



VET for ALL – Skills for Life Conference

SESSION 5
CHANGING ROLE OF
TEACHERS AND TRAINERS

EUROPEAN VOCATIONAL
SKILLS WEEK 2019



Employment
Social Affairs
and Inclusion



The slides contain hyperlinks to relevant projects,
publications and events.



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European Cooperation on teachers and trainers in VET

Helen Hoffmann,
European Commission

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ACVT Opinion “Future of VET post-2020”

The vision: *Excellent, inclusive and lifelong VET*

Defines:

- **Building blocks of future fit VET**
- **Key objectives to achieve the vision on:**
 - i. content of VET*
 - ii. provision of VET*
 - iii. governance of VET system*
- **The main features of the future European cooperation in VET and possible actions to be carried out at European level**



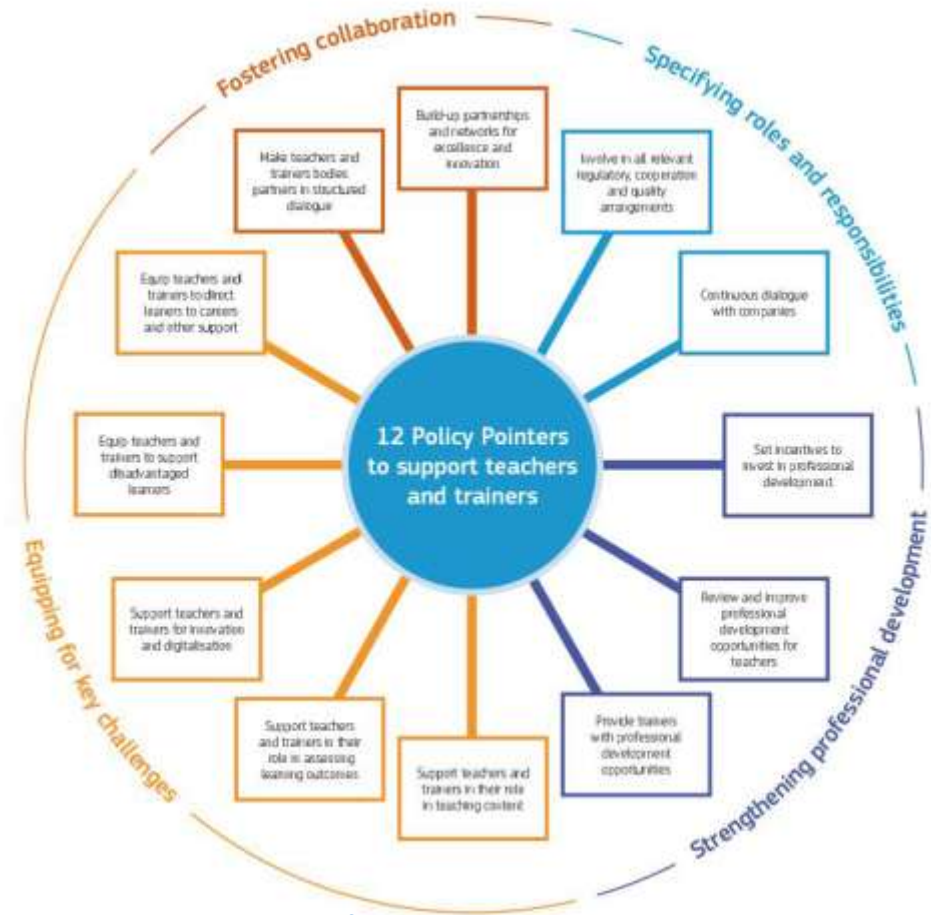


ET 2020 VET Working Groups

- **2016-2018: Teachers and Trainers in work-based learning**
- **2018-2020: Innovation and Digitalisation – Boosting high-quality VET and Higher VET**



2016-2018 Teachers and Trainers

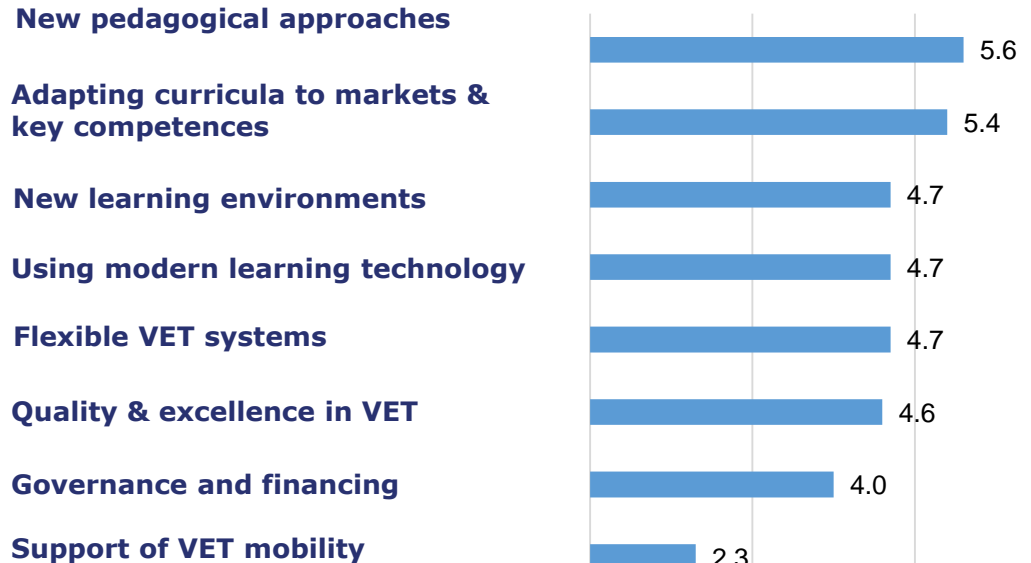


Read more:

[Teachers and Trainers Matter - How to support them in high-performance apprenticeships and work-based learning – 12 Policy pointers](#)



2018 – 2020 Ranking of key issues





EC Study
Teachers and trainers in
work-based learning and
apprenticeship:
Mapping models and
practices

Simon Broek,
Ockham IPS

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Teachers and trainers in WBL and apprenticeships

Aim of the study

To map and analyse existing approaches with regard to WBL teachers and trainers at national, EU and transnational level in three areas:

- Governance structures which aim to ensure high competence of teachers and trainers in WBL;
- Professionalisation opportunities for teachers and trainers in WBL/apprenticeships;
- Continuous dialogue between teachers and trainers with the aim to improve the quality of WBL.





What are teachers and trainers?

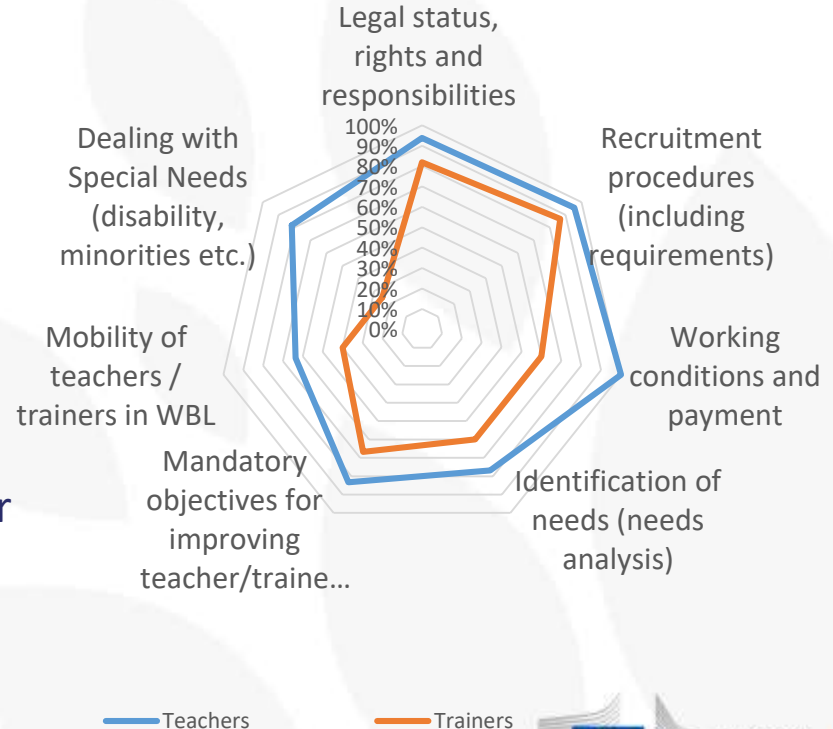
- 56 different profiles of professionals that are associated with WBL in 28 MS.
- **Teaching professionals in VET institutions (30):**
 - most MS formulate **explicit competence requirements for teachers**
- **Training professionals in companies (26):**
 - usually not specifically recruited for a training position in a company.

		In VET school	In company
General VET		General subject VET teachers Theoretical subject VET teachers	
	WBL	Teachers	Practical subject VET teachers
Trainers		Trainers / instructors	Trainers Mentors Workplace or work-based tutors



How are they governed?

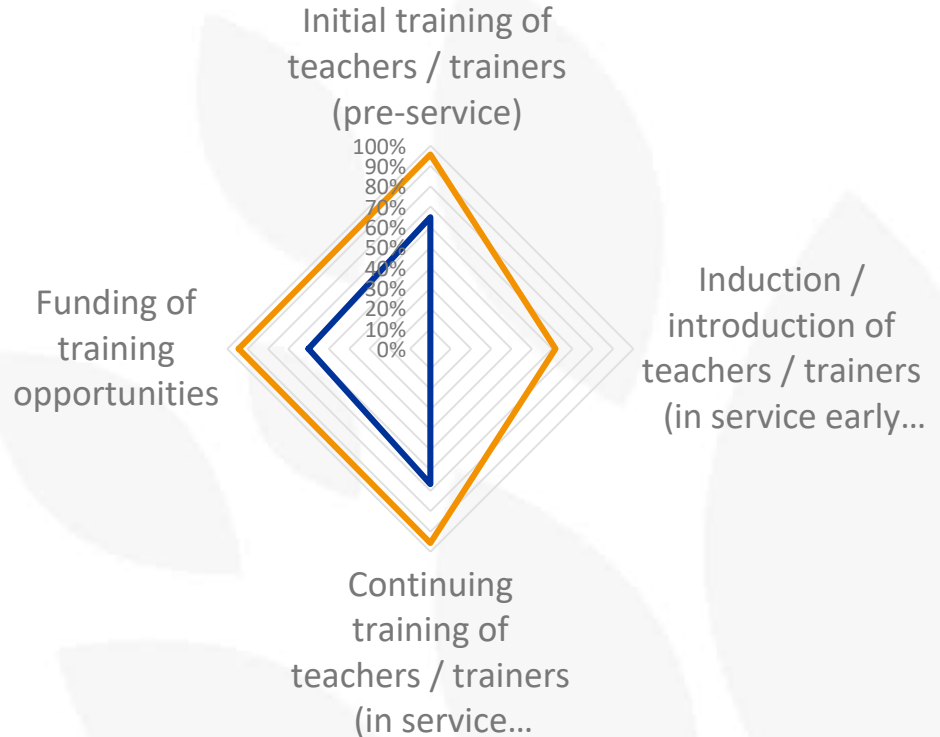
- **Teaching professionals in VET institutions:**
 - Most of the quality aspects mentioned are included in governance frameworks
- **Trainers in company:**
 - In many MS, trainers in company are considered outside the world of education and are therefore covered by individual company policies or sectoral policies (either agreed with social partners).





How are they developed?

- **Teachers in VET institutions:**
 - Generally well assured (less emphasis on induction and early career support)
- **Trainers in companies:**
 - Less assured compared to teachers. No induction, CPD does not appear to be a legal obligation at all





How do they cooperate?

- In many countries the cooperation is covered in the legal frameworks or required by sectoral arrangements
- Interesting cooperation modality: “Hybride-model teachers” (NL)
 - teachers who are part of their time in the classroom at the VET college and the rest of the week continue to work at their maritime and logistics employer (BlueCareers project)





What needs to be explored?

- Analyse the governance frameworks and professionalisation frameworks related to trainers in companies involved in WBL.
- Specific cases of hybrid teachers , whereby teachers and trainers both work in VET institutions and companies.
- Guidance of teachers and trainers involved in WBL in VET.
- Specific issues related to dealing with Special Education Needs (SEN) and mobility.



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Cedefop tools to support teachers and trainers in VET

Irina Jemeljanova,
Cedefop

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CEDEFOP

European Centre for the Development
of Vocational Training



Teachers and trainers in VET in Cedefop

- **Support to EU agenda and policy learning forums – 2016, 2019**
- **Monitoring the Riga Deliverables**
- **Results from projects – toolkits, guidelines**
- **Research/studies**



Cedefop Policy learning forum on teachers and trainers

2016

- How can we establish a systemic approach to teachers and trainers' professional development and cooperation to support it? How can we make sure it has an impact on teaching practice in a VET context?

2019

- How to build stronger bridges between schools and workplace so that teachers benefit in their professional development and better support learners in innovative and effective ways?



Cedefop Policy learning forum on teachers and trainers 2019

- teachers and trainers as **part of broader policies in ET**; **role of EU** in supporting **knowledge sharing** and implementation;
- stepping up from individual/sporadic initiatives, which can be very good and deliver excellent and useful results to a more coherent **strategic approach** (high level professional development strategy);
- involving **industry, local authorities, unions, parents and learners** crucial;
- **co-creation of knowledge**: bringing expertise from industry to school and bringing teachers closer to the labour market;
- **collaborative environments** and **digital technologies** to enhance teacher learning.



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Cedefop VET toolkit for tackling early leaving

Irene Psifidou,
Cedefop

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CEDEFOP

European Centre for the Development
of Vocational Training



VET toolkit for tackling early leaving

- Source of support to VET teachers and trainers working with disadvantaged learners
- www.cedefop.europa.eu/TEL-toolkit

CEDEFOP | www.cedefop.europa.eu

VET toolkit for tackling early leaving

History of resources for public, private and community providers

Home Library Information Evaluation Resources Publications Advanced search About the toolkit Contact the team

What is the VET toolkit for tackling early leaving?

A Europe-wide toolkit containing successful VET practices in tackling early leaving to assist all stakeholders working in the field of tackling early leaving. This guide is written and published in English. You can find the toolkit in other languages.

SEARCH BY

- Type of approach
 - 6 Profiles at risk
 - 10 Protective factors
 - 17 Intervention approaches
- Resource type
 - 5 User guides
How to use the toolkit
 - 47 Tools
 - 9 Quick wins
 - 47 Good practices
 - 32 Statistics and data
 - 69 Publications
- WANT TO
- Take part
 - Reflection and evaluation tools
 - Submit your good practices and tools
 - Become an ambassador



How to identify learners at risk of dropping out

- 6 profiles of learners at risk help you to understand their needs and tailor your approaches

The screenshot shows a web application with a navigation bar at the top containing icons for Home, Identify, Overview, Evaluate, Resources, Ambassadors, Advanced search, About the toolkit, and Contact the team. The main content area is titled 'Identify' and includes the following text:

Timely identification enables early interventions and better results.

It is important to detect students at risk of early leaving as soon as possible. There should also be mechanisms to identify young people who leave education and training in a timely manner to increase their chances of re-engaging.

- How to implement or improve early warning systems to identify those at risk
- How to develop systems to identify and monitor early leavers at national, regional or local level

The information in this section is based on findings from the Cedefop study 'Leaving education early: putting vocational education and training (VET) centre stage', would you like to know more about the study? [Go to About the toolkit.](#)

Risk of early leaving

Learners at risk of early leaving

- Learners dropping the system
- Learners reworking the system
- Learners diverging due to difficulties adapting after transition
- Learners diverging because they cannot find a placement

Early leavers

- Young people who left education and training because of caring, parenting or working obligations
- Young people who left education and training and combine multiple disadvantages, possibly facing health and psycho-social issues



How to design tailor made interventions

- Choose the intervention approach that best matches with the individual needs of the learner's profile





How to evaluate your practice

- Use the evaluation plan for learning providers
- Use the reflection tool for VET providers

The screenshot shows the CEDEFOP website interface. At the top, there is a navigation bar with icons for Home, Monitor, Intervene, Evaluate, Resources, Ambassadors, Advanced search, About the toolkit, and Contact the team. The 'Evaluate' tab is highlighted. Below the navigation bar, the page title is 'VET toolkit for tackling early leaving', with a pink arrow pointing to it. The main content area is titled 'Evaluate' and contains introductory text about early leaving from education and training. Below this, there is a numbered list of four steps for evaluation, each with an icon: 1. Decide what to monitor and evaluate (lightbulb icon), 2. Choose relevant indicators (bar chart icon), 3. Assess whether programme or policy makes a difference (clock icon), and 4. Decide if programme or policy is good enough (thumbs up icon). To the right of this list, there is a section titled 'Check our tools:' which lists four tools, each with a document icon and a checkmark: 'Evaluation plan for policy makers', 'Evaluation plan for learning providers', 'Reflection tool for policy makers', and 'Reflection tool for VET providers'.



Join our community of ambassadors

- Take a leading role in tackling early leaving
- Make your good practice visible in Europe
- Benefit from Cedefop tools
- Get to know other ambassadors in Europe



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Cedefop study Who trains in SMEs: Portrait of trainers

Dr. Jörg Markowitsch,
3s Unternehmensberatung GmbH

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Who trains in SMEs?

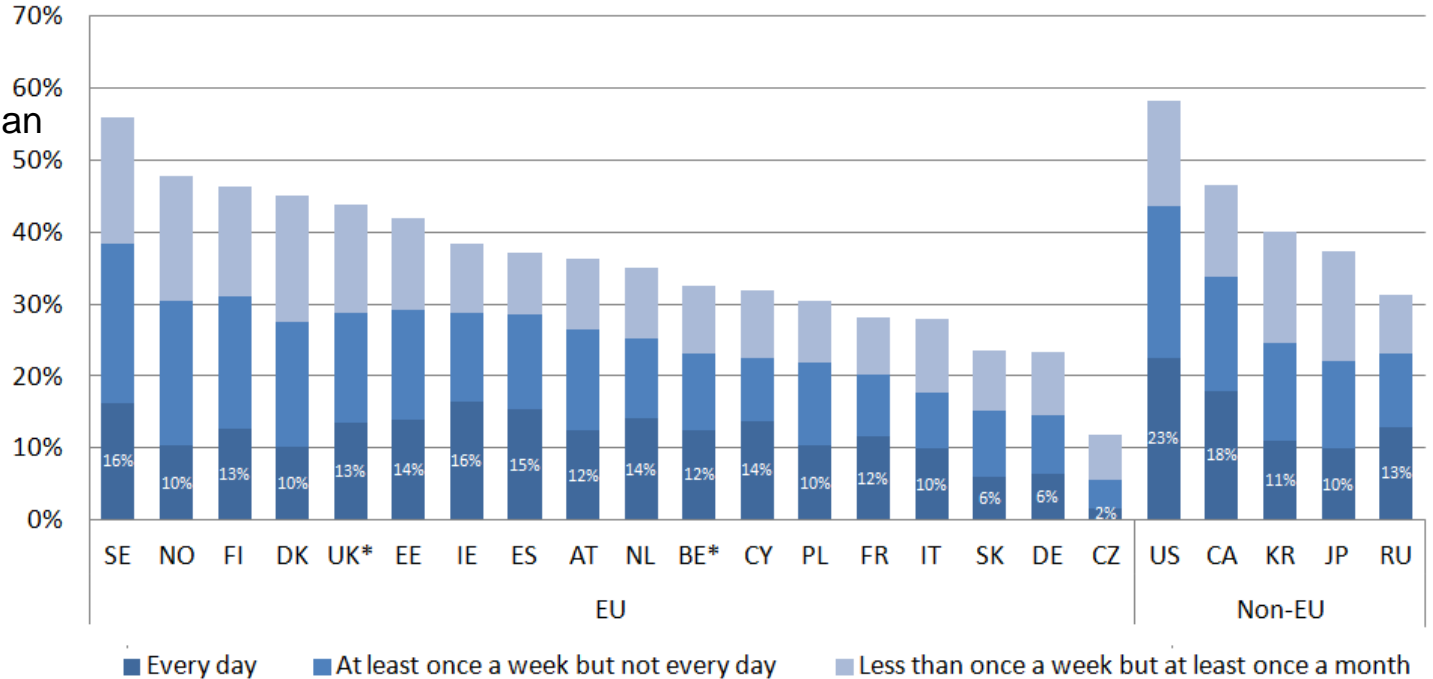
- Who trains in SMEs?
- What are the motives to become a trainer?
- Which qualifications do trainers have?
- Which public support do they wish?





How often do you provide training to colleagues?

Employed adults
in SMEs
(local unit with less than
250 employees)
providing training to
co-workers

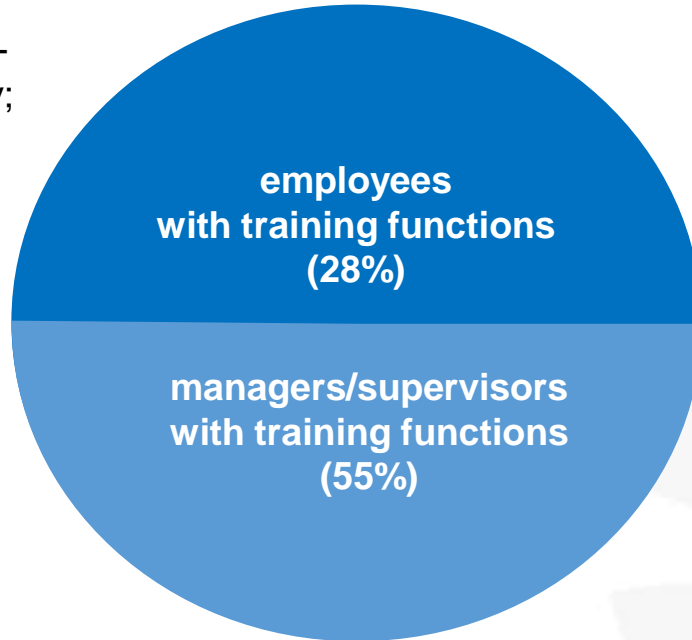


Source:
PIAAC Micro data –
own calculations.
(Cedefop 2015)



Who trains? Types of trainers

Cedefop survey:
Linked employer-
employee survey;
answers of 254
SMEs from eight
countries and
four sectors;
2014



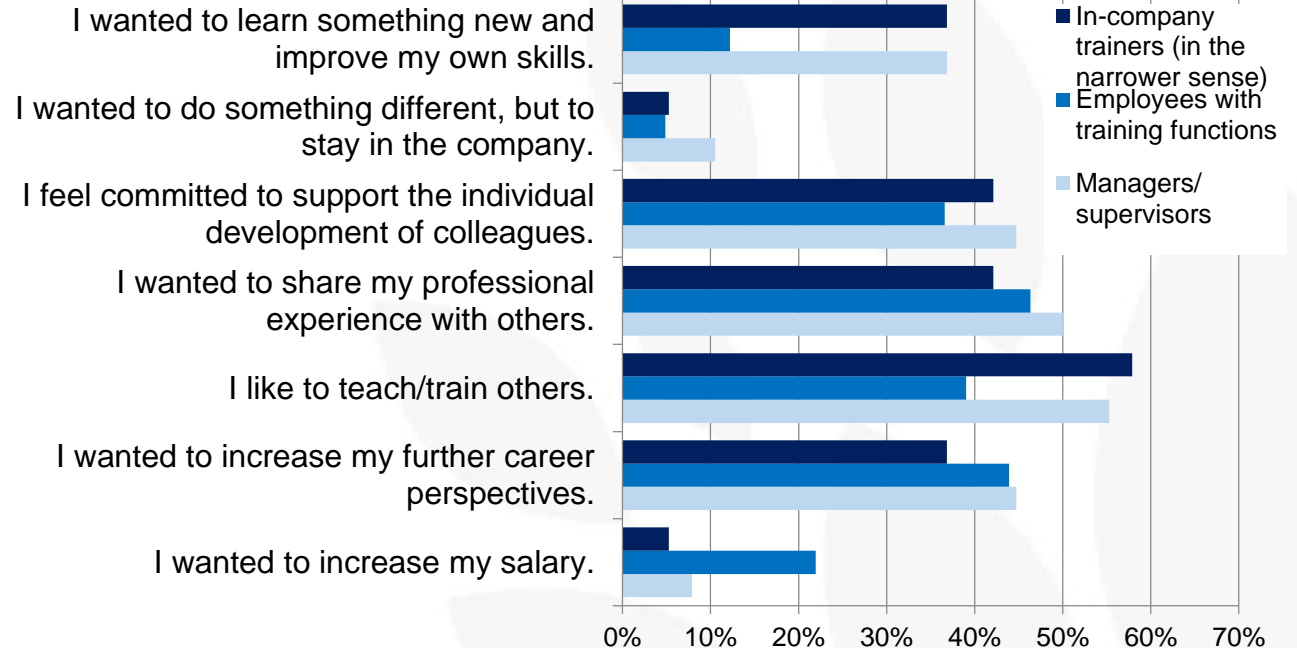
*more than 30% working time
devoted to training

Source: Cedefop 2015



Motives to become trainer

Motivation to become a trainer
(% of valid cases, multiple answers)



Source: Cedefop 2015



Examples:

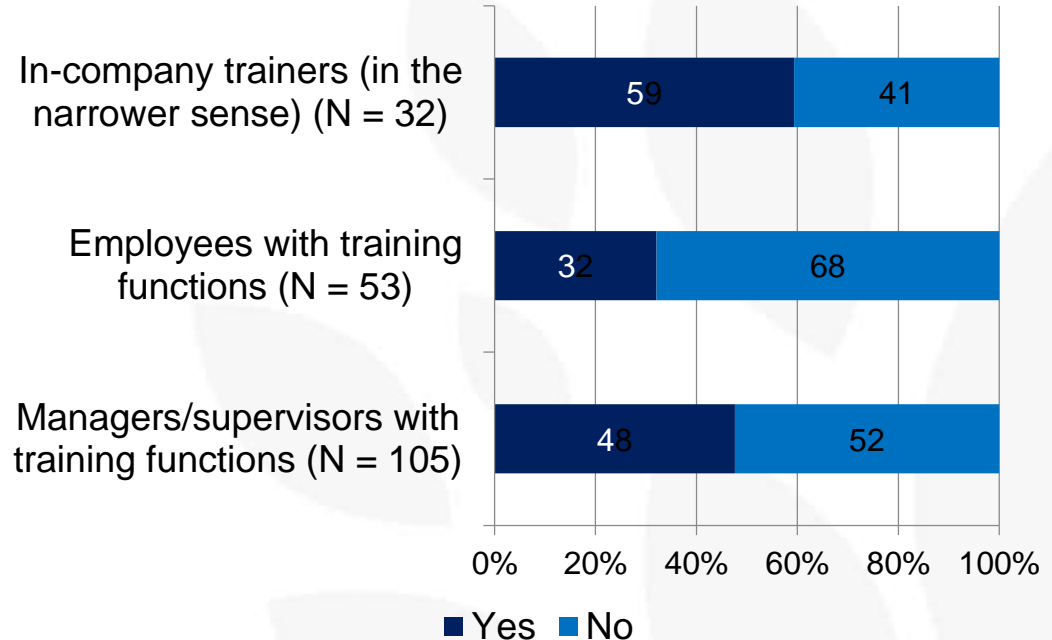
Train the Trainer Course / certified Trainer, e.g. train the trainer course.

Academic degree in pedagogy or similar, e.g. Diploma in Pedagogy.

Skilled worker with training permission / IVET Trainer, e.g. IVET trainer qualification.

Other specific certificates.

Trainer Certificates



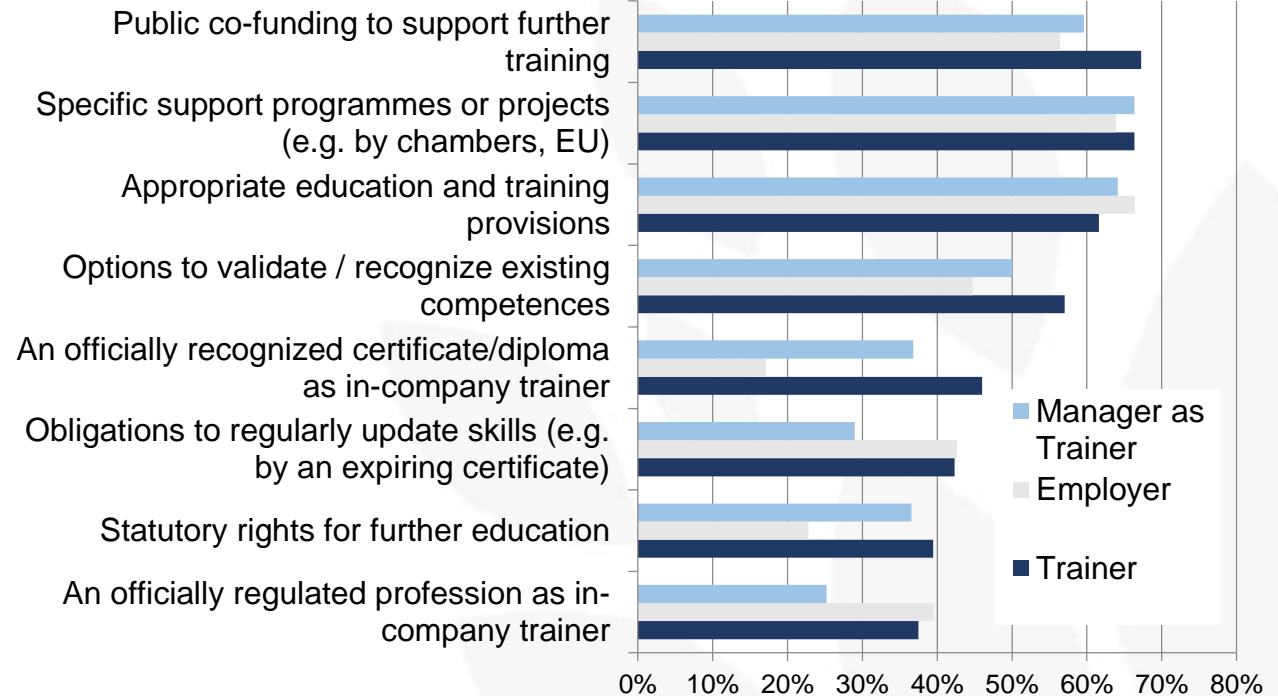
Source: Cedefop 2015



Public support mechanisms

“How suitable do you consider the following support measures?”

Percentage of measures rated ‘suitable’ or ‘very suitable’.
N = 101-124.



Source: Cedefop 2015