



VET teachers and trainers: guiding principles for competence development

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Policy Framework

- ✓ **Commission's priorities: jobs, growth, competitiveness**
VET and adult learning policies support this agenda
- ✓ **Initiative: "Promoting integration and employability in the labour market"**
Communication: Skills and employability
- ✓ **Council conclusions on effective teacher education, 20 May 2014**
- ✓ **VET Review (Bruges communique): Proposal for MTD:**
Work-based learning in all its forms; Quality assurance;
Access to training and qualifications for all in a life-long learning
perspective; Key competences in both I and CVET;
Professional development of VET teachers and trainers
- ✓ **EU2020, Country Specific Recommendations/CSRs, European Semester**
- ✓ **Re-launch of the European Alliance for Apprenticeships**

Skills needs

- **New (highly) skilled workforce**
- **Existing workforce**

Acquire new knowledge, skills and competences and constantly update and upgrade them

- **relevant to the workplace, skills for employability and inclusion**
- **innovative thinking and capacity**
- **lifelong learners; internationally competitive and mobile**

VET teachers and trainers are main stakeholders and actors to support skills development



Whom and what are we talking about

- **VET teachers at schools and VET centres**
- **Trainers in companies in initial and continuing training:**
 - **Skilled workers who train co-workers as part of their job tasks**
 - **Apprentice tutors and mentors, workplace instructors in companies**
- **Areas of interest:**
 - (i) **Why is it important: benefits; relevance to policy priorities**
 - (ii) **What should the trainer know and be able to do according to functions, changing and emerging profiles; requirements, competence standards and frameworks;**
 - (iii) **How to support/achieve this: approaches, models, tools for professional and career development, status and recognition**



Thematic working group

Thematic working group: European Commission and Cedefop

WG policy background and mandate:

Contribute to the deliverables and strategic objectives set out in the [Bruges Communiqué](#) by formulating guiding principles on trainers'

- changing competences and profiles
- continuing professional development
- status, career paths, recognition

Why VET teachers and trainers competence development?

Public value

Skilled labour force for the LM needs; employment; growth

Policy/System level

Support reforms, improve performance – changing factors; (Reinforced/newly introduced apprenticeship schemes/WBL)– emerging profiles;

Companies

Supply of qualified labour force; address skills gaps; improved productivity and competitiveness; support innovation and internationalisation

Provision

Quality, attractiveness, relevance of training

Individual level

Learner - professional and transversal competences; working experience; informed career choice; facilitation entry to LM; career management skills;

Teachers and trainers: status, career paths and recognition of trainers



What kind of teachers and trainers?

Competent in technical domain (occupation) – ‘skilled worker’

Knowledgeable of **company’s strategy and place of training**

Competent in **pedagogy** (didactics)



Competent in communication, social skills, ICT (open education resources), multiculturalism, lifelong learner, etc (**transversal skills**)

Examples

- **Practical trainer (Netherlands)**

Core tasks: organise the learning process, deliver training, assess results
Expected competences: guiding, supervising, planning and organising, cooperation and consultation...

- **Ordinance on trainer aptitude, Germany**

Fields of activity and associated competences:

Assessing training requirements and plan training, preparing training and participate in trainees recruitment, conduct training with developing operational learning, selecting training methods and foster trainees social and personal development; conclude training with final examinations

- **Generic competence set (trainers)-TWG**

Technical, company specific, training related (needs assessment, training design, training delivery, assessment of learning outcomes), transversal competences

What supports trainers? Guiding principles



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Trainers are lifelong learners: recognise their identity and work; support their lifelong learning



Companies' support is crucial for trainers' competence development; raise awareness of benefits and support skills development in companies



Trainers competence development benefits from a coordinated and comprehensive approach: define what trainers need; provide learning opportunities and training; recognise competences



Everybody is on board - supporting trainers in companies is a shared responsibility: ensure effective cooperation and coordination



Competent trainers in companies matter: make them part of a policy agenda and use available funds and programmes



SMEs challenges

All companies need to develop strategies for skills development and upgrade:

- assessment of needs
- use training incentives
- identify training offers and providers

For SMEs all this is a bigger challenge

Specificity is not in the need but in their capacity, often limited by their size, access to information, training and funds

Support - SME-friendly environments

Examples

- LLL: ensure targeted and flexible CPD; renewable certificates –Austria, Greece
- Companies' training policies; developing training capacity of SMEs (innovation officer scheme in Netherlands; HR consultant lend to a company by a training provider in Iceland)
- Systematic approach to competence development: Tutors/instructors in Finland; trainers qualifications, academies, standards...
- Partnership: The Netherlands – the role of trade unions within national and sectorial bodies on qualifications and training of trainers; Estonia - schools provide guidance and training for apprentice trainers in companies
- Trainers competence development subject of national development agenda and national and EU financial support



Action points/1

Awareness raising, research and communication:

- ❑ EU events (Summits, Euroskills, European Business Forum etc - nominate EU training companies and VET trainers); national campaigns

Europe – be proud of your trainers!

- ❑ Research, mapping of evidences and examples of good practice made known to the companies
- ❑ Ensure common virtual knowledge and resource centre space (EPALE?)
- ❑ Raise awareness about available opportunities for training, mobility and validation; ensure sustainability
- ❑ Communicate and consult latest developments at EU and national level - European principles, tools and initiatives

Action points/2

EU and national policy making and framework for implementation:

- ❑ Take forward the Guidelines in the future Bruges STD; OMC groups, ET2020 priorities and EU initiatives
- ❑ Support embedding trainers' competence development as part of national legislation and financial incentives/strategies/social partners and sectoral agreements;
- ❑ Ensure competence development of skilled workers with training functions in systems, introducing/enhancing WBL
- ❑ Set a framework for minimum standards/qualifications for VET teachers and trainers
- ❑ Install incentives to support and involve companies in competence development of trainers
- ❑ "Open up" formal education for training of trainers and validation of non-formal and informal learning
- ❑ Create one stop shop information services and coordination bodies

Action points/3

Provision (VET providers and companies)

- ❑ Follow all the steps of the competence development: define training needs corresponding to the training profile/standard/qualifications; ensure various and flexible training provision; validate
- ❑ Share responsibilities for competence development curricula and programs for trainers
- ❑ Use commonly agreed and piloted tools: guidelines, methodological handbooks
- ❑ Together with authorities and social partners – introduce/enhance quality assurance and validation of skills of trainers
- ❑ Compensate limited capacity of SMEs by networking, partnerships, training centres and alliances
- ❑ Introduce "learning enabling functions" in the company: innovation officers, counsellors, education advisors



Programmes and funds

- ❑ Inform and encourage companies and trainers to use opportunities for cooperation, mobility and reforms: Erasmus +; ESIF**

- ❑ Ensure sustainability of project results and efforts**



Erasmus+

Key Action 1: Mobility in education and training – 4 March

Eligible: Programme countries and several groups of partner countries (HE)

Aims/Staff: To update / acquire knowledge on work places and/or refresh pedagogical skills of VET professionals (VET teachers, in-company-trainers, non-teaching staff – VET centres leaders, training managers, counsellors)

Main Activities

Work placement in an enterprise/training/teaching institution

Teaching assignment at a partner institution

Job shadowing in a teaching/training institution



Erasmus +:

Key Action 2: Cooperation for innovation

Strategic partnerships, deadline 30 March

Eligible: Programme countries; partner countries – if added value

Aims:

Cooperation between VET providers and local/regional business communities with a view on internationalisation of VET

Exchanging good practices and innovation in VET provisions, guidance, counselling

Developing and delivering of new teaching/ training materials and methods



Erasmus +

Key Action 3: Support for policy reform

Prospective initiatives – **20 March 2015**

Trade unions are eligible partners; Specific requirements for eligible countries

Promote transnational cooperation between competent authorities and improve policy implementation; ensure transferability and scalability

Field trials; provide evidence base; mutual learning

Analyses and evaluation



Still to come

- **15 April: official launching of EPALE**, the Electronic Platform for Adult Learning in Europe, which aims to become the main reference point for
- **30 April: A specific call for proposal:** Comprehensive policy framework for continuing vocational education and training;
 - Trade unions are eligible partners;
 - EU, EFTA/EEA , candidate and potential candidate countries are eligible countries
- **14 May: VET Mobility Charter**
 - Trade unions are eligible partners
 - EU, EFTA/EEA , candidate countries are eligible
- **ESIF:** trade unions can be partners and direct beneficiaries



Questions? Suggestions?

Thank you for your attention!

More information

http://ec.europa.eu/education/policy/vocational-policy/index_en.htm

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8080>

http://ec.europa.eu/education/index_en.htm

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