



1. Institutional conditions	MACRO-level Structural conditions to be politically supported	MESO-level Activities of Self-Evaluation institutions	MICRO-level Experiences and reflection processes participants should be supported in
1.1 Trainers, teachers and counsellors <ul style="list-style-type: none"> - Selection of trainers, counsellors, teachers - Training of trainers, counsellors, teachers 	Standards for selecting the practitioners should be set. But they should take into account not only formal qualifications (e.g. being a cognitive psychologist), but equally experiences with the respective target group, sometimes “material” knowledge, and often plainly reflexivity about life experiences Training should be generally offered according to the needs, see above, which is unfortunately very often not the case, Practitioners should particularly go through the Self-Evaluation exercise themselves several times in different settings with various approaches (cf. No 4.3)	Institutions should be provided with enough funds to pay adequate salaries. They should have a say in the selection They should design for themselves continuing training of the practitioners, based on the experiences and the feedback of the participants.	Participants should be asked if they would like improvements in the competences and behaviour of the practitioners – and which ones. This feedback should improve the trust of the participants into the exercise.
1.2 Design of courses/modules <ul style="list-style-type: none"> - Needs based, wishes and interests based - Flexibility for providers and participants 	Needs should be identified <ul style="list-style-type: none"> - with respect to the regional labour market - with respect to the potential participants - Interests and wishes should be evaluated through co-operation with the Self-evaluation providers Accordingly, there should not be an approach “once and forever”, but providers should be allowed flexible methods related to the particular needs, interests and wishes of the participants	Institutions should be provided not only with handbooks/guides, but also with funds to carry through a variety of modules according to the different approaches (cf. 4.3). Thus they are able to design modules tailored to the needs, interests and wishes of specific target groups (cf. No. 5)	Participants should be asked if the course/module is filling into their needs, interests, wishes <ul style="list-style-type: none"> - if they feel that the course/ module has been tailored to the latter or if it looks like a “one fits´ all approach
1.3 Ways of access of participants <ul style="list-style-type: none"> - Access should be voluntary, not forced, courses should be made interesting/appealing - Participation according to the specific needs/interests and wishes of the participants 	This should be laid down in the regulations of the authorities. Precautions should be taken that those are always honoured by the providers and possibly the labour agency, employers	Providers should evaluate if this condition is met in the individual cases. They should evaluate the general needs, interests, wishes of the participants in order to design tailored modules.	Participants should be encouraged to report their way of access, particularly of the latter is voluntary. They should be given the opportunity to express their general needs, interests, wishes in order to allow for the design of tailored modules.



2. Relation of Identification, Self-Evaluation, Evaluation, Accreditation, Recognition of competences	MACRO-level Structural conditions to be politically supported	MESO-level Activities of Self-Evaluation institutions	MICRO-level Experiences and reflection processes participants should be supported in
<p>2.1 Self-Evaluation in combination with external assessment/recognition</p> <ul style="list-style-type: none"> - Assessment of competences - External assessment/evaluation in relation to Self-Evaluation - Official accreditation/recognition of competences 	<p>In addition to Self-Evaluation external evaluation/assessment of competences should be offered. But participants should be free to choose this according to their wishes. Combinations of external assessment/evaluation with Self-Evaluation should be the usual case. Official accreditation/recognition of competences should at least in the long term be provided, but in a way which fits in with the culturally accepted national VET/CVT system</p>	<p>External evaluation/Assessment of competences should be carried through according to the state of the art which says that the outcomes have to be interpreted with great care. State of the art is that the validity of the external evaluation/assessment is greatly enhanced through the combination with Self-Evaluation As long as there is no widely accepted way of official recognition an accreditation form can be developed by the respective institutions which still may have some value for the job searching</p>	<p>In some countries participants are very eager to get their competences externally assessed and accredited. But they should realise that even an official certificate of recognition is often only of limited value. In any case they should be informed that a self-evaluation exercise will usually open up a new horizon for them.</p>
<p>2.2 Identification, Evaluation, Recognition of</p> <ul style="list-style-type: none"> - non-formal competences - informal competences (as opposed to formal) 	<p>It should be made the official aim of the Self-Evaluation exercise to give the opportunity to participants to detect their competences developed through non-formal and particularly informal learning</p>	<p>For pedagogic approaches to do this see No. 4. This applies to former learning contexts (cf. No 5.1) and overall to accomplishing a comprehensive picture of the competences of the participants (cf. No. 3)</p>	<p>Because participants usually underestimate the relevance of their competences gained through non-formal and informal learning they should be encouraged to value them higher</p>
<p>2.3 Identification/Evaluation (of course without recognition)of</p> <ul style="list-style-type: none"> - interests and wishes (as opposed to abilities 	<p>Of course (regional) labour market conditions have to be taken into account for counselling the participants. But in view of a rather uncertain future their interests and wishes can also open up new economic opportunities</p>	<p>Practitioners of the Self-Evaluation institutions should take care to stress the importance of this. The long term success of any (self-) evaluation of competences will be much greater through that.</p>	<p>Participants often tend, under the prevalent economic and ideological conditions, to adapt to supposed labour market conditions. Instead they should value their interests, wishes, dreams and desires much higher.</p>
<p>2.4 Ethical considerations</p> <ul style="list-style-type: none"> - with respect to Assessment, Accreditation - with respect to Self-Evaluation 	<p>Regulations should be put into force which</p> <ul style="list-style-type: none"> - ensure that nobody is forced to have his/her competences externally assessed and certified - ensure that privacy of the participants is absolutely kept, also in the case of self-evaluation as far as the participants wish it 	<p>Practitioners should be very careful about this, and should seek and be offered psychological supervision</p>	<p>Participants should be explicitly informed about their right to privacy. They should be encouraged to refuse any intrusion which they deem inadequate.</p>



3. Comprehensive picture of competences	MACRO-Level Structural conditions to be politically supported	MESO-Level Activities of Self-Evaluation institutions	MICRO-Level Experiences and reflection processes participants should be supported in
3.1 General dimensions of competences according to the "star-fish-model" <ul style="list-style-type: none"> - material knowledge and skills - methodological and learning competences (often tacit) - social competences, personal competences related to attitudes and values (often tacit) 	Handbooks and guides should be developed and made available which stress this comprehensive picture	Modules should be designed so as not to focus on "material" knowledge and skills alone, the other dimensions are at least as important	Participants should pay attention to their methodological, learning, social and personal competences (as opposed to "material" knowledge and skills) of whom they often are not aware of
3.2 Specific occupational, social and personal competences (with regard to future occupations) <ul style="list-style-type: none"> - Occupational abilities interests wishes - Social abilities interests wishes - Personal abilities interests wishes 	But handbooks and guides should be developed together with practitioners of the Self-Evaluation institutions and be revised regularly according to their experiences	Modules should be designed so as to stress the interrelation between the three kinds of competences and to stress interests and wishes as much as abilities	Participants should pay attention not only to their abilities, but at least as much to their interests and wishes which they, in such circumstances, often tend to neglect
3.3 Overall typology of personality traits, comprehending the combination of the most salient features. Example: HOLLAND 's types: Realistic, Investigative, Artistic, Social, Enterprising, Conventional	Training regulations of practitioners should stress this comprehensive picture	Modules should – through different pedagogic approaches (c.f. particularly No. 4.3) - try to bring all types to the fore	Participants should pay attention to personality traits which are not represented in their occupational career up till now
3.4 Flexibility and traits of personality with their development	In case of external evaluation/assessment (in combination with S-E) the importance of this comprehensive picture should be at the centre, particularly also the development in time	Modules should encourage the participants to think about their past, present and possible future development	Participants should pay attention to the development (in time) particularly of their interests and wishes



4. Pedagogic approaches	MACRO-level Structural conditions to be politically supported	MESO-level Activities of Self-Evaluation institutions	MICRO-level Experiences and reflection processes participants should be supported in
<p>4.1 “Stand-alone” method of Self-Evaluation without embeddedness in a more comprehensive course: intensive preparation of participants:</p> <ul style="list-style-type: none"> - to get trust with respect to the institution and the counsellors - information about: regional/local labour market, networks of future learning contexts, community networks - learning to write a good CV based on the Self-Evaluation activities, training for job interviews 	<p>Self-Evaluation institutions should be provided the means with respect to Self-Evaluation particularly time and counselling/manpower for approaches according to No. 4.3</p>	<p>Self-Evaluation institutions should broaden their approach as much as possible with respect to the named topics</p>	<p>Participants</p> <ul style="list-style-type: none"> - should be encouraged not to focus on the “formal” results of the Self-Evaluation exercise alone - should learn that often formal accreditation does not get much recognition in the labour market - should have the opportunity to get broad information about the named topics
<p>4.2 Self-Evaluation module Embedded in more comprehensive courses</p> <ul style="list-style-type: none"> - special courses for confidence building of women returners, long term unemployed, people in other difficult life circumstances - general courses (or opportunities in learning centres) for continuing education with respect to spare time activities(sports, horse riding ICT-competences, furniture construction) or liberal arts, (languages, political discussions for future activities, demonstrations, fine arts) 	<p>Self- Evaluation institutions should be encouraged – and given the necessary resources to embed these courses in the more comprehensive networks according to No. 6</p>	<p>Self-Evaluation institutions</p> <ul style="list-style-type: none"> - should see their courses in the context of the network building according to No. 6 - should actively seek to embed these courses in the named networks 	<p>Participants should be encouraged to make use of as many offers of the Self-Evaluation institution as which appear to be suitable and interesting</p>
<p>4.3 Combination of different approaches: Combination of</p> <ul style="list-style-type: none"> - action orientation (learning about one’s abilities, interests and wishes through carrying through related practical tasks - questionnaires - other methods based on cognitive psychology - individual personal counselling - individual Self-Evaluation and reflection in pairs or groups 	<p>Self-Evaluation institutions</p> <ul style="list-style-type: none"> - should get the necessary resources (rooms, material, manpower) to carry through this combination of Self-Evaluation activities - should be provided with handbooks to explain these elements 	<p>Self-Evaluation institutions</p> <ul style="list-style-type: none"> - should tailor their Self-Evaluation offers and methods to the characteristics of their respective target group (see “micro-level”) - should seek support for adequate resources from the authorities responsible (see “macro-level”) 	<p>Participants should be encouraged to try out these different approaches according to their personal occupational and life situation and their specific Self-Evaluation objectives: aiming more at accreditation of prior learning for job promotion or more at seeking new ideas and opportunities for working, learning and other activities</p>



5. Conditions of the target group	MACRO-level Structural conditions to be politically supported	MESO-level Activities of Self-Evaluation institutions	MICRO-level Experiences and reflection processes participants should be supported in
5.1 Former learning contexts <ul style="list-style-type: none"> - formal: e.g. school - non-formal: e.g. apprenticeship, work placement, jobs - informal: e.g. family, sports club 	Handbooks and guides should stress the importance of non-formal and informal learning which is often forgotten in appraisals of former learning Courses/Modules should allow for enough time to let the participant detect these fields of learning	In order to bring the non-formal and informal learning to the fore short interviews and questionnaires are not sufficient. Modules should use the pedagogic approaches according to No. 4.3	Given enough time, participants should think carefully about all former learning experiences – in connection with different pedagogic approaches (cf. No. 4.3)
5.2 Present experiences and life circumstances <ul style="list-style-type: none"> - unemployed - other difficult life circumstances - women returners - employed, seeking new field of activity 	Courses/modules should be made available which fit to these specific life circumstances - no “one fits all” approach	Teachers/ trainers/counsellors should be very sensitive to these circumstances. Pedagogical methods (cf. No. 4) which fit into the problematic situations of people in difficult life circumstances may be rejected by employed people who seek possible fields of occupational promotion	Particularly unemployed people and those otherwise in difficult life circumstances will often at first be reluctant to admit their difficulties even to themselves or be completely hopeless: a great challenge for the practitioners
5.3 Realistic planning of the future Aims: <ul style="list-style-type: none"> - Self-reflection, self-confidence - Realistic self-image - Realistic appraisal of opportunities 	The official aim of the course, also with respect to the funding by authorities, should not so much be rates of immediate transition to the labour market because the long term success will often not be guaranteed by these short term objective	Self-reflection and self-confidence are main aims of the Self-Evaluation exercise. But particularly formerly “low-achieving” participants tend often to overestimate their abilities and occupational opportunities	Participants often show either a very “low” or an “exaggerated” self-image. They should develop a realistic self-image, seeking future opportunities which also fit into the development of their present life circumstances



6. Opportunities for future learning and actions	MACRO-level Structural conditions to be politically supported	MESO-level Activities of Self-Evaluation institutions	MICRO-level Experiences and reflection processes participants should be supported in
6.1 Future learning contexts and methods <ul style="list-style-type: none"> - job placements - formal CVT-courses - courses more related to spare-time activities, including continuing courses in the liberal arts - learning opportunities in informal settings 	Institutions should be embedded in networks of possible employers, CVT institutions and other institutions providing more general continuing education (like folks' high schools)	Institutions should actively and on their own construct and maintain these networks (for informal settings see 6.3)	Participants should have the opportunity to taste the different learning contexts and report back to the Self-Evaluation institution
6.2 Possible future activities <ul style="list-style-type: none"> - Individual activities - Networking activities in groups - Activities for furthering "civil society" (citizenship) 	Institutions should be provided with enough resources to offer opportunities for the participants to get tasters in these fields	Institutions should provide tasters for all three possibilities in connection with networks (see 6.3)	Participants should be encouraged to try out the different activities
6.3 Resources in the community	Self-Evaluation institutions should be embedded in community networks to provide opportunities for activities (according to 6.2). Related resources should be made available	Institutions should on their own try to strengthen community networks	Participants should get to know about networks available to them, and try some opportunities offered