VET teachers and trainers: guiding principles for competence development

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European Commission
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Policy Framework

✓ Commission's priorities: jobs, growth, competiveness
  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: 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
## Guiding principles

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<th>What supports trainers?</th>
<th>Trainers are lifelong learners: recognise their identity and work; support their lifelong learning</th>
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<td>Companies' support is crucial for trainers' competence development; raise awareness of benefits and support skills development in companies</td>
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<td>Trainers competence development benefits from a coordinated and comprehensive approach: define what trainers need; provide learning opportunities and training; recognise competences</td>
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<td>Everybody is on board - supporting trainers in companies is a shared responsibility: ensure effective cooperation and coordination</td>
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<td>Competent trainers in companies matter: make them part of a policy agenda and use available funds and programmes</td>
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**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/index_en.htm

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