

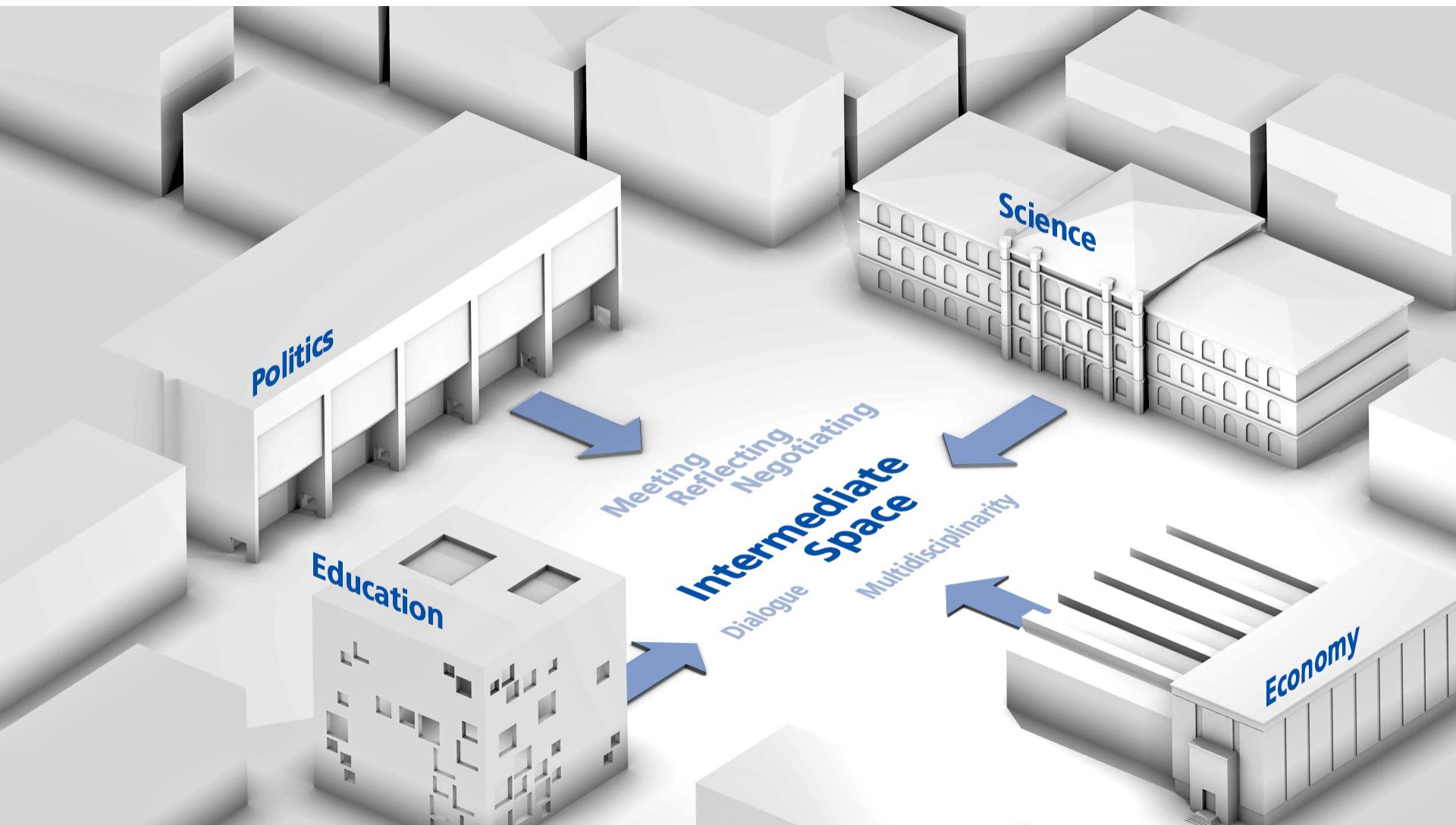


Possibilities and limits of mechanisms to identify vocational education and training needs

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Science – Politics – Practice – Communication



Perspectives of different areas of research (part 1)

| Area of research \ Perspective | Occupation | Work | Individual |
|------------------------------------|--|--|---|
| Occupation related research | Occupation as a system of action for individuals to participate in the shaping of working world and society (vocational tasks sustaining the occupation) | Knowledge and skills for mastering and co-shaping of vocational work tasks (knowledge incorporated in practical vocational work) | Development of individual vocational competencies by/for gainful employment |
| Regulation related research | Structure of occupations | Qualification at work as a benchmark for vocational training | Shaping of the process of vocational education / order of vocational education (for the individual) |

Perspectives of different areas of research (part 2)

| Area of research \ Perspective | Occupation | Work | Individual |
|--------------------------------|---|--|---|
| Work Sociology | Occupation as a systemic element of working society | Structure of work and its role as a significant factor in industrial society | Labour in industrial society |
| Social Science | Occupation as a social structure | Social relationships of individuals at work | Social role of individuals in working society |
| Work Psychology | Occupation as a collection of activities | Work as a psychosocial carrier of meaning for shaping one's life | (Mental and physical) impositions/strains and demands induced by work; ergonomics |

Source: vgl. auch Becker / Spöttl 2008, S. 52

Reference points of vocational education and training

| | |
|------------|--|
| Work | Employability |
| Occupation | Occupational identity |
| Individual | Self-development Participation in society Being Part of Nature |

- the concept of vocational learning,
- the concept of vocational work,
- the concept of vocational co-operation.

Multiple professional competencies:

- hard skills
- soft skills – personal + social
- organising work – methodical skills + practical intelligence

> Concept of professional capability to act.

Source: vgl. auch Prof. Rauner 2004 / cf. Prof. Spöttl 2005

Levels of observation

- Personal level
- Operational / company level
- External level (employment market, structural change, society, ecology, gender)

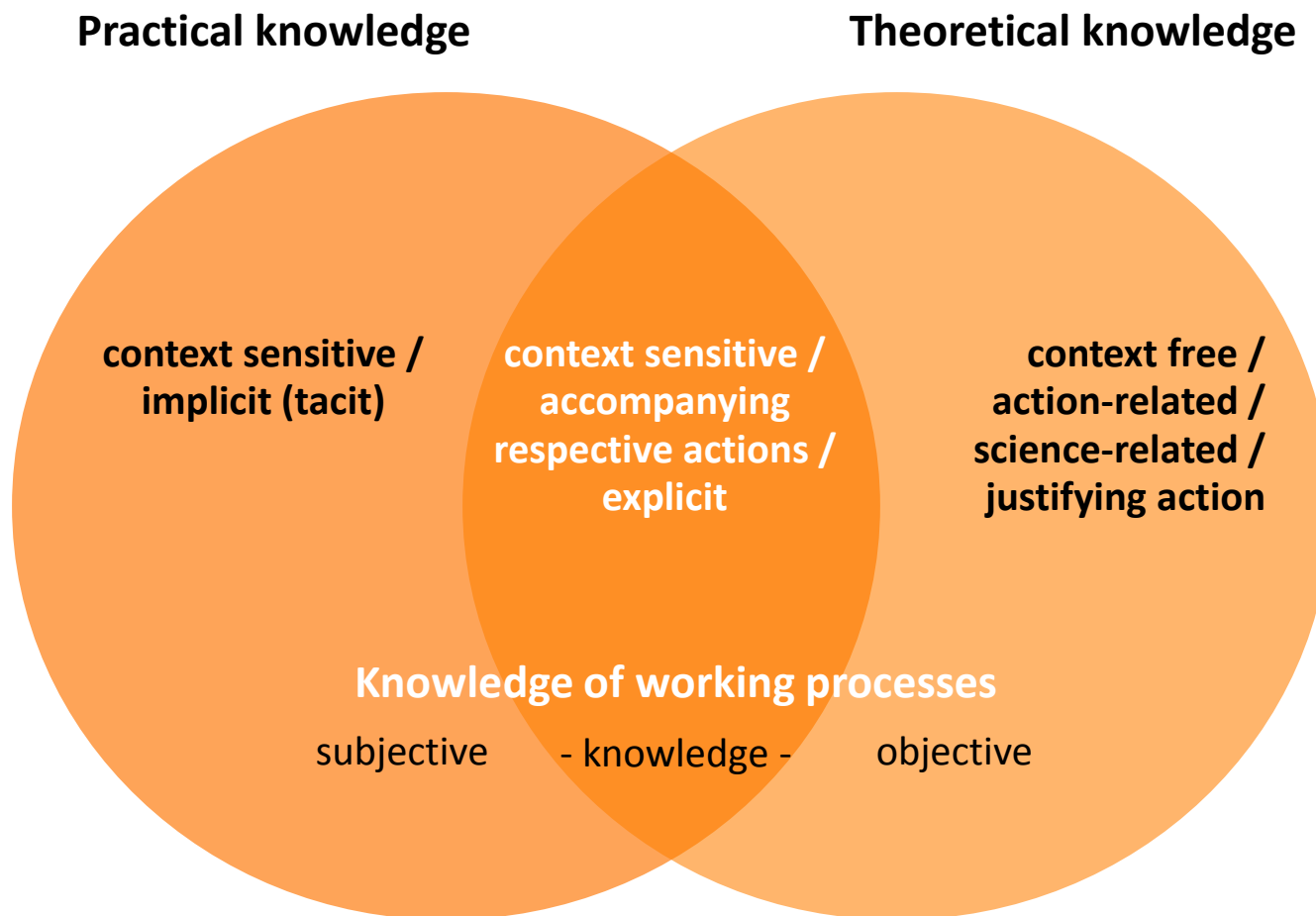
Temporal perspectives

- Development in the past 5 years →
- Status quo →
- Innovation potential + - goals

Planning and designing education: levels of action

| | |
|--------------------------|---|
| Macroscopic level | <ul style="list-style-type: none">• Normative orientation• Studies• Discussions with social partners• Regulations• Framework requirements |
| Mesoscopic level | <ul style="list-style-type: none">• Implementation of curricula within organisational contexts• Company goals |
| Microscopic level | <ul style="list-style-type: none">• Designing educational processes of learning• Combining work + learning |

Source: cf. Prof. Spöttl / ITB 2005



Source: vgl. auch Prof. Böhle 2000 Prof. Rauner 2004

- Quantitative and qualitative Studies
 - Interviews/Questioning, (Self-)Evaluation, Quality Circles, qualification matrix, gaps between status quo and targets, Assessment-Center
 - Sector analysis
 - Case studies
 - Work-process-analysis
 - Skilled worker-expert-workshops
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- In companies often muddling-through pragmatism: No Time for the future.
 - What do companies and individuals know about their needs?
 - Companies describe their actual and short term needs.
 - Reactive attitudes not admitting deficits and needs to learn
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- Sources: vgl. auch Prof. Spöttl 2005 and Dietzen/Latniak 2005

Leading principles, approaches and steps

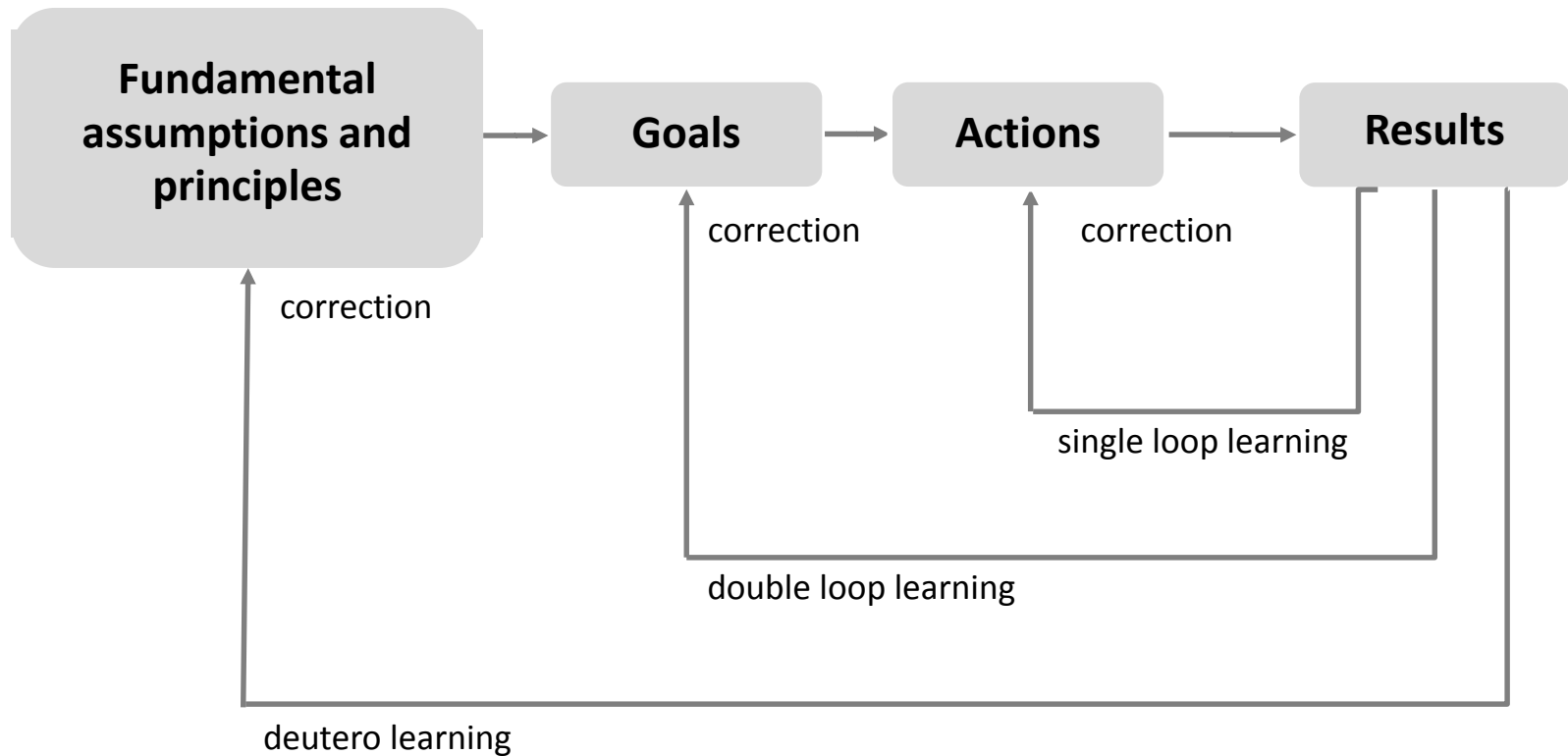
- Principle of science
 - Principle of personality and
 - Principle of situation.
-
- Approaches for prognosis: WoManPower-Requirement
Social Demands
Sustainability

 - Approaches are often limited therefore:
interdisciplinary, cooperative, participative, humanistic ways
of proceeding - broad social dialogue and negotiation

 - Conclusions for the development of occupations,
qualifications and curricula

Source: vgl. auch Reetz / Seyd 1995

Forms of organised learning and innovation



Source: vgl. auch Argyris / Schön 1999

Needs have not only to be diagnosed but also to be developed.

Thank you for your attention!