



Bildung und Kultur

Leonardo da Vinci

impuls

07

Projektergebnisse

Materialien

Tagungen

Dokumente

English Version

THE LEONARDO DA VINCI PILOT PROJECT

**‘BASICON -
EUROPEAN Building ESSENTIALS’**

**Tools and materials
for a European basic qualification
in building professions**

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1. Qualification in the construction sector: The Leonardo da Vinci pilot project 'BASICON European Construction Essentials

1.1 Preface

As a result of the internationalisation of political, economic and social processes, the construction sector is experiencing a profound change in structure: increasing migration of employees and enterprises from and to Germany has led to an internationalisation of the market. Not only do German construction firms take on a large number of immigrant workers, but also many international firms operate within the German marketplace and work on location with multinational teams. In Germany alone for example, almost 18% of all workers in the construction industry are employed by international firms, and this pattern is increasing.

This dynamism leads to considerable changes regarding the formation and qualification structure of workforces in the construction industry. In order to be able to work positively with these changes, it is of European concern that a scheme detailing comprehensive job specifications for access into the construction profession may be developed, that can then be internationally recognised and applied.

With this in mind, the European Commission has decided to initiate a transnational pilot project within the 'Leonardo da Vinci' framework that takes these changes into account and develops models and operational concepts that confront the new qualification requirements in the construction sector, particularly regarding basic qualification below the level of initial vocational training right across the occupational field.

1.2 Worker Migration: A German and European problem

The worker migration phenomenon in Germany involves structures of a very heterogeneous kind: the education system in the Federal Republic has no nationwide standard coordination of training below the level of initial vocational training, despite a number of models and projects. This means that different systems of pre-vocational training exist, depending on their sponsors. Each system makes reference to initial vocational training in a regional context but proves ineffective on a national level.

When drawing upon activity within the EU sphere, there generally proves to be little or no cross-European coordination. However, the increase in worker migration and its problematic situation in Europe, particularly in the construction sector may be seen in an altogether different light: not only will different definitions of qualification standards begin to overlap, but it will become apparent that minimum standards across Europe in the field of health and occupational safety have by no means been strictly adhered to. The high number of accidents at the workplace amongst semi-skilled and low qualified auxiliary construction workers make this problem blatantly evident.

Most concerned in this context are Central and Eastern European countries, in which after the reunification of the two German states, not only vocational training systems often collapsed, but fixed vocational training standards also either no longer existed or were still only in their initial planning stages.

With worker migration in the construction sector together with the diversity of qualification standards below the initial vocational training level, it becomes clear that an alignment of qualifications in this area or even initially a survey and documentation of the currently existing qualification standards and requirements is highly necessary.

1.3 Requirements of a new qualification process

The structural changes in the construction sector bring about new qualification requirements across Europe. Worker employability increasingly depends on which technical skills one is able to demonstrate and which key qualifications and social as well as language skills one possesses, to be able to take advantage of labour mobility in the EU, and to be able to adapt to national requirements in target countries. On the other hand, companies working with multinational teams should have the right tools at their disposal that help to effectively assess the knowledge, skills and competences of an employee. It is in the interest of the employee, as well as the employer, that the appropriate qualification process be developed.

A further concern is the assessment, recognition and certification of previously acquired and not yet formally acknowledged vocational skills. Given that existing vocational knowledge acquired outside the national vocational training system is not yet certified in a sufficiently clear nor transferable manner, the appropriate tools for this need to be designed.

In order to promote stable labour mobility and sustainable worker employability for disadvantaged target groups, curricula and qualification processes orientated around individual requirements need to be developed. These should offer on-the-job training and lifelong learning as well as the chance to make up recognised vocational certificates through further training.

1.4 The Leonardo da Vinci pilot project, BASICON European Construction Essentials

BASICON European Construction Essentials confronts the aforementioned migration problem and its requirements and translates it into a practical concept that meets demand. The tool developed in the international pilot project BASICON should respond to this problem in an appropriate and complex manner: BASICON provides tools to be made available throughout Europe, that assess existing qualifications, that qualify and certify and that are able to compare and differentiate qualifications and skills, all of which is available in seven languages.

On a national level, BASICON should be understood as a complementary contribution to the current political endeavours for educational reform and reorganisation. BASICON is orientated towards jobs that require basic training across the occupational field, such as structural engineering and renovation work, and therewith incorporates an internationally relevant spectrum of functions. In the profile of requirements, it incorporates soft skills, technical skills and further skills that have up until now not been deemed necessary in national vocational profiles. The qualification process will be conceived in a way to improve worker employability amongst disadvantaged target groups and to encourage interest in further qualification (for example through further education).

BASICON's approach to the development of tools for basic qualification across the occupational field available in training centres and small and medium sized enterprises (SMEs) across Europe, was geared from the start to being constructive: when describing technical and personal skills, instead of concentrating on the individual differences and discrepancies in vocational training systems or the differing job profiles in the construction industry, one should be able to assess the common cross-skill requirements of auxiliary workers.

The first step of the project involved a requirement analysis of the eight participating Eastern and Western European countries within the BASICON framework. The evaluation of the data showed that there was a general demand for qualification and skill acquisition.

It is therefore not accidental that the project has the subtitle European Construction Essentials: on one hand it reflects the common ground on a European scale and on the other, it does not compete against nationally regulated professions and consciously evokes a European aligned minimum level (below initial vocational training) of practical qualifications closely tied to the labour market.

Furthermore, BASICON takes the EC directive 92/57/EEC on health and safety in the construction industry into consideration (a politico-educational requirement). The number of accidents at work is particularly high in the construction industry (accounts for some 50% of all fatal accidents at work in Germany), and in particular amongst auxiliary workers. Inexperience in the profession, underestimation of potential danger and overestimation of one's own abilities are the deciding factors in this case.

The skill and qualification assessment tools should be located the area of further training, to provide disadvantaged people interested in the construction profession with access to lifelong learning and to secure a lasting integration in the labour market. These tools prove useful for initial vocational training where they represent a general benefit on a European level: skill acquisition and assessment should promote and facilitate mobility, and qualifications acquired in a member country should be transparent and easily recognisable in all EU countries.

BASICON defines which basic skills are essential for ensuring long-term employment and access to lifelong learning as well as to enable recognised certificates to be acquired. Since these basic skills are free from any cultural bias, the corresponding qualifications should allow the worker to be able to work on any building site in any EU member state, with only a short period of initial additional training required. BASICON also defines which technical and social skills characterise a transnational „basic qualification in construction“.

1.5 European Development Network

A network has been created under BASICON that supports international cooperation between BASICON partners. The network consists of eight cooperating companies and training institutions from the EU countries Germany, Italy, Finland, Austria, Great Britain, Belgium and the EU candidates Bulgaria and Romania. The project partners are all members of the non-profit making association EBSA (European Building and Services Association) and since 1994 a total of 14 members from 10 states have consistently worked together within this framework on matters of training in construction.

The partnership for the BASICON network was structured in such a way that expertise complement each other: from specialisation of vocational training requirements for disadvantaged groups to knowledge about large training institutions, up to the level of a transnationally operating construction industry.

All partners have contact with their politico-educational partners in their respective countries (Ministry of Education, education institutes, social partners, chambers, guilds etc), who serve as so-called 'Pools of Competence'. BASICON's work was from the very beginning reliant on European cooperation, and since the discourse is determined by national factors and conditions, the Pools of Competence take on an advisory role and accompany to the whole process. These Pools represent a central and integral component in the BASICON network, facilitating technical evaluation, politico-vocational national integration as well as circulating results.

BASICON does not define the common denominator, but rather the current European intersection. The collaborative constructive approach continues to have a definite influence here: the project manager is the central coordinator but the work itself does not have a centralistic function, but rather made up of contributions that come together to form a whole under constant need for modification.

The final collaborative definition of a European skill profile for auxiliary construction workers is not characterised by its common denominator, but rather on the basis of a nationally specified intersection of standards of basic qualification that can be valid across Europe, meet demand, work alongside current working practice and are closely tied to the labour market.

The BASICON network also pursues higher goals. Among other things, it wishes to:

- ...influence the national discussion process through its transnational work.
- ...develop a transeuropean qualification programme of vocational training that corresponds to the actual requirements of the employer and that facilitates entry into the (European) labour market.
- ...close the gap between training institutions and companies.
- ...simplify existing tools of certification, make them more practical and comparable on a European level.
- ...outline a forward-thinking approach for vocational training norms on a European level.

1.6 Added value for vocational training in Germany and Europe

Every Leonardo da Vinci pilot project inherently represents added value for vocational training in Europe, even if the results achieved do not or only roughly reflect the partly antiquated national vocational training system. Transnational work for vocational training stimulates discussion concerning necessary modifications to national legislative bodies in a common Europe. This leads to both stronger europeanisation of educational politics and results in a common European labour market that, depending on the freedom of commercial and financial companies, guarantees freedom of movement for training and employment purposes.

BASICON European Construction Essentials makes its contribution (for the first time in the construction sector) by defining transnationally aligned manageable basic standards of personal and technical skills – agreed with and accompanied by the national Pools of Competence acting as guarantors of technical reliability.

National requirements have been transferred into a transnational European intersection and converted into a product available in seven languages.

The defined European basic standards have been converted into a uniform modular qualification structure. Underlining this uniformity of design is a consistency in the presentation of the material, which is particularly important in making it easily recognisable in an extremely culturally and politico-educationally diverse Europe.

The uniform qualification modules are accompanied by two further tools that both add value to Europe's vocational training:

1. The European AssessmentCenter, where non-formally acquired qualifications and skills, be it through training institutions or SMEs, may be clearly documented.
2. The European CertificationCenter, where qualifications and skills of a standard equal to the BASICON Qualification Passport can be certified and thereby internationally acknowledged.

In Germany this standard represents an extra value for 'basic qualification in construction' across the occupational field. It represents a nationally consistent guide for training orientation and preparation, regardless of the type of qualification procedure used and the institution issuing the qualification.

The tools and products may be integrated into pre-vocational training, since they correspond to the specification framework of the Vocational Training Act (BBIG). The qualification modules refer to particular job profiles and are also aligned throughout Europe.

BASICON also responds to the BBIG's amending law. It creates a framework in which work placements abroad can be technically specific and integrated into national training preparation by focussing on European uniformity. Skills and qualifications acquired can therefore be acquired and certified on the job thanks to this practical working approach.

1.7 Project Managers: Zukunftsbaue, a company dedicated to promoting youth vocational training

Zukunftsbaue is a non-profit-making limited company that has made it its job to give disadvantaged youths and young people a chance to receive vocational training in order to ensure long-term social integration. As a company functioning orientated around current working practice, Zukunftsbaue deals with the occupational fields of construction, metal construction, cleaning service, administration, gastronomy as well as IT and media.

At Zukunftsbaue, training and qualification are integrated into social housing, urban redevelopment and district management projects. Zukunftsbaue creates added value that translates into a market orientated training system and a coefficient combination of both its own resources and subsidies to form an altogether effective whole.

In order to support and develop its work further, Zukunftsbaue has been working since 1994 in cooperation with twelve partners from ten European countries.

Zukunftsbaue has carried out numerous European promoted pilot projects and pre-operational studies and was presented in 1999 with the Theodor-Heuss Award.

Zukunftsbaue's range of concerns include:

Mobility

Regular employment projects abroad for trainees and technical personnel

Programmes:

Leonardo da Vinci and Jugend (Youth)

Development of innovative training programmes

Modular training concepts, methods of mediation orientated towards target groups etc.

Programme:

Leonardo da Vinci (pilot project)

Models of regional cooperation in the labour market

Cooperation between training institutions and commercial establishments, development of cross-departmental networks for the creation of work and training placements

Programme:

EQUAL community initiative

Town development and enhancement of the residential areas

Designing of public places, sustainable development of underprivileged districts

Programmes:

ESF (European Social Fund), Soziale Stadt (Social City), Leonardo da Vinci Mobility, YOUTHSTART community initiative

Personnel development in labour market promotion and youth vocational training

Training of personnel in current methods of assessment, coaching, advice and mediation to disadvantaged people with the use of innovative information and communication technology

Programmes:

ESF, EQUAL community initiative

2. BASICON Products

The product range developed within BASICON is transferable to other professions in terms of its approach, structure and systematics. It is also designed in alignment with European qualification, material and training guidelines.

The BASICON product range, European Construction Essentials is divided into four product packages that may be used individually or in combination with each other.

Product package I

Handbook

The handbook depicts the community-wide intersection of social and technical core skills needed to enter into a vocation and to maximise employability in the construction sector.

Curriculum

The curriculum converts the handbook's skills profile into a qualification with a modular structure.

Product package II

Modular Learning Materials

The modular learning units are largely visually designed. Special consideration is given to the topics health and safety at work and environmental protection.

Teaching Materials

Teaching materials offer detailed explanations for the implementation of the modular qualification programme.

Product package III

E-BASICON

This is a largely visually-interactive tool for learning and testing particular topics from the modular units.

EASYTOOL 1.0

EASYTOOL 1.0 is an internet-supported content management system that standardises formatively complex tasks (in the BASICON project for instance, in order to make modular learning materials available in seven languages). It enables parallel work in the different languages at any time, anywhere.

Product package IV

Assessment

Theoretical and practical skills as well as cross-skills are acquired and evaluated systematically in this procedure. The individual qualification requirements can also be evaluated in detail and documented by the AssessmentCenter.

Certification (with a European Qualification Passport)

The skills corresponding to vocational standards are documented and certified in the European Qualification Passport.

All products can be distinguished by a uniformity of design: they may be used in SMEs, training institutions and in vocational colleges. As of Spring 2004, the products will be available in seven languages, German, Bulgarian, English, Finnish, Italian, Dutch and Romanian, and will be obtainable from the respective project partners.

2.1 Product package I

Handbook and modular curriculum – European Construction Essentials

2.1.1 Handbook European Construction Essentials

The handbook depicts the basic skills required to maximise employability in the construction sector. These skills have been defined by the participating project partners and represent a common European aligned intersection of social and technical core skills that are filtered out of the varying national qualification requirements.

The production of the handbook is the result of a multi-staged procedure: both the national demand-analysis and the subsequent identification of a common intersection took many months to compile and incorporated many different agents.

In the first stage, the project partners defined the different skill profiles and discussed their content, whereby the varying national requirements were considered in the intersection. The Pools of Competence were also involved in this procedure of definition and exchange of opinion. These advisors are, among other things representatives from differing politico-vocational institutions such as social partners, manpower centres (on a national and regional scale), chambers, vocational training centres and construction firms.

In July 2001, the results of the work until then were collected and re-analysed within the framework of a conference resulting in a final definitive structure of transnational skill profiles. The development of the handbook paralleled this conference with aim to representing and compiling all parts of the discussion process.

Although the starting points concerning the vocational training in the construction sector varied from country to country, it was largely agreed upon that a basic qualification is essential. Varying national requirements were commented upon in isolated profiles, with the aim of documenting national discrepancies and stimulating national discussion. Discrepancies should not be seen as complications, but rather as an incentive to promote further development of the vocational trainings system on a national and an international level.

2.1.2 Skill profiles

Skill profile A

Technical theory and practice

The qualification profiles refer to the following specifications:

The following list of qualification components always refer to basic skills.

- The period of qualification should as a rule not exceed 12 months
- The location for qualification should primarily be the construction site
- The technical theory should be taught as much as possible through practice

The tasks fall into two categories

- Category 1: tasks that can be carried out independently on one's own responsibility
- Category 2: tasks that can only be carried out under supervision

The tasks in category 2 should as a rule only be carried out under supervision when working with unskilled workers or at the beginning of a practical qualification

Skill profile B

Health and safety at work and environmental protection

These profiles nowadays go thematically hand in hand and should be dealt with together in practice. They represent an important qualification element, especially on a European level.

Skill profile C and D

Soft skills, learning how to learn and the quality control of one's own work

The teaching of soft skills is also a component of the instructor's practical work. Methods of "learning how to learn" and quality control of one's own work are taught in the work process.

Skill profile E

Language Skills

Language skills need only be basic communication on a construction site and at the workplace – situations in which employees may experience on a daily basis. Instead of complex grammar lessons, which are of little use in this context, the most helpful lessons deal with technical vocabulary.

Skill profile F

Basic qualification in Electronic Data Processing

Like reading and writing, EDP skills have become part of basic literary skills and those who do not have suitable access to it inevitably run the risk of falling behind social development.

This basic qualification does not involve extensive EDP skills, but motivates and enables people to get involved with and get to grips with these basic techniques.

2.1.3 Modular Curriculum European Construction Essentials

The curriculum translates the handbook's skill profiles into a modular structured qualification programme. Its clear structure and easily readable format renders it a useful tool for instructors and training supervisors to plan qualification modules alongside working practice.

MODULE 1

General principles, worker-employer relations, safety regulations, environmental protection

MODULE 2

Preparation and clearing of the construction site, laying the foundations

Unit 1 Setting up, securing and fencing off the work site

Unit 2 Transport and storage of materials and machines

Unit 3 Excavation

Unit 4 Sewage, streets and open areas

MODULE 3

Walls and concrete constructions

Unit 1 Ladders, builder's hoists and scaffolding

Unit 2 Concrete and steel components

Unit 3 Mortar

Unit 4 Natural and artificial masonry

MODULE 4

Interior work and coating

Unit 1 Sand and cement screeded and stone floors

Unit 2 Tiles and panels

Unit 3 Wall and ceiling components, insulation

Unit 4 Roofing

MODULE 5

Repairs and renovation

Unit 1 Demolition and renovation (protected buildings)

Unit 2 Painting

Unit 3 Flooring

Unit 4 Working with metal, plastics and wood

Unit 5 Heating and sanitary facilities

Unit 6 Electrical installations

2.2 Product package II Modules and Instructor's material

2.2.1 Modular learning material, European Construction Essentials

The modular units are extensively visually designed especially taking the topics health and safety at work and environmental protection in consideration.

The term "modular"

A BASICON module offers practical and theoretical basic skills through workplace practice in the construction industry.

Modules are presented with a clearly defined qualification goal. They are part of a whole (for instance of a job profile) and present the necessary vocational skills. The modules are divided into units, do not necessarily have to be used in a certain order and are flexible to be used according to individual requirements. Every completed module is certified (part certificates for each completed unit are also available).

The qualification procedure

The modular qualification involves a learning procedure orientated towards individual requirements and workplace tasks. The modular structure of the qualification procedure enables it to combine differing forms and methods of skill acquisition.

Practical instruction

- Instruction in workplace tasks
- Exercises through working practice
- Technical theory accompanying working practice
- Support available from BASICON's e-learning units

The practical qualification is analogous to the learning goals in the curriculum. As a rule, the qualification takes place within the workplace practice, although mixed forms such as tasks in the workplace and in training workshops are also possible.

The qualification procedure at the workplace can be seen as learning by doing: by repeatedly putting their acquired skills into practice, the trainees are able to achieve confidence performing their occupational tasks.

The learning material within BASICON's modular qualification aim to dovetail practical and theoretical qualifications. At the same time, it offers preparation and evaluation of each unit for disadvantaged target groups. The modular material therefore supports the process of self-learning and at the same it is an instrument to control the qualification process.

Module example

Module 1

General principles, worker-employer relations, safety regulations, environmental protection (left)

Module example

Module 3

Walls and concrete constructions (right)

2.2.2 Instructor's materials European Building Essentials

The instruction materials offer annotations and explanations to the modular structured qualification programme. A relatively complex concept of skills form the basis of these materials.

The concept conveyed within BASICON is that the qualification of auxiliary construction workers should concentrate on vocational skills and the shaping of the world of work with social and ecological responsibility. The term skills envelope technical knowledge but also personal and social skills. The technical skills consist of technical theory and technical practice.

Skills are gained in a dynamic process of daily preoccupation with technical and professional matters, and recognise the levels of wanting, knowing and being able to do.

In BASICON's approach to a modular qualification, the personal, social and technical skills join together to form a comprehensive overall concept that attempts to master the complex reality of learning itself and of those who want to learn.

The teaching of the skills have the following approaches:

- Didactic benchmarks should be used, since they are important for further vocational development.
- As a starting point for qualification the tasks should be carried out individually or simply theoretically understood.
- The tasks should allow for a reasonably high amount of independence and self-evaluation (quality control).
- The tasks should be conducive to a holistic understanding of the vocational reality, for instance by including technical, ecological, economical, legal and social aspects.

Differing levels of skill acquisition and performance appraisal:

- Simple reproduction
- Reorganisation as a reproduction of know-how in a different context
- Transferral of knowledges to similar situations

**2.3 Product Package III
Easytool 1.0 and e-Basicon
European Building Essentials**

**2.3.1 Easytool 1.0
Innovative publication technology**

EASYTOOL 1.0 is an online editing and management tool that enables the realisation of complex editing and layout tasks (in the BASICON project for instance, in order to make modular learning materials available in seven languages). It enables parallel work for users in the different languages at any time, anywhere.

EASYTOOL is flexible: the default model can be altered or modified by the individual user with the aid of pool of templates. The broadening of the content in specific language versions or the addition of other language versions can also be made available at any time.

EASYTOOL can be used for other projects with similar requirements without great additional expenditure.

Online documents may be created with EASYTOOL, the internet browser serves as the user interface. Documents may be printed directly from the internet browser on paper, or with the use of special software in PDF format.

EASYTOOL has been programmed to meet the special requirements of a transnational project that needs to create at the same time documents in different languages and in the same layout. This saves the partners the high cost of procuring expensive layout software. In addition, the similarly expensive and time-consuming software training can also be avoided, since the operating of EASYTOOL can be rapidly learned and understood, even for PC beginners.

EASYTOOL functions on a database, which means that elements (images, graphics and texts) can be made available to all partners entitled with access, for further use.

2.3.2 e-Basicon
Visually interactive e-learning tool

E-Basicon is an innovative tool aimed at a basic qualification within the building profession. E-Basicon:

- Complements the modules of transnational basic qualification in construction.
- Is a visually interactive tool that uses exemplary topics from the European Building Essentials modules.
- Is aimed for young people who have had negative experiences with learning institutions and who possess little knowledge of application of PC skills.
- Is easy to use; technical building know-how and skills can be practised and assessed with visually interactive exercises.
- Is available in Version 1.0 in the languages: Bulgarian, German, Finnish, Italian, Dutch, English and Romanian. Further languages can be integrated.
- Is HTML-based, needs no more software than Internet-Explorer 6.0 and is a low-output programme, and will not over-tax a PC. The programme can also be used in educational institutions and SMEs that are not technically as highly equipped.
- Works as a standalone version, as an internet, or as an Intranet tool.

E-Basicon is a modular tool for learning, assessing and checking skills acquired during the work process. It frees the user from fixed working times and schedules and thanks to its modular structure, the user can start or re-start the programme at any stage at any time.

Each exercise is assessed in order to give the user feed-back on his/her level of competence. Assessment is made through a scoring system, and an evaluation commentary based on the points scored is offered after each exercise.

Learning with e-Basicon takes place on three levels: a visually interactive level, an information level, and a glossary.

The visually interactive level

Topics from the European Building Essentials modules form the basis of visually interactive exercises and tests. Skills are examined and assessed through interactive tests.

The information level

This section acts as a kind of reference manual that can be used to search for the information needed in order to complete the exercises successfully. The corresponding technical informations are presented in more detailed terms, however without the interactive elements. The information level should be seen as an extra information and learning tool. The content corresponds to the European Building Essentials modules.

The glossary

For nearly every exercise/test there is an illustrated glossary highlighting the most important specialist terminology. To work with the glossary, the user must select their source and target language from the menu bar.

e-Basicon exercise and test typology

In order to make the exercise structure easily understandable, transparent and consistent, the diversity of the exercises and tests is reduced, taking into account that the type of user may not possess the experience with such learning media.

There are three exercise and test types that form the basis of the e-learning tool. The choice of the appropriate typewas made with special consideration for the didactic and methodic aspects. The following question was therefore relevant: through which type of test can we present the necessary facts and assess the skills as clearly and as precisely as possible?

Added to this consideration was the idea that frustrating and negative learning experiences should be avoided. This means that on the one hand the user should be able to understand the exercise typology intuitively, so that he/she has no problem operating the programme, and on the other that he/she may not be confronted with uncorrectable negative results. Therefore the exercises may be repeated many times and the information needed to complete the answers successfully can be researched in the information level. The e-learning tool should consciously provide involvement with the content matter as well as a stimulus to learn, by offering the chance of attaining positive results through practice and repetition.

The diagrams show the three exercise and test types:

Type 1
Drag and drop

Type 2
Multiple choice

Type 3
True / False

E-Basicon – Guided tour

1. Selecting languages and exercises

Source and target languages (the choice of the target language is important only for the glossary)

All modules with all exercises / tests

or

A module with all its exercises / tests

or

A module with a specific exercise / test

2. Exercises

3. **Assessment of the exercise and demonstration of errors.** By clicking on 'Continue', the correct or incorrect classifications are displayed. The results are assessed through a points system and the correct answers are shown.
4. **Information research (information level)**
5. **Glossary (bilingual)**

**2.4 Product Package IV
Assessment and certification system
European Building Essentials**

2.4.1 Assessment

Both the assessment and the certification system make up the innovative nucleus of the European qualification programme. It is a tool with which the user's technical theory, technical practice and cross-skills may be assessed and evaluated.

Thanks to the assessment procedure, an exact estimation of individual qualification requirements may be carried out. The trainees must only complete the relevant modules needed to achieve the qualification aim. Qualitative evaluation of previously acquired skills can be also documented with the assessment.

The assessment is therefore a tool with which skills for the European labour market in the construction sector can be proven in a transparent manner. It involves the following areas:

- Execution of practical tasks and their evaluation (under supervision)
- Proof of skills in technical theory through practice-based checklists and tests
- Evaluation of personal skills in the framework of the assessment
- The assessment forms the basic documentation for the certification in the European Qualification Passport BASICON

2.4.2 The certification system European Building Essentials

The certification of modules

The recognition and certification of a module (or a module part) may be achieved in different ways: the skills required for a certain module are proven by issuing the relevant certificates (in the Qualification Passport, the certificates are documented with all necessary individual unit certificates).

If the trainee already possesses the skills for a certain module, but cannot prove them with a certificate, he/she has the possibility to directly run through the practical assessment procedure without having participated in the corresponding modular qualification. The successful completion of the assessment is certified by the operating company with reference to the BASICON Qualification Programme:

- The certificates for each module are put together with the corresponding unit certificates in the European Qualification Passport.
- The qualification aims and topics are made transparent with the European Qualification Passport.
- The qualification passport may be used as a tool for both: planning and documenting qualification needs and results.

Certification – Transparency on a European level

In order to increase the transparency of the certificates for employers and employees within the European labour market, the procedure of certification, the certified qualifications and skills and the relevant unit certificates will be published through an internet-portal in seven language versions.

The certification tools are accessible through the internet-portal www.basicon.org

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BASICON certificate – example

The following documents can be viewed and downloaded from the portal:
European Qualification Passport
BASICON certificates and unit certificates

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BASICON unit certificate – example

The unit certificates offer detailed information about the subject matter in each module unit.

3. Project report: effect, implementation and dissemination

Neither the effect nor the implementation of the project and its products can be accurately evaluated directly following termination of the pilot project phase. A sound evaluation is only possible mid-term.

However, some aspects of effect and implementation may already be explainable by way of example for BASICON.

In German-speaking countries (Germany and Austria), the effects of BASICON on the regulated vocational training system can only be seen on a long-term basis. However, BASICON's definition of European aligned standards may already be promoting the development and recognition of such standards in the field of prevocational training and further training on a national level. The same, in the field of support for the disadvantaged and qualification for the unemployed or underqualified, applies to Belgium, Italy and especially in Finland. Here, BASICON tools are regarded as an efficient aid in the training of urgently needed qualified construction workers.

In the remaining partner countries, the situation is as follows:

- In Great Britain, the modular training system enables the BASICON approach to be integrated within the existing national framework
- In Romania, the cooperation of the National Employment Agency in the local Pool of Competence provides the recognition of the curriculum as a standard of (further) qualification programmes for construction professions.
- In Bulgaria, BASICON has found its place in the national directive regarding the national recognised vocational training certificate („Construction helper“).

The dissemination of the project results and products takes place over established transnational, national and regional networks, associations and committees in which the partners of the BASICON network are integrated. The variety of network contacts can be seen below:

- EBSA (European Building and Services Association)
- Formedil Italia, the national organisation of Italian technical colleges of construction
- Network Modularisation, Berlin-Brandenburg
- Informal network of communal and private training centres, Finland
- National Employment Agency and training and qualification centre FRG (a German-Romanian foundation) in Timisoara, Arad and Sibiu, Romania
- The Ministry of Education and the training and qualification centres DBBZ (German-Bulgarian training centres), Pleven, Pazardzik, and Stara Zegora, Bulgaria

Further afield, interaction occurs with other pilot projects such as Leonardo da Vinci, EQUAL as well as ESF-supported qualification projects.

4. Information and product downloads

Contacts in Germany

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Further information and product downloads can be found at
www.basicon.org

**5. Appendices
Summaries**

BASICON project partners

Zukunftsbau GmbH, Berlin

The project partners are members of the EBSA, (European Building and Services Association), a non-profit-making organisation founded in 1994 and made up of 14 members from 9 states, who are cooperating continuously in vocational training matters. The aim of the BASICON partnership is to complement the following areas of expertise: specialisation of vocational training offers for disadvantaged target groups, know-how of large training institutions and of transnational acting building industry. Furthermore, all partners have contacts with representatives of national bodies as Ministries for Education, social partners, chambers, guilds etc), that are systematically included in BASICON acting as Pools of Competence in order to increase the representativity and dissemination of the results.