

FROM THE GOOD TO THE BEST

Within the framework of European Education program – the program of Long Life Learning (LLL) LEONARDO DA VINCI – we perform a partnership project with other VET institutions/-organizations in the EU-member states Germany, Finland, Lithuania and Italy.

This learning partnership intends a common approximation and increase of efficiency of teaching- and vocational training methods in European VET (Vocational Education and Training).

This questionnaire wants to determine the quality indications of education/teaching/vocational training out of your mind.

These gained questionnaire results could be pointing the way for a further development in vocational education and training systems in the interest of an European approximation.

To do this we need your active help and ask you to take your time for 10 minutes to fill out this questionnaire.

QUESTIONNAIRE**Goal: Competence Profile of Teachers/Trainers in Vocational Education Training – VET - in Europe**

*Here – in this questionnaire - we do not make differences between teachers/trainers.
Advisor means here: Consultant in VET*

The answers will be differ as follow:

1 = very important

2 = important

3 = not important

Earmarked Questions with * are mandatory fields, what means that it must fill in.

1. What competencies does teacher need for high quality teaching in VET?

a) Instrumental competencies (capacity for analysis and synthesis)

| | Average assessment | | | |
|--|--------------------|-----------|---------------|-----|
| | very important | important | not important | |
| foreign language knowledge | | | | 2,1 |
| didactics | | | | 1,3 |
| variety of teaching methods | | | | 1,3 |
| communication | | | | 1,3 |
| public speaking | | | | 1,2 |
| ICT competences | | | | 1,8 |
| Subject knowledge and skills | | | | 1,3 |
| management (time, office, decision making, conclusion finding) | | | | 1,7 |

2. What competencies does teacher need for high quality teaching in VET?

b) Interpersonal competencies (critical and self-critical abilities)

| | Average assessment | | | |
|--|--------------------|-----------|---------------|-----|
| | very important | important | not important | |
| To hold learners in esteem | | | | 1,2 |
| Empathie/Einfühlungsvermögen zeigen können | | | | 1,5 |
| Cooperation skills | | | | 1,5 |
| To manage networking | | | | 1,8 |
| To show and spread optimism | | | | 1,5 |
| handling diverse groups / manage differences | | | | 1,2 |
| to act multicultural | | | | 1,5 |
| attitude towards students | | | | 1,4 |
| attitude that making mistakes is allowed | | | | 1,5 |

3. What competencies does teacher need for high quality teaching in VET?

c) Per personal competencies

| | Average assessment | | | |
|-------------------------|--------------------|-----------|---------------|-----|
| | very important | important | not important | |
| To show authenticity | | | | 1,4 |
| To show transparency | | | | 1,6 |
| To show sense of humour | | | | 1,5 |
| ethic- to act morally | | | | 1,5 |
| To be trustable | | | | 1,3 |
| To show fairness | | | | 1,2 |
| To act peaceful | | | | 1,5 |
| To show tolerance | | | | 1,4 |
| To show self-esteem | | | | 1,5 |
| To show motivation | | | | 1,3 |

4. What competencies does teacher need for high quality teaching in VET?

d) Systemic competencies (capacity to apply knowledge in practice)





























| | Average assessment | | | |
|---|--------------------|-----------|---------------|-----|
| | very important | important | not important | |
| willingness for continuing professional development | | | | 1,5 |
| reflection / changing perspectives | | | | 1,5 |
| self reflection | | | | 1,4 |
| evaluation of the results | | | | 1,7 |
| learners' orientation | | | | 1,4 |
| innovation / experimenting | | | | 1,8 |
| role model – show good example | | | | 1,5 |

5. What is the most important competence for a teacher/trainer in VET to become better (from the good to the best)?

What else is important? Please add your comments.

























| # | Answers |
|---|---|
| 1 | Acceptance and esteem of the respective life form, ethnic, sexual identities; |
| 1 | Esteem before religious and spiritual positions |
| 1 | ... |
| 1 | Stress resistance / extreme flexibility |
| 1 | so that he / she can transmit the qualified one. |
| 1 | Changes on the job market know and know changes new demands of the qualified jobs |
| 1 | Joy in the apprenticeship |
| 1 | Flexibility |
| 1 | Patience |
| 1 | To finish spontaneity and adaptability around with unexpected problems. |
| 1 | for the learner understandable mode of expression - only foreign words if absolutely urgently) no Fachchinesich. nobody in English, because just English words lose her real sense, z.b. publicly viewing = inquest in the German. |
| 1 | Flexibility, at individual wishes come |
| 1 | Communication between the teachers on occasion: Official discussion supra conference, consultation with project management |
| 1 | Selforganization |
| 1 | 😬 do not understand |
| 1 | it is important, for example, that the different steps are to be informed differently, in the same way, but not the same teaching material... where is then there the logic? One should change in it maybe sometimes something!!!! especially |
| 1 | Empathy ability, flexibility |
| 1 | Team ability is important in cooperation with colleagues |

6. Do you agree that evaluation of outcomes in VET is less important?

| Answers | Average | | complete |
|---|--|--------|----------|
| yes, because: Adult education |  | 2,44% | 1 |
| yes, because: Be present central issue |  | 2,44% | 1 |
| yes, because: Stimulus to the qualification |  | 2,44% | 1 |
| yes, because: some cannot show everything |  | 2,44% | 1 |
| yes, because: some cannot register. |  | 2,44% | 1 |
| yes, because: only such "a comparability" is given |  | 2,44% | 1 |
| no, because: thereby also the quality / effectiveness of the lessons can be ascertained. | | 2,44% | 1 |
| no, because: it is necessary to the self-assessment of the |  | 2,44% | 1 |
| no, because:... |  | 2,44% | 1 |
| no, because: but the job not rationally can be exercised |  | 2,44% | 1 |
| no, because: with statement the motivation could be raised |  | 2,44% | 1 |
| no, because: no making headway |  | 2,44% | 1 |
| no, because: Examinations show that learning has a value |  | 2,44% | 1 |
| no, because: any statement of learning results help |  | 2,44% | 1 |
| no, because: they form the basis |  | 2,44% | 1 |
| no, because: the learners must be well qualified |  | 2,44% | 1 |
| no, because: one can improve subsequently only results if one finds out where and why the learning has led to a not so good result! |  | 2,44% | 1 |
| no, because: every statement of learning results is important, all the same in which educational direction, for the learners and teachers |  | 2,44% | 1 |
| no, because: the learner should know on which state he stands (suitably to demands) | | 2,44% | 1 |
| no, because: Result = feedback + YET situation |  | 2,44% | 1 |
| no, because: Statement to the improvement can lead |  | 2,44% | 1 |
| no, because: a lot helps |  | 2,44% | 1 |
| no, because: it is as important |  | 2,44% | 1 |
| no, because: so that one knows about the abilities and can change if necessary what or learn in addition | | 2,44% | 1 |
| no, because: one in the occupation in spite of all still wide- |  | 2,44% | 1 |
| no, because: one must also learn in the occupation and one |  | 2,44% | 1 |
| no, because: I ascertain only with it teaching results |  | 2,44% | 1 |
| no, because: Control, if necessary adaptation of the used method, otherwise, is not possible. | | 2,44% | 1 |
| no, because: the participant his developing steps so better |  | 2,44% | 1 |
| no, because: the final result is important |  | 2,44% | 1 |
| no, because: this contributes to the quality assurance. |  | 2,44% | 1 |
| no, | | 24,40% | 10 |
| solution yes |  | 14,63% | 6 |
| solution no |  | 85,36% | 35 |






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7. Do you agree that training needs analysis in VET is less important?








| Answers | Average | complete |
|--|--|-----------|
| yes, because: Learning contents better can be straightened |  | 2,44% 1 |
| yes, because: should be named by the participant, allow, perhaps, consultation before course end |  | 2,44% 1 |
| yes, because: Improvement trade more adaptably |  | 2,44% 1 |
| yes, because: think I sometimes |  | 2,44% 1 |
| yes, because: one can come only thus on the participants |  | 2,44% 1 |
| yes, because: I would like to fetch the participant where he stands |  | 2,44% 1 |
| no, because: so an individual approach oriented to learner is allowed. |  | 2,44% 1 |
| no, because: Adults learn only from own motivation if the use is reasonable for them. |  | 2,44% 1 |
| no, because:... |  | 2,44% 1 |
| no, because: Analysis always feels well |  | 2,44% 1 |
| no, because: to the statement of the single qualification |  | 2,44% 1 |
| no, because: only one precise continuing education results |  | 2,44% 1 |
| no, because: we need this |  | 2,44% 1 |
| no, because: one must react to changes |  | 2,44% 1 |
| no, because: everybody must be fetched where he stands |  | 2,44% 1 |
| no, because: the needs of the professional education have a |  | 2,44% 1 |
| no, because: it is to be learnt importantly for the motivation. |  | 2,44% 1 |
| no, because: the consideration of individual learning needs and educational needs is motivation-supporting |  | 2,44% 1 |
| no, because: everybody is free |  | 2,44% 1 |
| no, because: only if one goes forward individually the success is even surer, but every person cannot be considered of course, this would sprinkle the frame. |  | 2,44% 1 |
| no, because: Education must be able to appear partly to the learning needs and teaching needs of the participant individuals., among the rest, for it it needs these analyses. |  | 2,44% 1 |
| no, because: Working willingness learning terms and learning abilities are so different, also change. |  | 2,44% 1 |
| no, because: Education is the basis for professional success |  | 2,44% 1 |
| no, because: one needs this |  | 2,44% 1 |
| no, because: one can ascertain so lighter what is absent, and what one must still do, in addition |  | 2,44% 1 |
| no, because: one must orient in it |  | 2,44% 1 |
| no, because: it is so. |  | 2,44% 1 |
| no, because: it is so |  | 2,44% 1 |
| no, because: but along the learner is worked |  | 2,44% 1 |
| no, because: but along the learner is operated. |  | 2,44% 1 |
| no, because: if the identification increases |  | 2,44% 1 |
| no, because: it no other efficient learning increase |  | 2,44% 1 |
| no, |  | 21,92% 9 |
| solution yes |  | 14,63% 6 |
| solution no |  | 85,37% 35 |

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8. What is high quality teaching in VET? (Several answers are possible.)

| Answers | Average | | complete |
|--|--|-----|----------|
| good/appropriate learning results according to the teaching/learning goal |  | 68% | 28 |
| participants feel good and enjoyed learning - they will do it again |  | 83% | 34 |
| effective, e.g. employment or career or problem solving (for the participant and/or the company) or better working conditions/salary |  | 54% | 22 |
| goal-oriented teaching and learning |  | 80% | 33 |
| transparency |  | 34% | 14 |







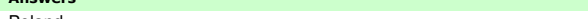
9. I answer these questions, as a ... ?

| Answers | Average | | complete |
|------------------------|--|------|----------|
| teacher |  | 37% | 15 |
| trainer |  | 5% | 2 |
| advisor |  | 22% | 9 |
| learner |  | 34% | 14 |
| Human Resource Manager |  | 2% | 1 |
| Executive in a company |  | 2% | 1 |
| Complete |  | 100% | 41/41 |

10. Gender

| Answers | Average | | complete |
|-----------------|--|------|----------|
| female |  | 71% | 29 |
| male |  | 29% | 12 |
| Complete |  | 100% | 41/41 |

11. Age

| Answers | Average | | complete |
|-----------------|--|------|----------|
| ten plus |  | 10% | 4 |
| twenty plus |  | 15% | 6 |
| thirty plus |  | 12% | 5 |
| forty plus |  | 29% | 12 |
| fifty plus |  | 29% | 12 |
| sixty ++ |  | 5% | 2 |
| Complete |  | 100% | 41/41 |

12. Which country are you from? If you have a migration background, please, state it here.

| # | Answers | |
|-------|-------------|--|
| 1 | Poland | |
| 33 | Germany | |
| 1 | Italy | |
| 1 | Denmark | |
| 1 | France | |
| 1 | Macedonia | |
| 1 | Afghanistan | |
| 1 | The Ukraine | |
| 1 | Serbia | |
| 41/41 | | |

13. My teaching subjects: (only for teachers and trainers)

You can state maximal only 3 subjects

| # | Answers |
|---|--|
| | Communication |
| 1 | Coaching |
| 1 | Theology |
| | Application training, German as a Second language |
| | Application training |
| | Conflict management |
| 1 | Time management |
| 1 | Accountancy, economic apprenticeship |
| | Law |
| | Social studies |
| 1 | Dancing and making music for Italians |
| 1 | In French, Spanish |
| 1 | In Danish |
| | In French for beginners |
| 1 | Conversation |
| 1 | Biology and geography |
| 1 | In English |
| 1 | Office organisation (office, desk, paper, data, e-mails), MS Outlook, time |
| 1 | Mathematics, English, German, biology, working apprenticeship, informatics |
| 1 | ICT |
| | Application training |
| 1 | Mathematics |
| 1 | In English |
| 1 | In German, English, communication |

14. Educational background (school-leaving qualifications, study, vocational training, etc.) Please name only the form of certifications

| # | Answers |
|---|---|
| 1 | 1. State exams German studies / educational sciences, 1. and 2. theological exams, systemische therapist DGSGF |
| 1 | Certificate educational theory (university) |
| 1 | Main graduation |
| 1 | Main graduation |
| 2 | Study |
| 1 | Graduation |
| 1 | Degree |
| 1 | Certificate |
| 1 | Abitur, state exam, Referendariat |
| 1 | Abitur, Bachelor of Arts in internationally business and management |
| 1 | Master's end |
| 1 | Abitur, Lehramtsstudium, housekeeping master craftswoman |
| 1 | Abitur, commercial college, Sprachenkorrespondentin |
| 1 | Abitur, certificate end and the first state check teaching post Sekundarstufe II and concluded professional training |
| 1 | Does a doctorate |
| 1 | middle maturity, pharmaceutical - technical employees, certificate beautician, pharmaceutical adviser, professional academy of comprehensive health, gh |
| 1 | High-school diploma, education, technical continuing education and specialisation |
| 1 | Teaching post Sekundarstufe I |
| 1 | Education as an industrial manager |
| 1 | Advanced technical college study |
| 1 | middle graduation |
| 1 | Professional waiter's school maturity |
| 2 | middle graduation |
| 1 | Realschulabschluss |
| 1 | High-school diploma |
| 1 | High-school diploma |
| 1 | Main graduation |
| 1 | Abitur, education |
| 1 | University certificate |
| 1 | Master's certificate |
| 1 | Certificate social education worker |
| 1 | Study |