

Requirement analysis, qualification strategy and recruitment strategy of VET-Teachers in Mecklenburg-Western Pomerania

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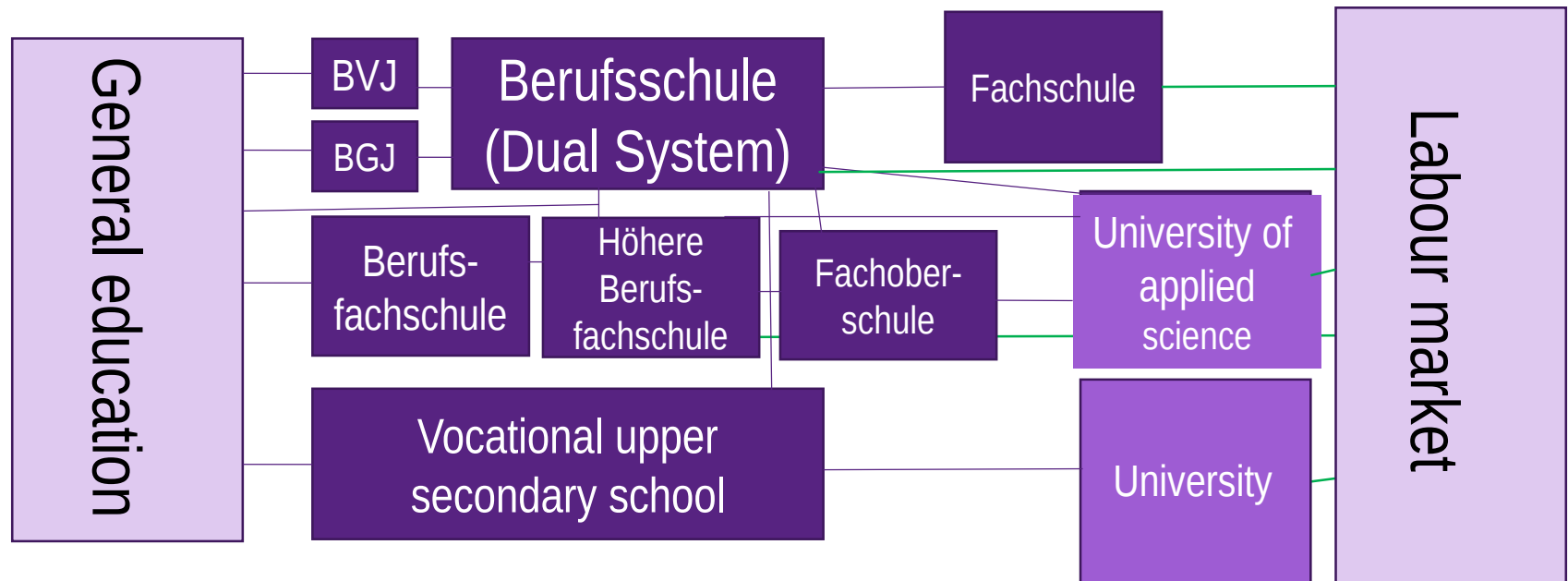
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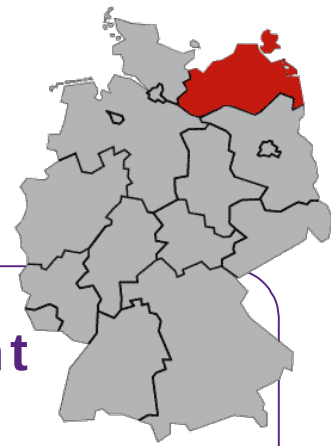
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The German VET System: More than a Dual System





The structure in M-W, federal states are different

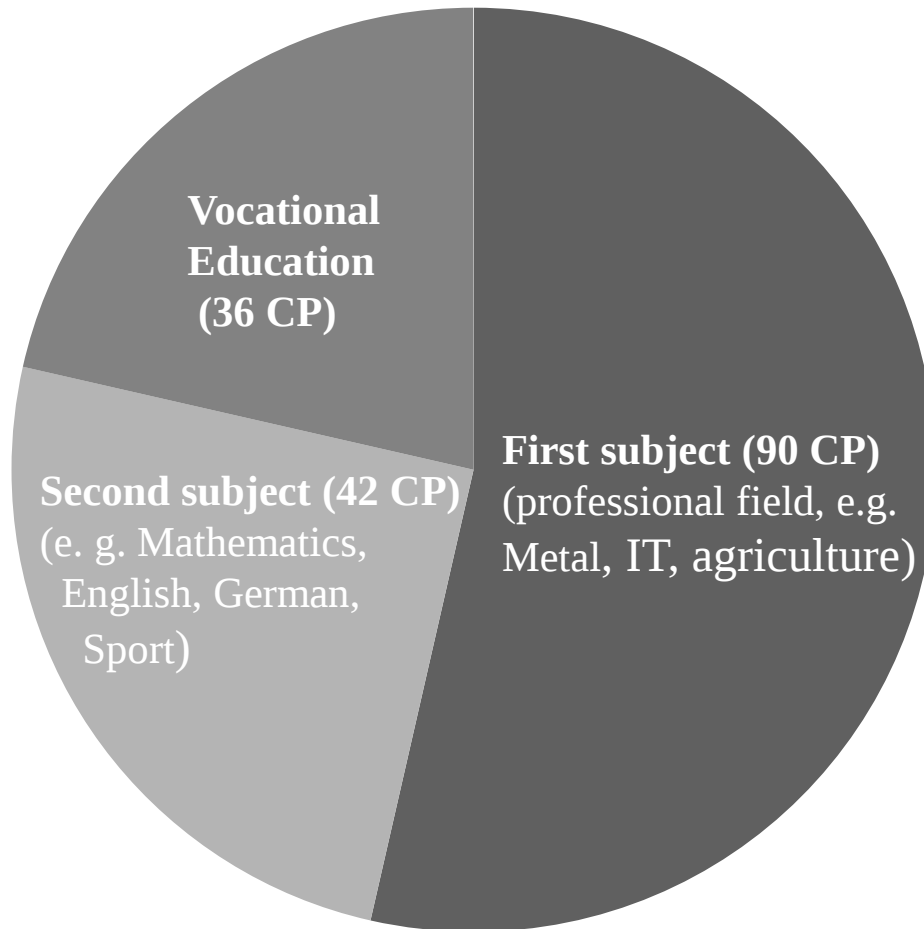
- **Dual System (2013: 56,1 %):** e.g. Metalworker, Industrial Clerk
- **School-based vocational education system (2013: 27,7 %):**
 - Berufsfachschule: lower assistant medical occupations
 - Höhere Berufsfachschule: e.g. Nurses, Midwives, Physiotherapists
 - Fachgymnasium: university access with vocational subjects (technology, nutrition)
 - Fachoberschule: access to universities of applied science, general and special subjects
 - Fachschule: e.g. Technicians, Economists, Preschool Teachers
- **Transition system (2013: 16,2 %):** e.g. prevocational training year (BVJ)

Data: Baethge et al. 2016, 200.

German VET-Teachers` qualifications I

- Teachers for Vocational Education and Training (secondary-level teaching)
- High-School Teachers (secondary-level teaching; general-education subjects)
- Lateral entrants (from practice, e.g. Engineers, Technicians, Economists)
- Practical teachers and training supervisor (in the school workshops)

German VET-Teachers qualifications – e. g. the Situation in Rostock (M-W) I

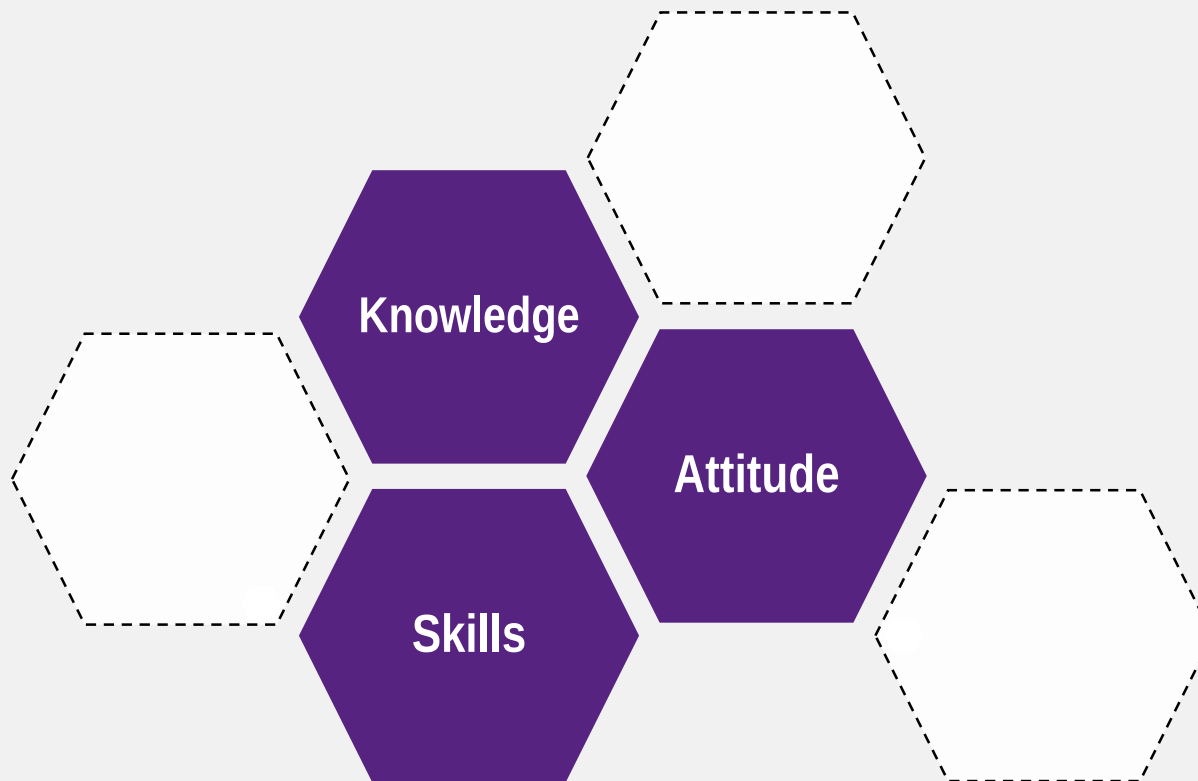


Plus: Internships during
study programme
in schools and
training providers

Plus: completed
Apprenticeship or
12 month work
experience in
vocational field

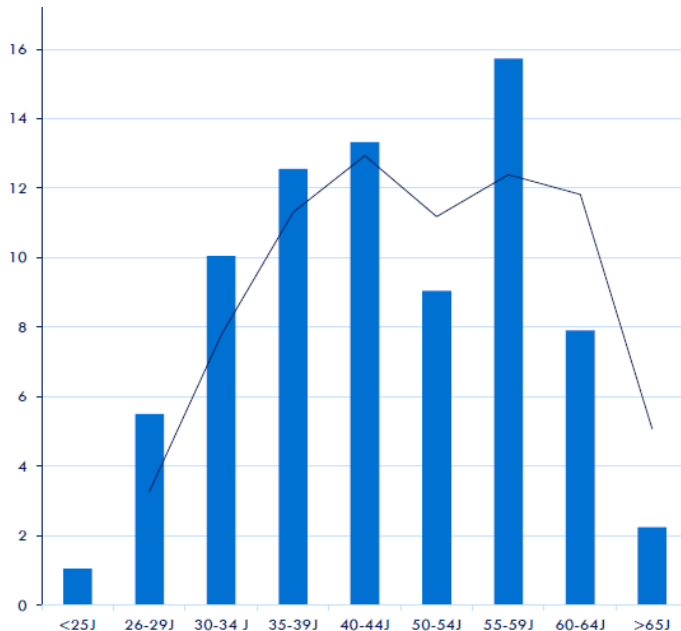
German VET-Teachers` qualifications II the Situation at the ibp in Rostock (M-W) II

Goal of Critical Pedagogical Competence

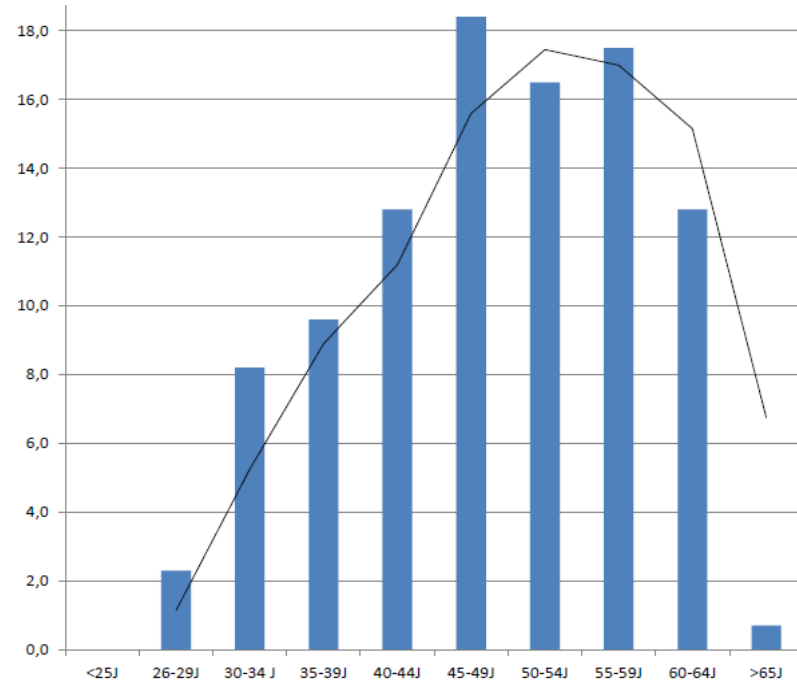


Demand of VET-Teachers in Europe

The demand of VET-Teachers in Europe is rather disparate



Age of teacher at VET-schools in Europe
(EUROSTAT)

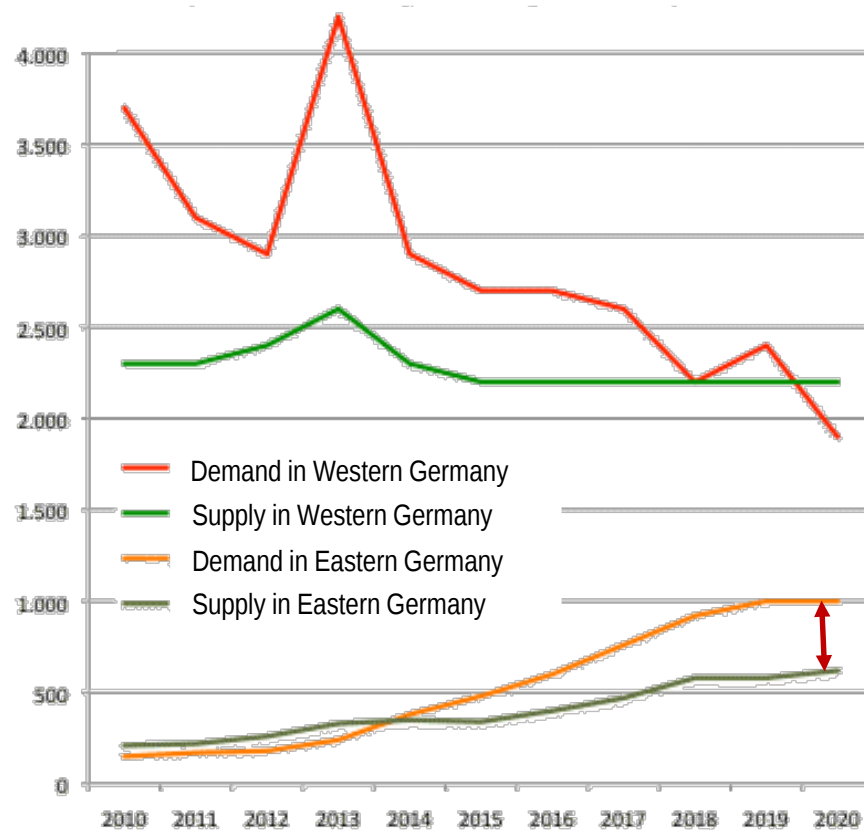


Age of teacher at VET-schools in Germany, 2014

Data: teachmint, Reusmann 2016

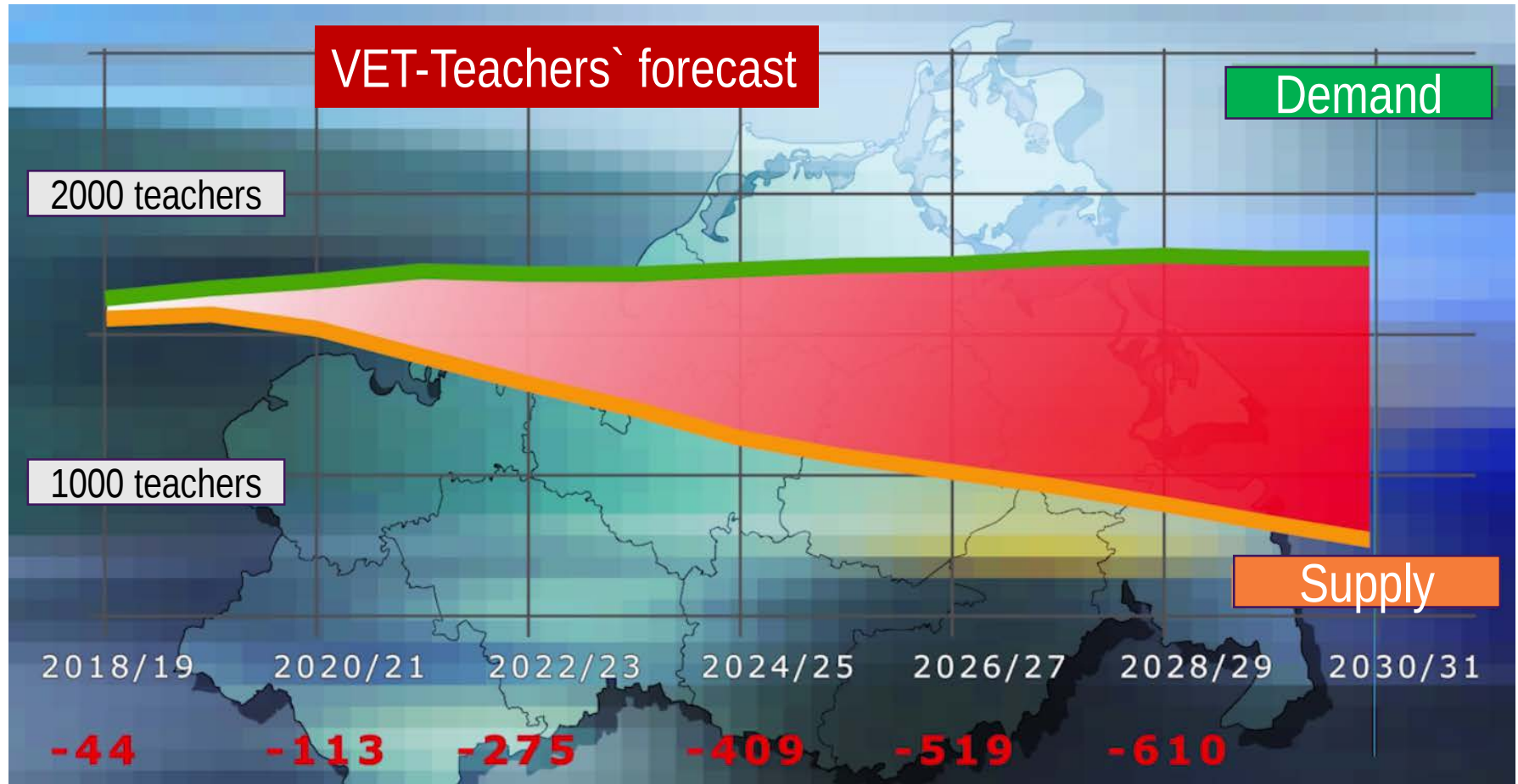
Demand of VET-Teachers in Germany

Demand and Supply of VET-Teachers 2010-2020



Data: KMK 2011.

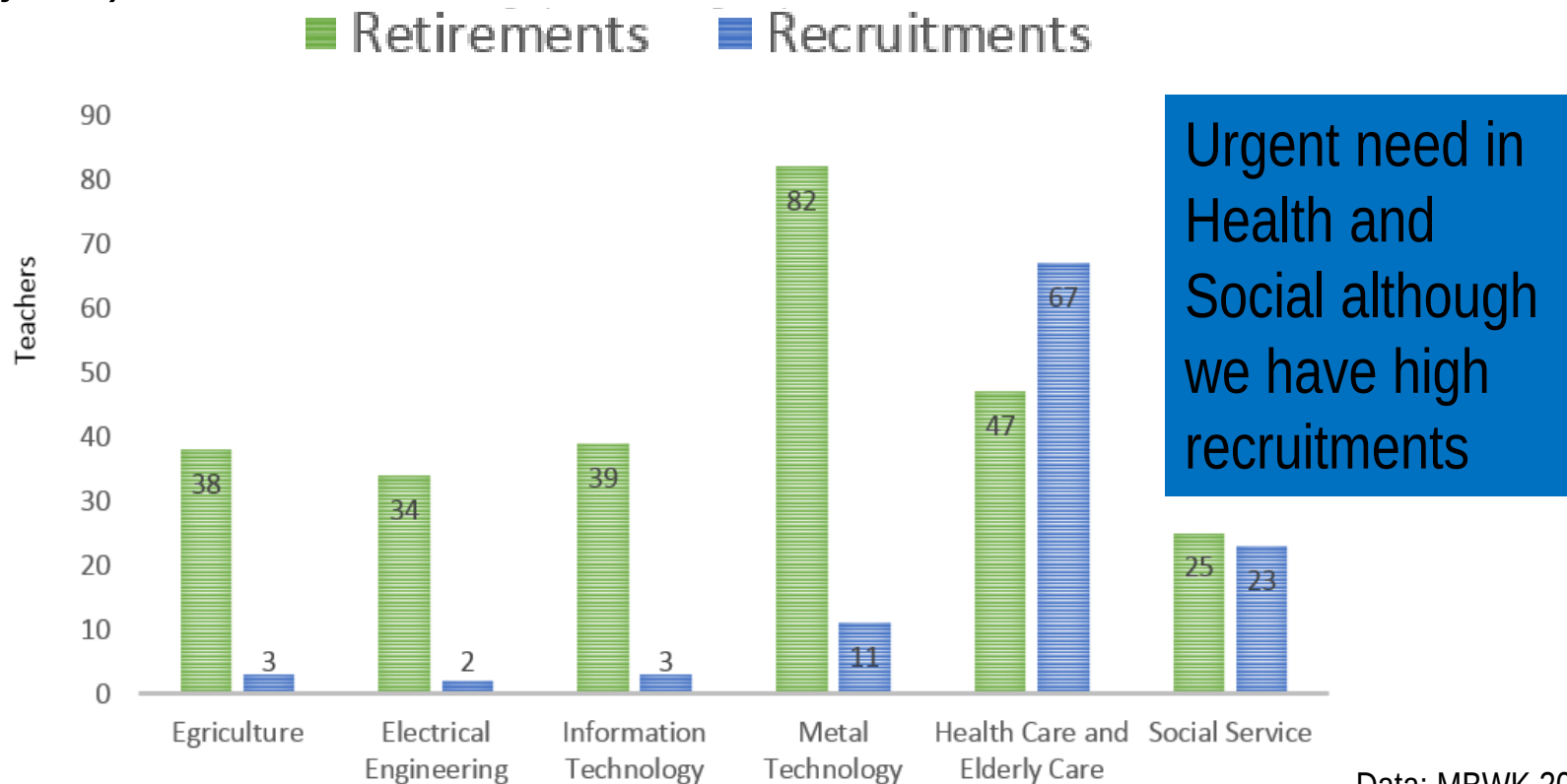
Demand of VET-Teachers in Mecklenburg-Western Pomerania I



Data: MBWK 2015.

Demand of VET-Teachers in Mecklenburg-Western Pomerania II

Recruitments and retirements of VET-Teachers in M-W (by selected subjects) 2010



Data: MBWK 2015.

Statistical Problems in M-W

- Forecast based on formal qualification not teaching experience
- Changes in economic structures, consequences for VET Schools
- Graduates from Universities can move to another federal state
- Teachers working full-time and part-time
- Distance between schools – regional allocation and attractiveness
- Unpredictable consequences of structural changes:
Merging of school locations, special programmes, for example
„specialist for Port Logistics“



Statistical Problems II – Example Schleswig-Holstein

**Catchment areas:
Sales Assistant for
Retail Services**

**Catchment area:
Cook**

**Catchment area:
Chimney sweep**

Einzugsgebiet im Ausbildungsberuf
Verkäufer/Verkäuferin
(Standort Niebüll)



Einzugsgebiet im Ausbildungsberuf
Verkäufer/Verkäuferin
(Standort Husum)



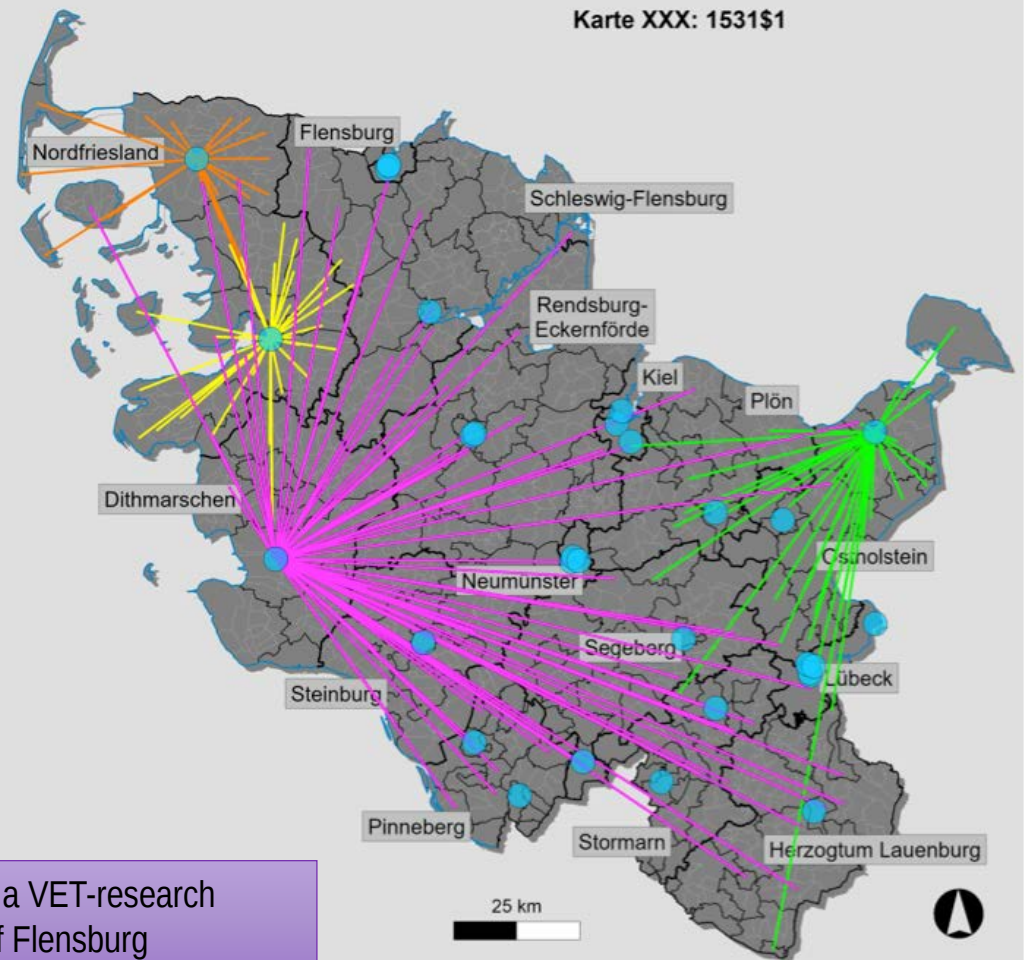
Einzugsgebiet im Ausbildungsberuf
Koch/Köchin
(Bzfk: Standort Oldenburg)



Einzugsgebiet im Ausbildungsberuf
Schornsteinfeger/
Schornsteinfegerein
(LBS: Standort Dithmarschen)



Böhss 2017: „Space as a VET-research
dimension“ University of Flensburg



The project: Be-Qua-strategy 2020-MW

Title: Demand and qualifications development strategy for VET-Teachers in M-W

Aims

- Transparency of the situation and monitoring of data quality
- Improvement of communication between practice in school and administration in ministry
- Analysis of qualification pathways and entry requirements
- Feasibility study to analyse the linkages between regional demography, educational opportunities and economic structure
- Recommendations for action on future monitoring, qualification strategy, recruitment and regional development

The project: Be-Qua-strategy 2020-MW

Methods

- Control of data quality at two school locations (pretest)
- Federal state-wide data control with questionnaires and interviews
- Local and regional-specific qualification analysis
 - qualification requirements and further training behaviour
 - spatial and technical infrastructure
 - regional feasibility study (demography-education and economy)
- Analysis of study opportunities, further teacher training in and around M-W
- Communication and discussion of interim reports with stakeholders in politics, schools and administration

Open questions – research desiderata

- How to guide the complex system of VET in a federal state?
- What data is needed for a monitoring system?
- How to develop openness in data collection in a situation with diverging interests?
- Which spatial units are useful?
- How important are occupational specifications for the analyses?
- Is there a need for a new specialisation or sub-discipline in VET research („spacial VET research“) similar to history of VET?
- ...

Thank you for your attention!



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