



New prospects for educators

The concept of the single-semester certificate programme “Further training for educational occupations in Germany as an immigration country” highlights alternative occupational fields in education.



IQ | GOOD PRACTICE in a nutshell

Addressees for transfer:
Training service providers

Concept of “Further training for educational occupations in Germany as an immigration country”

This bridging measure is aimed at adults who have completed a degree in the education field in their country of origin. These are frequently teachers who, due to the regulations, need to find alternative occupational fields in education. The single-semester certificate programme offers a broadening of the relevant specialist educational knowledge while respecting the participants’ educational history.

Project:

Bildungstransfer pädagogischer Qualifikationen [Training transfer for educational qualifications]

Provider:

University of Augsburg
Chair of Education

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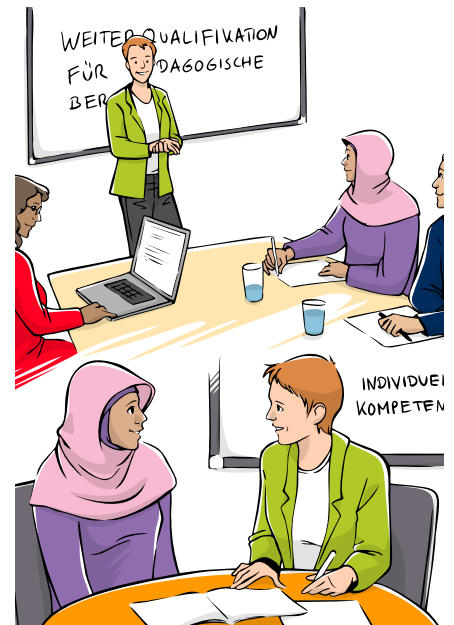
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Starting point/challenge

Those who have completed a degree in education often face difficulties when entering the German labour market. These are often, for example, teachers with many years of occupational experience who, due to regulations, are unable to practise their occupation in Germany. A need to highlight alternatives in occupational fields within education therefore exists – especially in non-regulated occupational fields. As part of this, existing specialist knowledge, skills and competencies are supplemented with specific content in the local context. The conceptualising of the certificate programme’s methodology and teaching approach for application in a whole range of different educational fields proved particularly challenging for programme designers at the University of Augsburg (Chair of Education) in Network IQ Bavaria – MigraNet.

Implementing the concept of “Further training for educational occupations”

The concept behind the certificate programme is founded in the central overarching and dynamic idea of aligning the labour market’s and society’s requirements with the individual needs of participants. This incorporates and values previously acquired knowledge, skills and competencies. The heterogeneity of the target group demands well-developed and customised support measures. The semester includes a foundation module addressing the fundamentals of educational practice and thinking as well as the educational action fields. One focus of the main module is heterogeneity, the teaching approach and methodology to support this, as well as intercultural education and competence. The practical module covers educational practice through to application procedures in social sector occupations. This dynamic concept is constantly evaluated on the basis of lessons learned. Participation in further training provides opportunities for progression within the international higher education system, i.e ECTS credits are



gained which can also count towards other courses. An additional course offer covering cross-specialism competencies completes the further training. This course establishes the connection with other specialist academic disciplines and develops the skills needed for the labour market. In addition, it has been possible to recruit around 45 network and strategic steering partners over recent years – a real plus for exchange formats with educational practice.

Conclusion

“Further training for educational occupations in Germany as an immigration country” has now been implemented on eight occasions involving a total of 127 participants. When the project was launched in 2016, there was no comparable provision at all in Germany targeted at immigrant teachers or other specialist educational personnel in the general educational field. The demand for this at the University of Augsburg was therefore huge. Follow-up surveys have shown that two-thirds of participants have found employment appropriate to their profession.

“Empowerment by taking experience into account”

Responding to the skilled worker shortage in the educational field by valuing experience

The labour market-oriented further training in the educational field at the University of Augsburg is intended for adults who have gained at least a Bachelor's level higher education qualification abroad and has been offered since the summer semester in 2016. Well over two thirds of participants have now found employment appropriate for their level of training. “We have a lack of skilled workers across the entire education sector. This is set to increase substantially again over the coming years as a result of democratic change,” explains Prof Eva Matthes from the University of Augsburg, who is responsible for the project *Bildungstransfer pädagogischer Qualifikationen* [Training transfer for educational qualifications]. “At the same time, numerous individuals have

in some cases performed outstanding work in their countries of origin over many years, and their potential and experience is going to waste.” One reason for this is that there are huge disparities in teacher training internationally and the qualification they arrive with has little in common with the new system and is almost impossible to transfer across. The certificate course therefore aims



to also highlight alternative occupational fields, for example assistant teaching, continuing vocational training or counselling for migrants. The concept comprises different forms of approach in terms of education, methodology and content. These are compared on an ongoing basis against the requirements of the heterogeneous field of work and with those of current and future employers. The competencies of participants are also addressed in depth. “In contrast to a deficit-oriented perspective, this approach emphasizes individual potential and generates long-term empowerment on the part of the participants by recognizing their own resources,” says Prof. Eva Matthes. “Most importantly, this involves valuing the experiences of participants.”

Three questions for *Raphaela Streng*, project contact for *Bildungstransfer pädagogischer Qualifikationen* [training transfer for educational qualifications] in *Network IQ Bavaria – MigraNet*.

“Recognition of existing educational histories”



What is innovative about the concept?

There is currently no comparable offer at an academic level for the target group in Bavaria. The chosen approach of not simply designing a measure but of continually adapting this at speed to the changing requirements of the labour market and the individual needs of participants has to be regarded as particularly innovative. For the purpose of completeness, the relevant specialist knowledge of participants is

enhanced while at the same time recognising their existing educational histories. Individual supervision and support is also provided during the process of guidance and change at both a personal and professional level. This combination of content and ongoing advice as well as coaching has proven to be particularly effective.

Is the concept easily transferable?

The dynamic and holistic approach forming the basis for the project can also be transferred effectively at a national level to other adult education measures in various education institutions and education service providers. In most cases, this only requires minor adjustments or enhancements, in particular in terms of the regional labour market conditions.

For how long can the concept be used?

The dynamic and holistic central idea underpinning the concept is much more long-term than other approaches and therefore ultimately more efficient in terms of resources. The sustainable nature of the concept is evident not just at a personal but also at an institutional level. For example, co-operative arrangements producing synergy effects have become established both within the university and externally such as alumni networks, discussion formats with practitioners and course offers for cross-specialism competencies which are of huge professional and social value.

Publication details

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Network IQ

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