work area “consultation and accompaniment of immigrants“ and its identified and relevant work tasks. The core work areas are as follows:

- Recognition of foreign certificates and qualifications
- Immigrants and social economy
- Labour market integration of refugees
- Social integration– skills and key competencies
- Language learning and integration of immigrants into the education system

### **3. Application of the assessment instrument**

The assessment instrument is designed as an analysis tool and offers various application possibilities due to its universal structure. Depending on the requirements of the institutions that carry out the assessment, it can be used in the following ways:

1. To identify and measure existing respectively non-existing competencies with regard to the five identified core work areas in the work area „consultation and accompaniment of immigrants“.
2. To identify and measure existing respectively non-existing competencies with regard to individual core work areas of the work area „consultation and accompaniment of immigrants“ (individual questionnaire work)

Furthermore, the assessment instrument is designed in a way that it can be used for different purposes:

1. To identify and measure relevant competencies of employees in order to qualify them in a need-based and target-orientated way, i.e. to remedy existing deficits through qualification in entire modules corresponding to the individual work areas respectively to remedy individual deficits in each core work area through targeted coaching.
2. To identify and measure relevant competencies of persons who want or have to work in this business area.
3. To evaluate the know-how and the status quo of existing experience at the beginning of a qualification measure (e.g. qualification as a migration consultant) in order to adapt the qualification to the level of the participants.
4. To identify at the end of a qualification measure whether the participants were able to increase respectively improve their competencies through the qualification.
5. To repeatedly document the development of the acquisition of relevant competencies during a qualification measure.

Furthermore, it should be noted, that the assessment instrument can be used both actively (self-assessment/self-evaluation) by participants and passively e.g. by trainers, superiors and consultants (external assessment/external evaluation). If both come into effect, there is a possibility of comparing the particular results.

#### **4. Explanations on the use of the questionnaires**

The questionnaires should be used in two successive steps:

##### **Step 1: Use of the basic questionnaire**

During the assessment there is firstly a basic questionnaire, that needs to be filled in. It should be noted that the filling of the basic questionnaire is at the discretion of the institution that carries out the assessment.

In order to be able to classify the competencies and skills that were identified through the assessment instrument in the career context of the assessment participants in a better way, it is recommended to collect the personal data (professional background) with the basic questionnaire before the competence assessment (chapter 5). On the one hand this approach leads to a better classification of the results acquired during the competence measurement for the participant and his/her career and on the other hand to an easier and better interpretation of the results.

##### **Step 2: Use of the competence questionnaires**

The questionnaires for identification and measurement of relevant competencies designed in chapter 6 (6.1 till 6.5) serve to identify the qualification requirements of employees in the work area “consultation and accompaniment of immigrants”. The questionnaires refer to individual core work areas/processes which were identified within the project „QualiProAIR Escort“. The individual questionnaires query the most important work tasks and competencies - in accordance with the individual core work areas/-processes – which are necessary to successfully carry out the corresponding work process.

With regard to a better usability and evaluation of the results and since there is a total of 5 questionnaires to work on, the development of qualitative questionnaires was deliberately left out. The instrument of choice was a quantitative survey with a rating scale. The evaluation enables the creation of competence profiles that indicate in which area and to which extent a qualification is necessary.

Since not all core work areas/ processes come into effect in various bodies and institutions, a separate questionnaire for each core work area was designed so that users (beneficiaries) can decide which questionnaires they would like to use. Consequently, the survey can not only be carried out in a needs-orientated way and selectively for each core work area but also an unnecessary evaluation effort is avoided. With regard to the individual questionnaires it was taken into consideration, that there is a possibility to exclude subordinate work tasks and competencies, that possibly do not come into effect during the work process of an institution by rating them with 0 (not relevant).

## 5. Structure and notes on the use of the competence questionnaires:

In each questionnaire there is a header that indicates the corresponding work area/process for which the required competencies and skills to perform a work task should be determined e.g. "management/administration of business processes". Underneath the column „indicator/criteria“ lists the most important work tasks respectively competencies for the realisation of the core work process that need to be assessed. For that matter each task respectively competence was denominated, e.g. „personnel planning“. Additionally, there is a short explanation in the form of a comprehensible statement in order to specify the assessment criteria and make them more understandable, e.g. „I am able to plan personnel requirements and I am able to decide who is suited for the job.“

To rate the different criteria a rating from 0 till 4 in the corresponding line of the individual criteria is made (0=not relevant, 1= not correct, 2 = partially applicable etc.). The ratings 1 till 4 refer to the fact if the respondent 1 = does not fulfill the criteria, 2 = partially fulfills the criteria, 3 = mainly fulfills the criteria or 4 = completely fulfills the criteria.

The evaluation of the questionnaires is carried out after transferring the data into a separate analysis tool, that is attached to the guideline in Excel file format. Explanations on the use of the assessment instrument (Excel file) can be found in chapter 7.



## 6. Questionnaires for the assessment of relevant competencies in the core working areas or core processes

### Basic questionnaire for collection of personal data

<b>Basic questionnaire for collection of personal data</b>	
<b>Name:</b>	<b>Date of birth (age):</b>
<b>Sex:</b>	<input type="checkbox"/> male <input type="checkbox"/> female
<b>Education:</b>	<input type="checkbox"/> no school-leaving qualification <input type="checkbox"/> low school-leaving qualification <input type="checkbox"/> intermediate school-leaving qualification <input type="checkbox"/> school-leaving qualification with access to universities of applied science ("Fachhochschule" ) <input type="checkbox"/> school-leaving qualification with access to universities
<b>Vocational training/training period:</b>	
1).....	/.....
2).....	/.....
3).....	/.....
<b>Other professions:</b>	
<b>Further training (title/period of the measure):</b>	
<b>Internships (job/duration [days/weeks/months]:</b>	
<b>Known personal deficits/obstacles:</b>	
<input type="checkbox"/> difficulties in writing <input type="checkbox"/> difficulties in numeracy <input type="checkbox"/> little PC knowledge <input type="checkbox"/> language deficits / not a native speaker <input type="checkbox"/> physical limitations (e.g. heavy lifting)	
<b>Experiences in the work area „consultation and support of immigrants“:</b>	
<input type="checkbox"/> professional <input type="checkbox"/> voluntary	
<input type="checkbox"/> recognition of foreign certificates and qualifications	
<input type="checkbox"/> immigrants and social economy	<input type="checkbox"/> labour market integration
<input type="checkbox"/> social integration	<input type="checkbox"/> language learning and educational system

**6.1 Competence questionnaire for „recognition of foreign certificates and qualifications“**

**6.2 Competence questionnaire for „immigrants and social economy“**

**6.3 Competence questionnaire for „labour market integration of refugees“**

**6.4 Competence questionnaire for „social integration – skills and key competencies“**

**6.5 Competence questionnaire for „language learning and integration of immigrants into the educational system“**

## 7. Instrument for the evaluation of the questionnaires and its application

The evaluation of the 5 questionnaires is carried out in an Excel file (see fig.1) which was specifically designed for this purpose. In the excel file a separate tab for each questionnaire was set up. The tab bar includes in accordance with each questionnaire (sorted with the same number) all questionnaires, whereby each tab bar was denominated after the corresponding core work area/process for the sake of simplicity (e.g. 1\_recognition\_certificates).

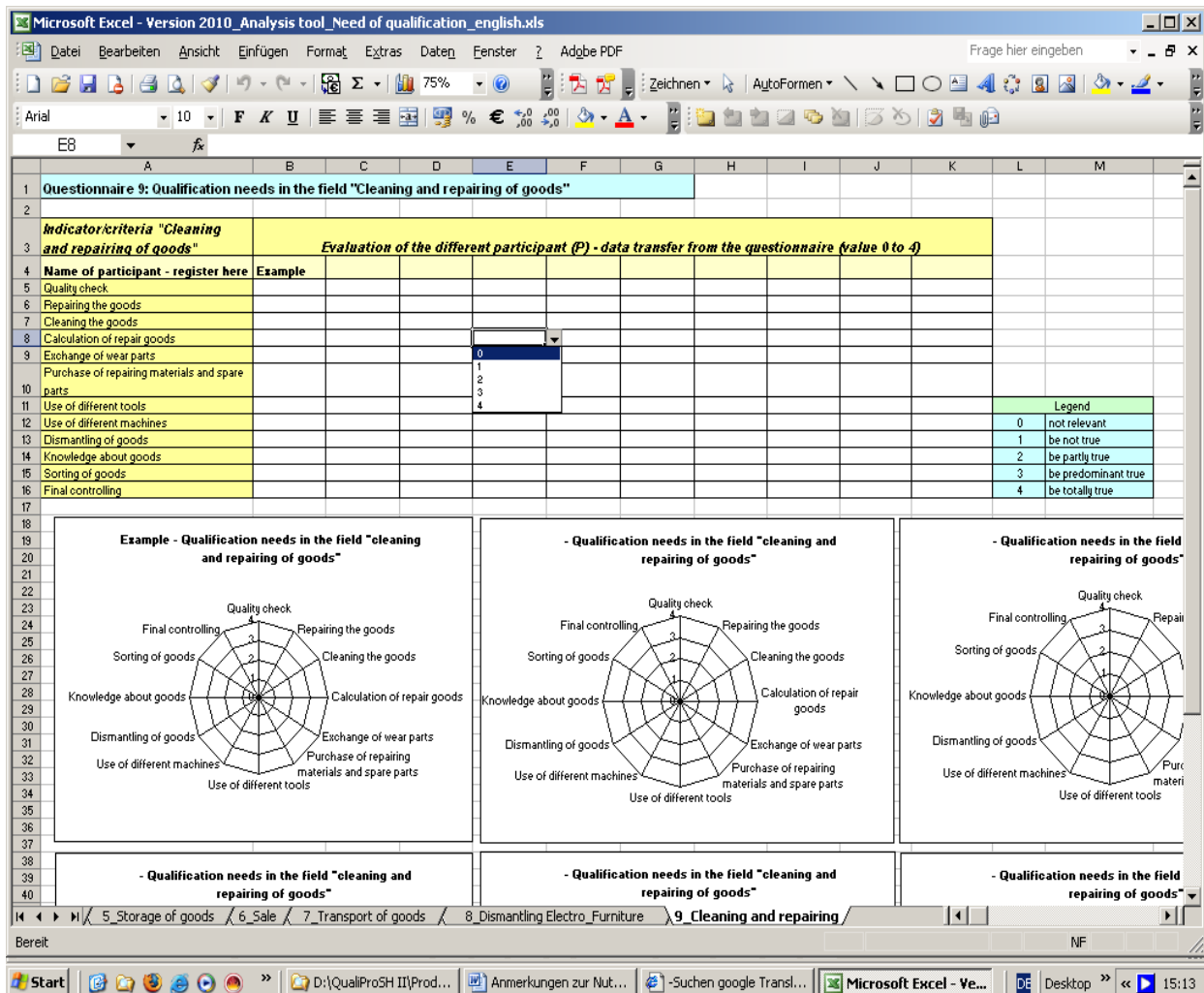
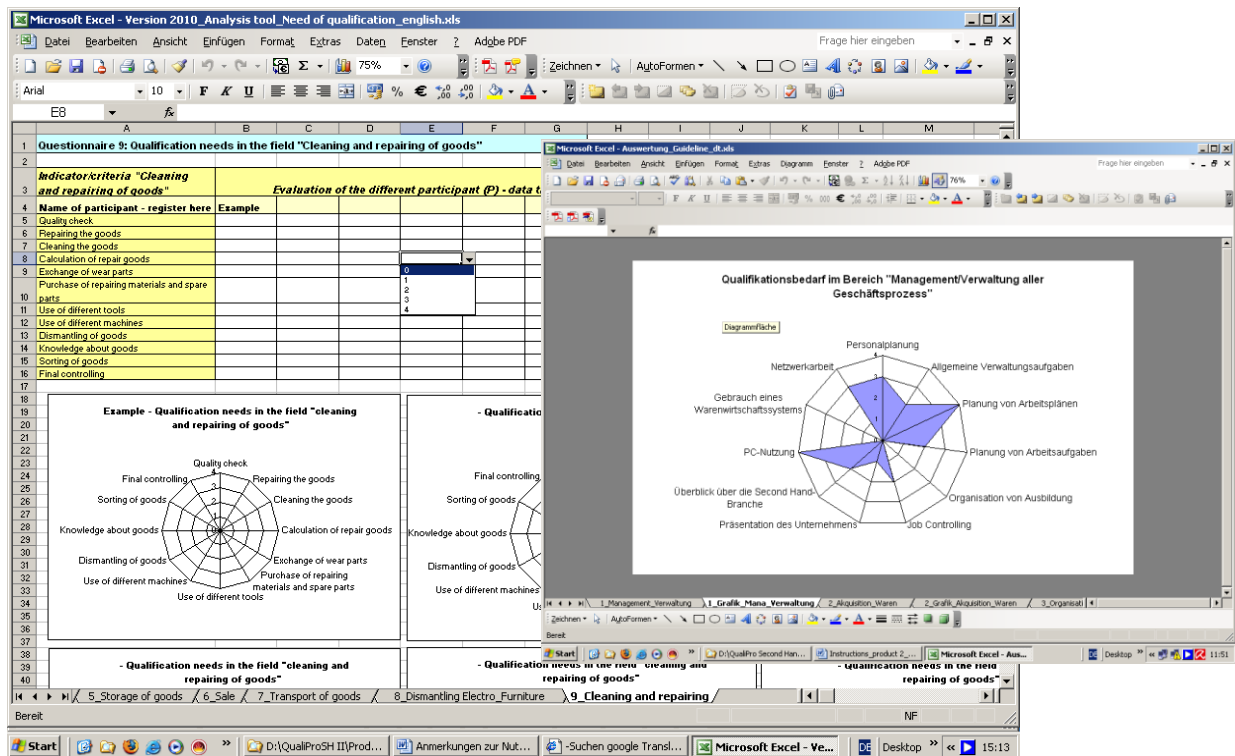


Fig. 1: Structure of the assessment instrument of the 5 competence questionnaires

To grant a better overview over the results only the keywords (the indicator/criteria stated in the questionnaire) were stated in the corresponding evaluation table and the corresponding statements for the criteria were not displayed.

The transfer of the data into the corresponding cell can be carried out by direct input of the values or via the deposited drop-down-menu in the cells (0 till 4). The values transferred to the cells will automatically be transferred to the corresponding graph of each data sheet and displayed graphically (see fig. 2), so that the result can automatically be read.



- Step 1:** click on the tab corresponding to the questionnaire
- Step 2:** create participant and transfer the data from the questionnaires into the Excel sheets
- Step 3:** graphic representation of the data for each participant happens automatically

Fig. 2.: Depiction of work steps in the assessment instrument

Furthermore, it should be noted that depending on the number of assessment participants up to 10 participants can be incorporated per data sheet so that the status quo of several participants can be compared. Additionally, depending on the needs of the executing institution several assessments for one participant can be incorporated at several points of time (e.g. column 1 – Before the qualification, column 2 – during the qualification, 3 – at the end of the qualification). Consequently, the development of competencies of one person during the course of a qualification can be compared and can be made clear.

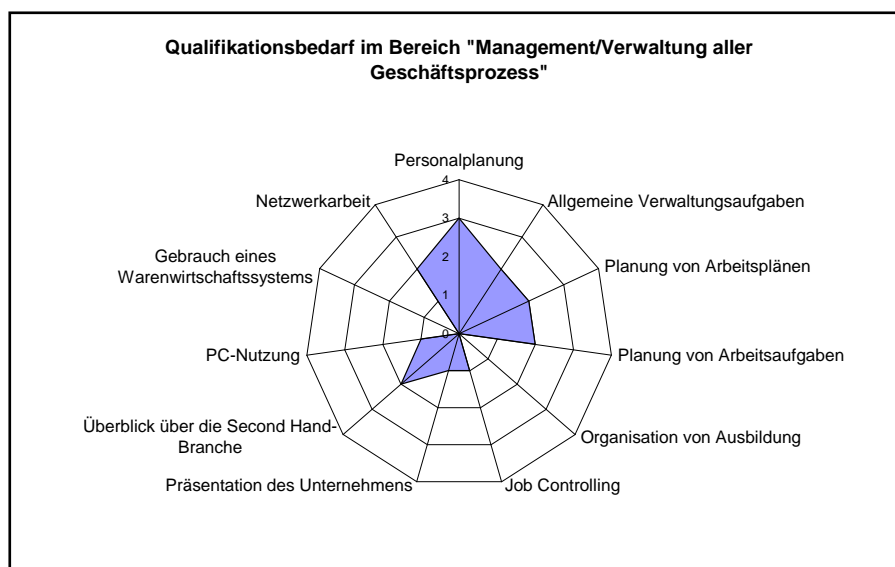
## 8. Notes on the evaluation of the assessment results

The graphic analysis of the competence questionnaires happens automatically through data transfer from the questionnaires into the Excel tabs – as described in chapter 7. The individual graphs represent the competence profile respectively the qualification demand for individual competences referring to the corresponding core work area process of the queried assessment participant.

Each peak in the radar chart represents an indicator/criteria. Criteria that do not display a peak (value 0) are generally not relevant for the core work area/ process of the corresponding company and do not require further attention for the evaluation. Furthermore, it should be noted that the lower the swing per peak (criteria), the lower the corresponding competences and consequently the bigger the qualification demand for this criteria (work task resp. competence). Thus, one can see at a glance which competencies are expandable.

Generally, it can be said, that the lower a competence profile (the spider web) is filled in detail the more reasonable it is to carry out a complete qualification for the corresponding core work area/process. The following distribution can serve as a reference point:

1. When the profile is coloured less than or maximal up to 50% as in figure 3, a complete qualification for the core work area / process is recommended.



*Fig. 3 low profile value*

2. If between 50 and 75 percent of the profile are coloured, a qualification can – but does not need to be carried out – like in figure 4. Whereby the decision finally depends on the alignment in the graph (e.g. strong swings for individual criteria require no promotion of competences/qualification and weak swings

require a stronger promotion of competences/qualification). If there is a corresponding result one might consider a selective qualification for individual work tasks and competences.

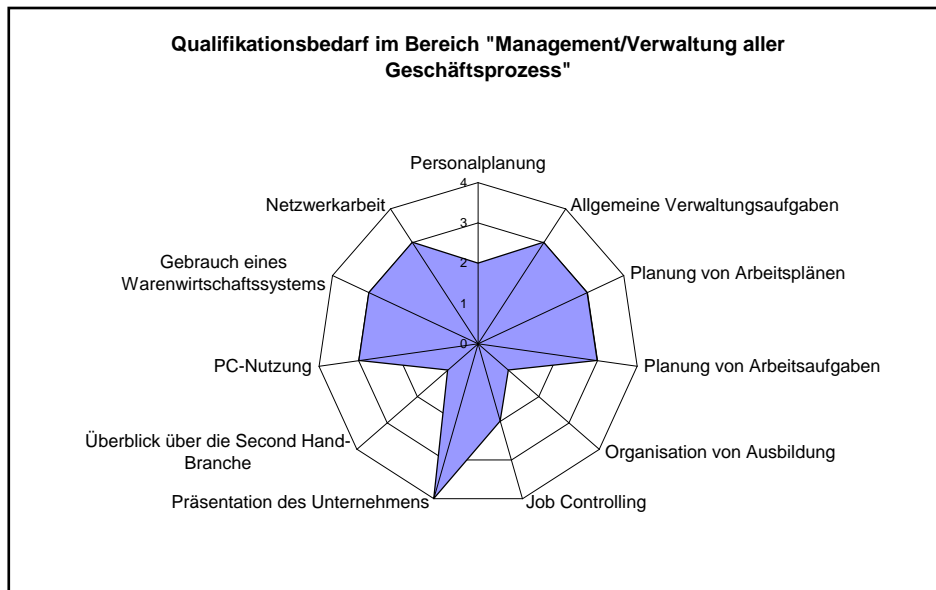


Fig.4 medium profile value

- When the profile is coloured more than 75 percent, as shown in figure 5, there is generally no need for competence promotion resp. qualification unless individual competences are relatively small in comparison to others. In this case a selective qualification is recommended as well.

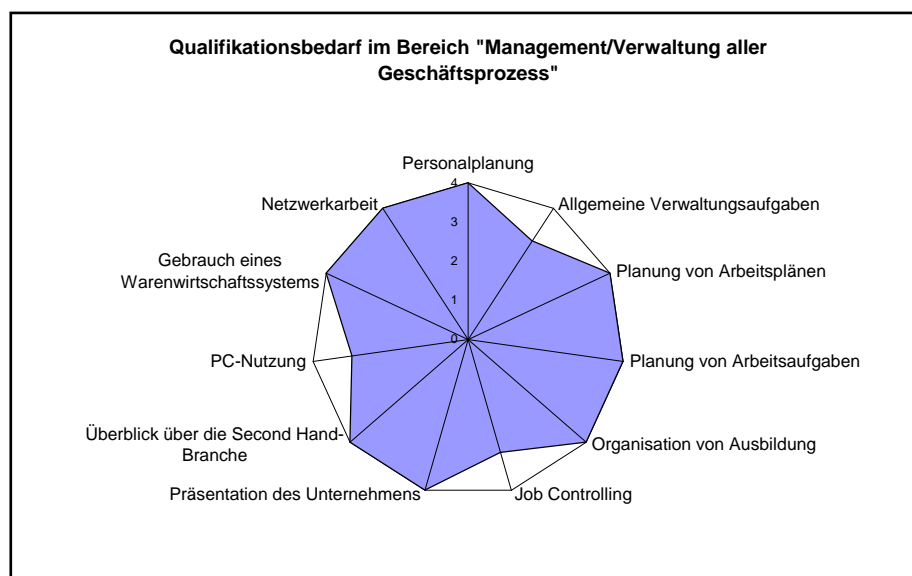


Fig.5 high profile value

