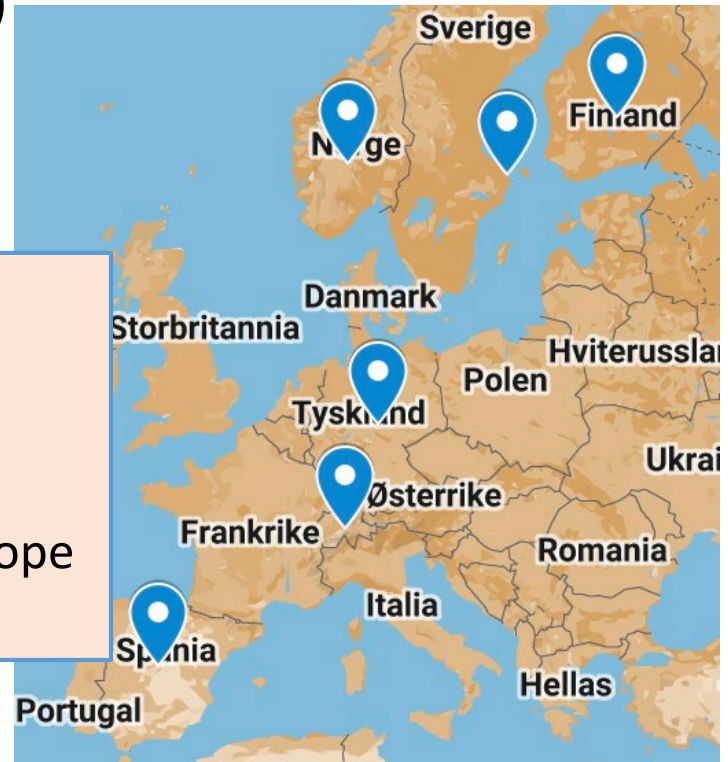


VET teachers as innovators in three European Countries



- Birger Brevik
- Andrea Pons Juan
- Annica Isacson
- Fernando Marhuenda Fluixá (presenter)

The results here are part of a larger study with participants from six European countries. Germany represents central Europe, Norway northern Europe and Spain southern Europe



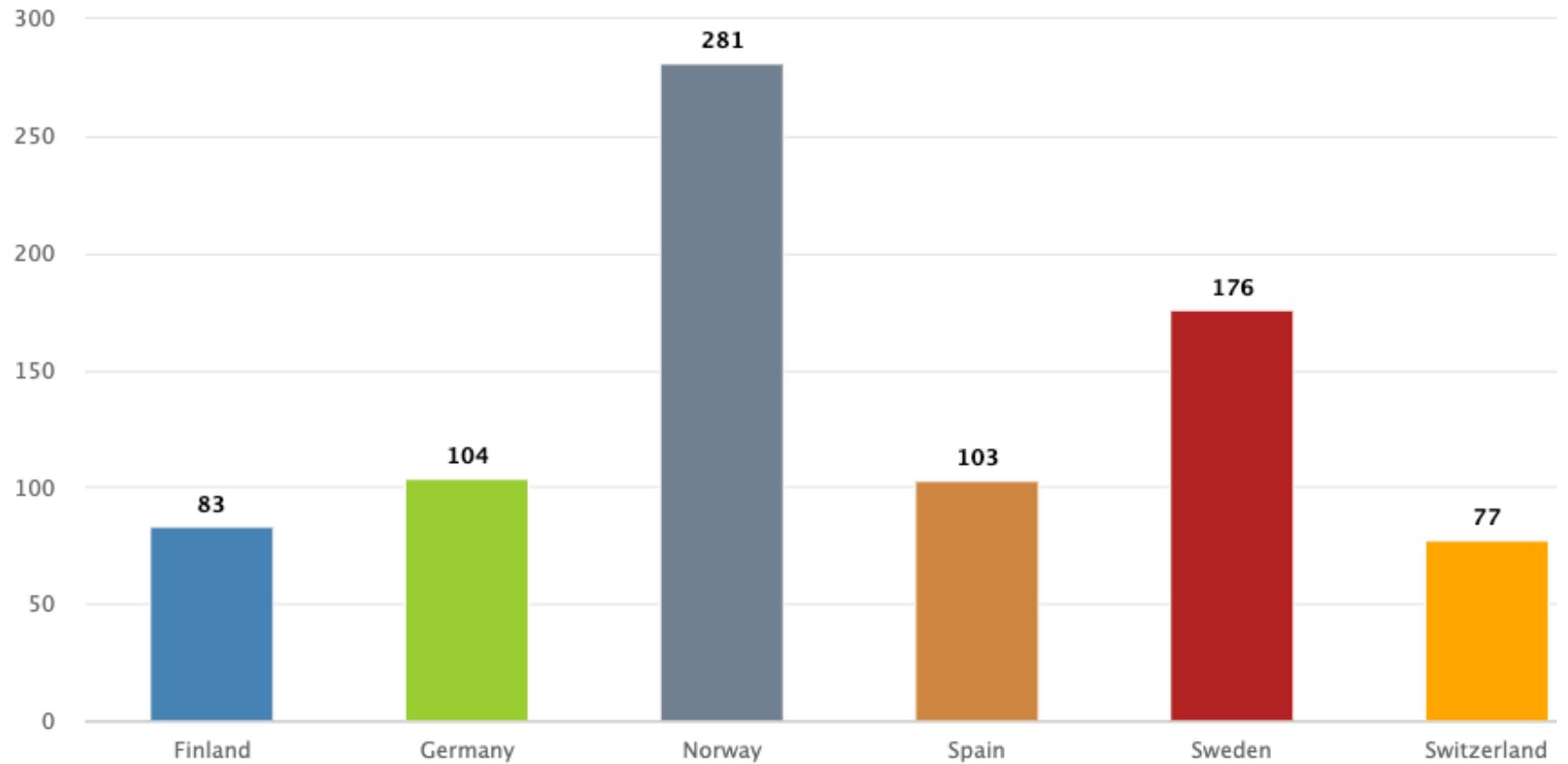
The Abilities, Needs and Difficulties of VET Teachers Work (Brevik, Isacsson, Pons 2022)

- A questionnaire was developed, in which we asked **VET teacher students**, **VET teachers**, **VET school leaders** and **VET teacher educators** about the abilities needed to be a good vocational teacher

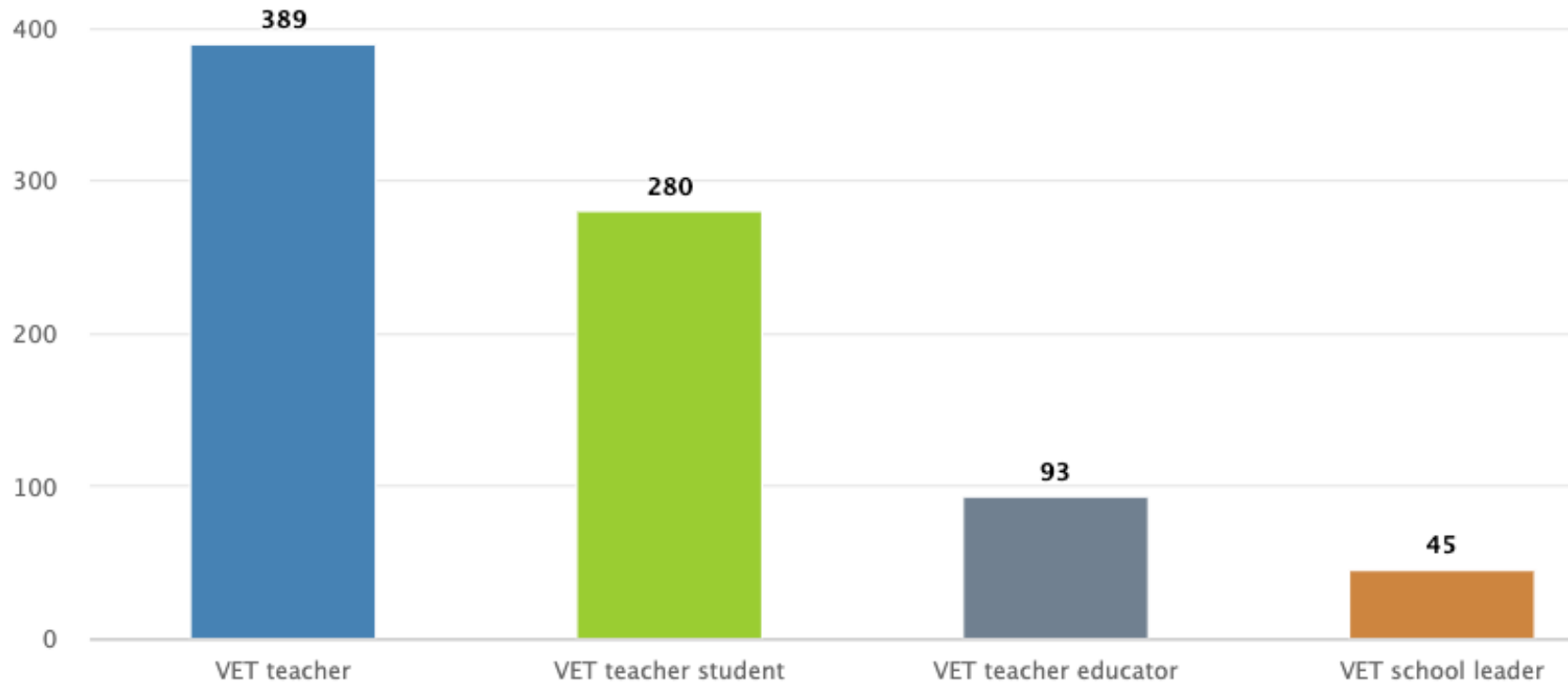
Questionnaire:

- Three question groups
 - Four questions about the informants' affiliation and background
 - Two quantitative questions each with 10 factors in a matrix
 - **Two open questions**
 - The questionnaire was developed jointly in [English](#), and then translated into the partner countries' languages: [Finnish](#), [German](#), [Norwegian](#), [Spanish](#) and [Swedish](#)
-

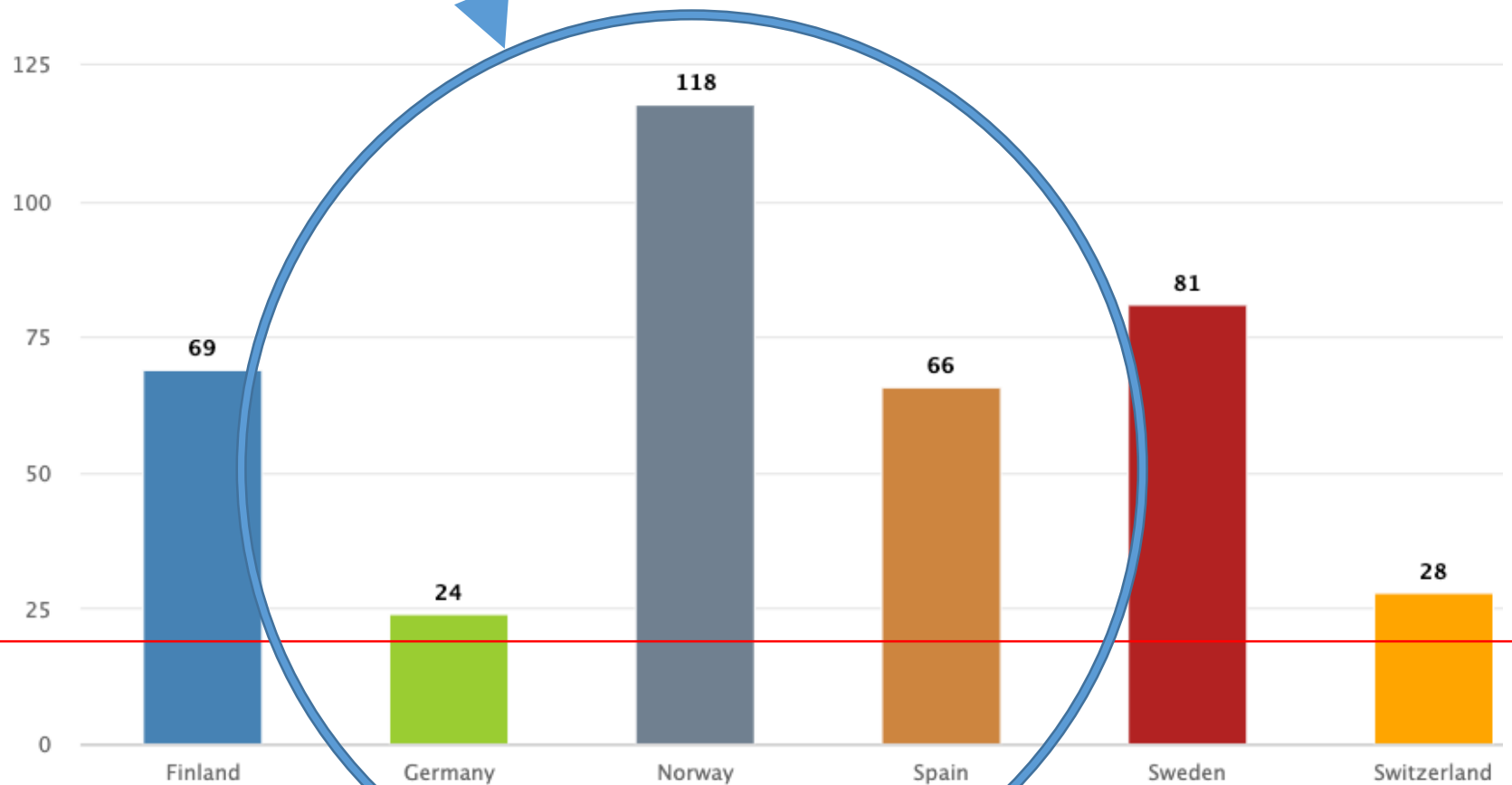
n=824



Distribution of respondent groups (n=807)



Respondent in this part of the study:
208 VET teachers from
Germany (24), Norway (118) and Spain (66)





-
- Q7: What do you think causes trouble as vocational teacher?
 - Q8: What strengthens or helps VET teachers to be innovative?
 - Asymmetry
 - We point out that there is an asymmetric distribution between the countries of Germany (12%), Norway (56%) and Spain (32%). The results are therefore presented as a percentage of the number of respondents within each "code" within each country
 - Language:
 - The questionnaires were developed in English, and translated into German, Norwegian and Spanish. The respondents have answered the questions in their own language.
-

Q7: What do you think causes trouble as vocational teacher?

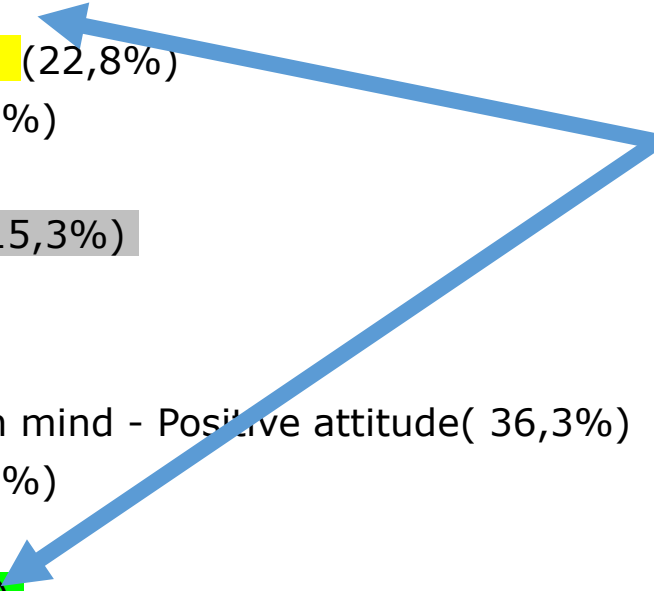
Respondents were asked to write three sentences as an answer

- Germany:
 - Students with challenges (33%)
 - The documentation requirement (25%)
 - Missing equipment (20,8%)
 - Teaching obligations (20,8%)
 - School management/school administration (20,8%)
- Norway
 - Lack of resources (25,4%)
 - Students' motivation (18,6%)
 - Not be up to date (17,8 %)
 - Recruitment to the profession (10,2%)
 - Missing equipment (9,3%)
- Spain
 - Networking and cooperating (31,8%)
 - Lack of resources (25,7%)
 - Students with challenges (25,7%)
 - Lack of cooperation between VET Schools and Companies (25,7%)
 - Not be up to date (22,7%)
 - Lack of innovation (22,7%)

Q8: What strengthens or helps VET teachers to be innovative?

- Germany:
 - Competence development (29,2%)
 - Internal cooperation (29,2%)
 - Innovative environment (29,2%)
 - Resources (25%)
 - Innovative school management (12,5%)
- Norway:
 - External network (28%)
 - Competence development (22,8%)
 - Internal cooperation (20,3%)
 - Resources (16,1%)
 - Innovative environment (15,3%)
- Spain
 - To be up to date (53,0%)
 - Internal motivation - Open mind - Positive attitude (36,3%)
 - Internal cooperation (34,8%)
 - Resources (24,2%)
 - External network (18,2%)

Why not in Germany?



What indications can we read from this limited study?



-
- There are some differences, but also some clear similarities among the vocational teachers' opinions about what strengthens VET teachers to be innovative
 - If we interpret "to be up to date" as a need for competence development or the result of competence development, we can say that the need for competence development and internal cooperation in schools is something that applies to everyone in these three countries
 - All teachers demand resources, but our understanding is that all teachers, regardless of subject or level, demand resources

"Without understanding or given an explanation regarding context, many comparisons and/or results finally do not make sense"
(Isacsson, Brevik, Struck, Pons 2021)

One difference we found was that the VET teachers in Spain and Norway had a need for extensive networking, which was not requested by the German VET teachers. The reason for this difference is believed to lie in the different education models in these three countries.

"... it can be highlighted that the typical VET teacher does whether exist in international comparison nor in the national context"
(Hoppe, Kaiser 2021)

Contributors to this part of the study



-
- Birger Brevik
 - The study's coordinator and responsible for data collection. Analysis of the Norwegian data material, and overall analysis across the countries.
 - Andrea Pons Juan
 - Development of the questionnaire and analysis of the Spanish data material
 - Annica Isacson
 - Initiator and development of the questionnaire
 - Melanie Hoppe
 - Analysis of the German data material
 - Franz Xaver Kaiser
 - Project manager VETteach, initiator and contributor to the questionnaire
 - Fernando Marhuenda Fluixá
 - Project participant VETteach and presenter of the study
 - The entire project group in VETteach (See next slide)
 - Contribution to questionnaires and translation into Finnish, Swedish and more
-

The research project's contributors



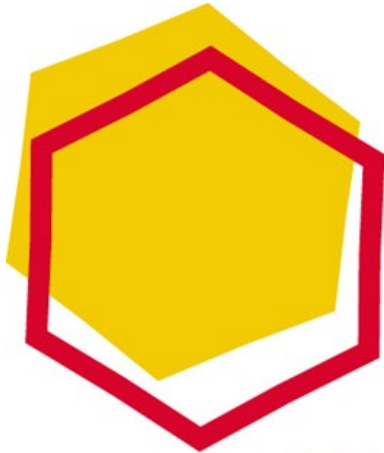
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VETteach



VETteach

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VNIVERSITAT ID VALÈNCIA



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