



CEDEFOP

European Centre for the Development
of Vocational Training

EaFA Meeting

The role of teachers and trainers in ensuring quality apprenticeships

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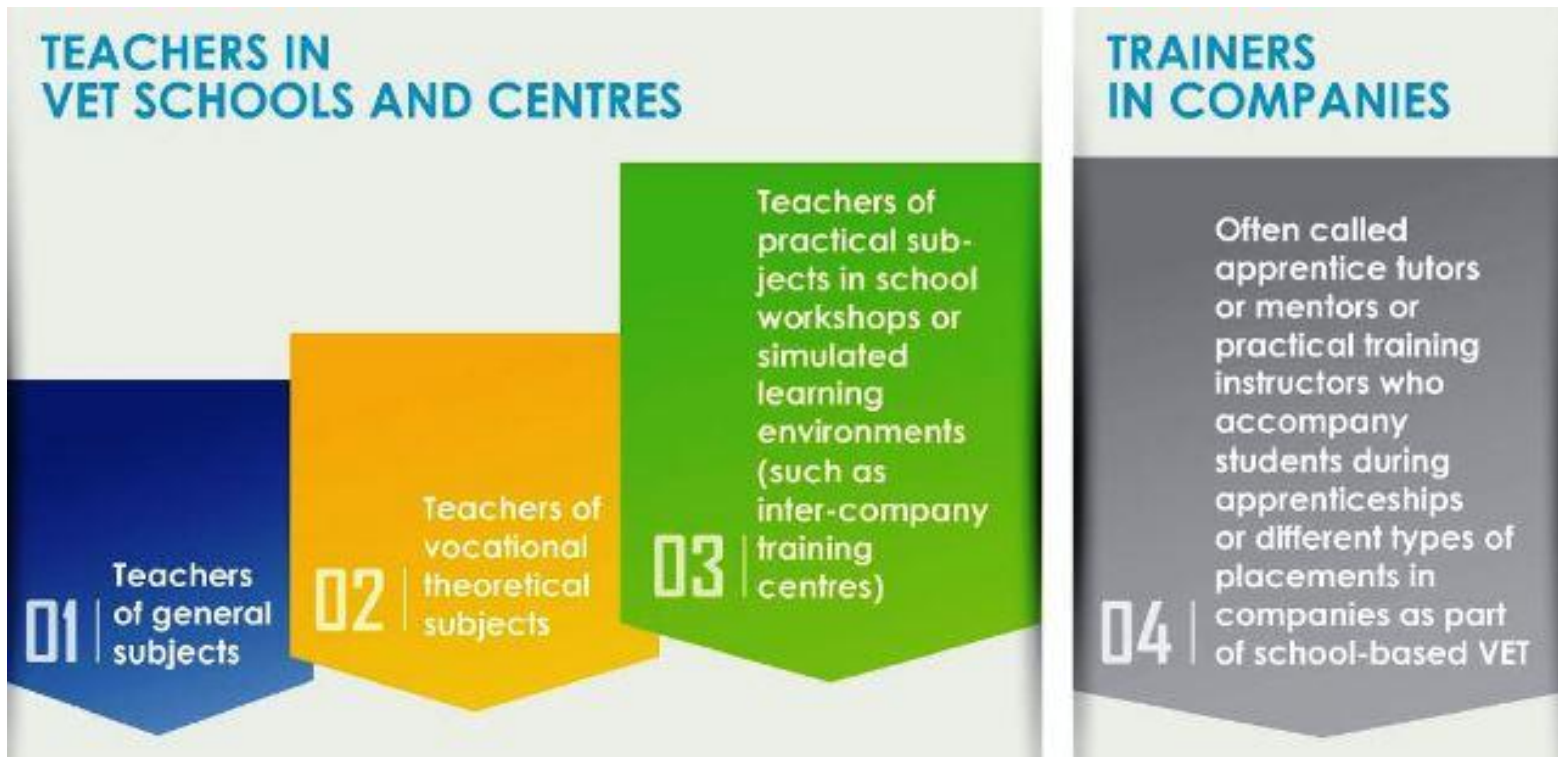
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Who teaches and trains?

It is more practical to look at function rather than title.



More info at: <http://www.cedefop.europa.eu/en/publications-and-resources/publications/9112>

Guiding principles on professional development of trainers in VET(2014)

- Trainers are lifelong learners:
 - recognise their identity and work; support their lifelong learning.
- Companies' support is crucial for trainers' CPD:
 - raise awareness of benefits and get companies on board.
- Trainers' competence development benefits from a systematic approach:
 - define what trainers need, provide training and learning opportunities, recognise competences.
- Supporting trainers in companies is a shared responsibility:
 - ensure effective cooperation and coordination.
- Competent trainers in companies matter:
 - make them part of a broader agenda and use all available funds and programmes.

More at: <http://www.cedefop.europa.eu/en/news-and-press/news/guiding-principles-professional-development-trainers-vet>

High-performance apprenticeships and work-based learning: 20 guiding principles (2015)

- Motivating and supporting companies to assign qualified trainers and tutors (Principle 10)
- Supporting the continuous professional development of in-company trainers and improving their working conditions (Principle 20)
- Systematic cooperation between VET school or training centres and companies (Principle 4)



ET2020 Group on VET(2016-18): teachers and trainers professional development

- specifying roles and responsibilities of teachers and trainers in VET
- strengthening the professional development of teachers and trainers
- equipping teachers and trainers for key challenges
- fostering collaboration to support their work



European Quality Framework for apprenticeships (2017):

Criteria for learning and working conditions

- Written contract
- **Learning outcomes**
- **Pedagogical support**
- **Workplace component**
- Pay and/or compensation
- Social protection
- Work, health and safety conditions

Teachers and trainers in WBL/apprenticeships (EC study, 2017)

Chapter on Cooperation for ensuring quality of teachers and trainers in WBL

- Cooperation on quality of teachers and trainers in WBL is better ensured in countries where the VET governance is organised as a cooperative system and where all relevant stakeholders are involved.
- Cooperation should not be seen as an end in itself but as a tool to improve the quality of VET and its responsiveness to the labour market needs.
- Cooperation on the quality of teachers and trainers works better when VET is attractive and companies are willing to take part in cooperation.
- Given that work-based learning and the learning-outcome approach are becoming more prominent in VET, cooperation arrangements and continuous dialogue between the involved learning venues are becoming an essential part of a functioning WBL.

More at: ec.europa.eu/social/BlobServlet?docId=17990&langId=en

Teachers and trainers in Cedefop

A series of five concentric semi-circles on the left side of the slide, each corresponding to a row in the table. The circles are colored in shades of blue and purple, with the outermost being the darkest and the innermost being the lightest.

Teachers and trainers professional development (*policy learning forums)
Apprenticeships and WBL: thematic country reviews
Use of learning outcomes (EQF/NQFs)
Quality assurance, VET Provider network
Early leaving from VET

Policy learning forum 2016

Professional development of teachers and trainers – a guarantee of quality in VET

- The most important issue is crossing the barriers between the world of education (teachers) and the world of work
- Close and active collaboration of teachers and trainers as agents of trust (often missing) can contribute to establishing trust between the two worlds.
- Not only pedagogical competences are of importance but also technical/vocational ones. The lack of teachers competent in modern technological and production processes and the outdated equipment in VET schools still remains a challenge in many countries.
 - There is an obvious need for closer links of teachers to industry and technological developments: some countries look for ways for teachers to go to companies, to learn in companies.
- The agreed need for regulation vs the question what and how much needs to be regulated in order not to be counter-productive or dis-incentivising; flexibility is a must.
- The role of employers and need for their active participation is crucial.
- School leadership is of vital importance.

Next Policy learning forum - 2019

More info at: <http://www.cedefop.europa.eu/en/events-and-projects/events/policy-learning-forum-professional-development-teachers-and-trainers>



**Are teachers and trainers important for
apprenticeship?**

Thematic country reviews on apprenticeship - TCRs

2014/15 - Lithuania, Malta

2015/17 - Greece, Italy, Slovenia

2017/18 - Croatia, Cyprus

2019/...





Review priority areas in Lithuania

Governance structures

- Roles and responsibilities

Participation of and support to companies

- Selection
- Support needed

Cooperation of the learning venues

- Distribution of content
- Sectoral training centres
- **Teachers and trainers**

Quality assurance

Review priority areas in Croatia



Place in the ET system?

Governance structures

Training content and learning outcomes

Requirements and support to teachers and trainers

Financing and cost-sharing mechanisms

Quality assurance



Review priority areas in Greece

Governance structures

- Roles and responsibilities

Participation of and support to companies

- Promotion
- Incentives

Training content and learning outcomes & requirements and support to teachers and trainers

- Curricula update and relevant to labour market needs
- Quality of training at the workplace
- **Teachers and trainers**

Responsiveness to labour market

Cedefop TCR on apprenticeship

6.Requirements and support to teachers and in-company trainers

Companies must assign a qualified staff member (tutor) to accompany apprentices.

There are stipulated requirements for qualification and competences of an apprentice tutor.

An apprentice tutor in a company must have qualification in the vocation he/she trains for.

An apprentice tutor in a company must have some proof of pedagogical/didactic competence.

There is a provision of training for in-company trainers to develop and update their pedagogical/didactic and transversal competences.

There are mechanisms for cooperation and exchange between in-company trainers and VET teachers in schools.

There is a clear indication who (teacher or trainer) has ultimate responsibility for apprentices' learning.

Slovenian case: practical training at the workplace

Teachers

- enabler – organiser of practical training, a teacher from school: has allocated time for visits, gained substantial experience.

Mentors in companies

- mentors should have pedagogical-andragogical competences to train students; however, there is no explicitly defined set of such competences;
- the provision of pedagogical training is fragmented. the quality assurance of pedagogical-andragogical trainings is not in place. there is lack of clarity who should coordinate the training provision and how the different initiatives are aligned;
- mentors tend to be critical about the trainings provided; often they do not recognise the benefits;

It is assumed that the school has ultimate responsibility for students' learning.

Cooperation between mentors and teachers is possible (well evaluated job rotation project), yet no systemic mechanisms at place.



Croatian case: apprenticeship programme

Teachers

- Teachers knowledge about new developments in industry is limited.
- CPD for **teachers** is mainly provided by the national agency
 - problem: most courses are targeted at general education teachers while the offer for vocational subject teachers is limited.

Mentors in companies

- to be licensed a craft have to assign a mentor, a qualified staff member to accompany apprentices;

No clear indication who (teacher or trainer) has ultimate responsibility for apprentices' learning

- though there is a sentiment among respondents that teachers and schools in general are responsible;

No formal procedures for cooperation of in-company trainers and VET teachers; main mechanism for their cooperation and exchange is teachers/head of practice visits to companies.

Trainers in companies

- perceived guarantee of quality of WBL;
- mostly train in addition to professional duties;
- requirements vary (qualification on the field + experience);
- requirements at start – no CPD.

Challenge: how to ensure quality without putting barriers?

More info at: *Cedefop Refernet (2016). Thematic perspectives*

Who trains in SMEs? (Cedefop, 2015)

- Three groups of employees:
 - *in-company trainers in the narrower sense* (devote at least 30% of their working time to training);
 - *employees with training functions* who occasionally provide training to colleagues and/or facilitate the learning of others, but not as their primary work task or major responsibility;
 - and *managers with training functions*.
- Main tasks and duties:
 - Induction of new employees; providing feedback and advice in the work process; one-to-one training, demonstrations.
- Motivation and requirements:
 - Willingness to share knowledge and skills with others and train prevail over expected economic benefit;
 - Acknowledgement of training role is important;
 - Entrusted with training tasks due to substantial experience rather than training-related certificates.

More info at: <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5550>



Visit Cedefop website:

<http://www.cedefop.europa.eu>

Apprenticeship:

<http://www.cedefop.europa.eu/en/events-and-projects/projects/apprenticeships-work-based-learning>

Teachers and trainers professional development :

<http://www.cedefop.europa.eu/en/events-and-projects/projects/teachers-and-trainers-professional-development>