



Teachers and Trainers Matter

How to support them in high-performance apprenticeships and work-based learning

12 policy pointers

Proposed by the ET 2020 Working Group on Vocational Education and Training
(January 2016 – June 2018)



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European Commission

Directorate General for Employment, Social Affairs and Inclusion
Unit E3 - VET, Apprenticeships & adult learning



Preface by Commissioner Marianne Thyssen

Training and lifelong learning have a key role to play in equipping people with the skills they need to enable them to participate fully in society and successfully manage transitions in the labour market. Apprenticeships and work-based learning have a vital role to play in these transitions. All across Europe, EU Member States are taking steps to develop, enhance and expand them.

To support them in this process, the European Commission has been taking a number of steps. It has published 20 guiding principles for high-performance apprenticeships and work-based learning. The European Pillar of Social Rights enshrines the right to quality and inclusive education, training and lifelong learning for everyone. The recently adopted Council Recommendation on a European Framework for Quality and Effective Apprenticeships has identified 14 key criteria that Member States and stakeholders should use to develop quality and effective apprenticeships to ensure both the development of job-related skills and the personal development of apprentices.

In all of these developments, the central role played by in-company trainers and school-based teachers has been recognised. But it has also been clear that we need to know more about how best to support them to deliver high quality and effective apprenticeships and work-based learning. How can we equip teachers and trainers for a dynamic and rapidly changing world? In what ways can collaboration and networking support their day-to-day work? What incentives can stakeholders provide to ensure there is adequate investment in professional development opportunities? How can we make sure that the needs and perspectives of teachers and trainers are taken into account in regulatory and quality frameworks?

Over the last two years a Working Group of Member State experts, facilitated by the Commission, has been addressing such questions as part of the Open Method of Coordination underpinning the Education & Training 2020 Strategy. This report presents the outcomes of their work. It identifies key pointers for policy development along with case studies to inspire new thinking. I would like to thank all those who participated in and supported the Working Group in its work.

For governments, businesses, social partners, VET providers and other relevant stakeholders looking for inspiration on how to develop work-based learning and apprenticeships systems, I encourage you to make use of the 12 policy pointers and inspirational examples this report contains to strengthen support for teachers and trainers in the vital role that they play.

A handwritten signature in black ink, appearing to read 'M. Thyssen', written in a cursive style.

Marianne Thyssen

European Commissioner for Employment, Social Affairs, Skills and Labour Mobility

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1

Introduction



Teachers and trainers matter!

Teachers and trainers in apprenticeships and work-based learning work together with learners throughout the learning process. Their commitment, competence and collaboration are key to high-quality apprenticeships and work-based learning. Furthermore, they carry out their role in a context of innovation, globalisation and rapid technological and societal changes. They are required to respond flexibly to new developments and labour market needs by adopting new approaches to teaching and learning. Arrangements must therefore be in place to help equip teachers and trainers with the skills and experience they need to deal with these current and emerging needs.

Helping teachers and trainers to rise to the challenge

Teachers and trainers have different roles and responsibilities in the learning process. It is possible to distinguish between them according to their function and place of employment, in spite of the differences that exist between countries in how their roles and responsibilities are defined. **Teachers** are typically based in VET schools or related institutions, where they teach either general subjects or vocational theoretical subjects.

In some cases, teachers of practical subjects work in school workshops or simulated learning environments. **Trainers**, by contrast, are based in and employed by companies. They are often regular employees with occupational responsibilities, as well as responsibilities to train and accompany learners during the company-based part of their learning¹.

Providing guidance for policy-makers

This document provides guidance to help policy-makers and stakeholders² design policies and practices that enable teachers and trainers to reach their full potential. The aim is to ensure that these teachers and trainers can help equip learners with the skills and attitudes needed for employment, in line with the modernisation efforts included in the New Skills Agenda for Europe³.

An output of the ET 2020 Working Group on Vocational Education and Training 2016-2018, the document builds on the work of the previous ET 2020 Working Group on VET (2014-2016), which identified 20 guiding principles for high-performance apprenticeships and work-based learning⁴. The Group has taken those guiding principles and examined them from the perspective of teachers and trainers.

The context is provided by the 2015 Riga Conclusions on VET⁵ and two of the Medium Term Deliverables for 2015-2020 in particular:

"With a view to developing high quality and labour market-relevant vocational skills and qualifications, based on the learning outcomes approach:

1. Promote work-based learning in all its forms,⁶ with special attention on apprenticeships, by involving social partners, companies, chambers and VET providers, as well as by stimulating innovation and entrepreneurship.

In support of successful implementation of reforms and to raise the overall quality and efficiency of VET:

5. Introduce systematic approaches to, and opportunities for, initial and continuous professional development of VET teachers, trainers and mentors in both school- and work-based settings."

The Council Recommendation on a European Framework for Quality and Effective Apprenticeships (2018/C 153/01) adopted on 15 March 2018⁶ provides a common understanding among Member States on apprenticeships: It will support their efforts to reform and modernise apprenticeship systems that provide an excellent learning and career pathway. The Framework sets out 14 criteria in relation to working and learning conditions as well as to framework conditions and highlights the importance of teachers and trainers, in particular the designation of in-company trainers and their close cooperation with vocational education and training institutions as well as the further training needs of VET teachers and trainers regarding digital innovations in apprenticeships.

Representatives of all EU Member States, EFTA countries, candidate countries, European social partners, VET providers, EU agencies, the European Training Foundation (ETF) and Cedefop participated in the Working Group's activities, which were chaired by the European Commission. Cedefop and external consultants contributed by providing background documents and undertaking research activities. Through a series of face-to-face meetings and webinars, the Group shared

its experiences in order to identify the key issues that need to be considered for teachers and trainers in relation to apprenticeships and other forms of work-based learning.

Three meetings in particular are worth mentioning in this context. The first one is the Peer Learning Activity (PLA) held in Bonn, Germany, on 4-5 September 2017, which was hosted by the German Federal Institute for Vocational Education and Training (BIBB) and focused on the subject of 'Teachers and trainers in work-based learning/apprenticeships'. A second PLA was hosted in Groningen, the Netherlands, on 26-27 March 2018 by the Netherlands Association of Vocational Education Colleges (MBO Raad), in close cooperation with the Dutch Ministry of Education, Culture and Science (Min OCW) in Groningen and Leeuwarden (the Netherlands). The outcomes emerging from the discussions at both these meetings are included in the annex of this document.

Finally, the Working Group met in Sofia, Bulgaria, at a final conference on 18-19 June 2018, hosted by the Bulgarian Presidency of the Council of Ministers of the European Union.

12 policy pointers to support teachers and trainers

This document presents 12 'policy pointers' developed from the key issues identified by the Working Group. These policy pointers have a vital role to play in successfully supporting teachers and trainers. They have been grouped into four topics, as described below and shown in the accompanying diagram.



Specifying the roles and responsibilities of teachers and trainers in VET systems:

These policy pointers reflect the need for clarity regarding the roles of teachers and trainers, and how they should be incorporated into regulatory frameworks.



Equipping teachers and trainers for key challenges:

These policy pointers reflect on how to help teachers and trainers fulfil the multiple roles they hold beyond teaching and training (i.e. in relation to curricula, the assessment of learning outcomes, innovation, digitalisation, the support of disadvantaged learners and in helping to signpost apprentices to further opportunities).



Strengthening the professional development of teachers and trainers:

These policy pointers highlight the need for incentives to be set to ensure investment in teachers' and trainers' professional development, taking into account the differing needs of each role.



Fostering collaboration to support their work:

These policy pointers reflect the fact that collaboration should take place across all levels within VET systems, as it strengthens their ability to meet teachers' and trainers' needs by drawing in expertise and resources.

The policy pointers are formulated in a general way so that they can be applied to every country according to specific needs and contexts. They may also be used to support the implementation of the Council Recommendation on the European Framework for Quality and Effective Apprenticeships.



A development cycle for supporting teachers and trainers

Different countries are at different stages with respect to the policy pointers described in this document. Indeed, it is possible to envisage a **'development cycle'** in which there is a continuous process of development

and review for each of the pointers. This is shown in the tables accompanying each of the four chapters around which the 12 policy pointers are structured.

The development cycle includes three phases:



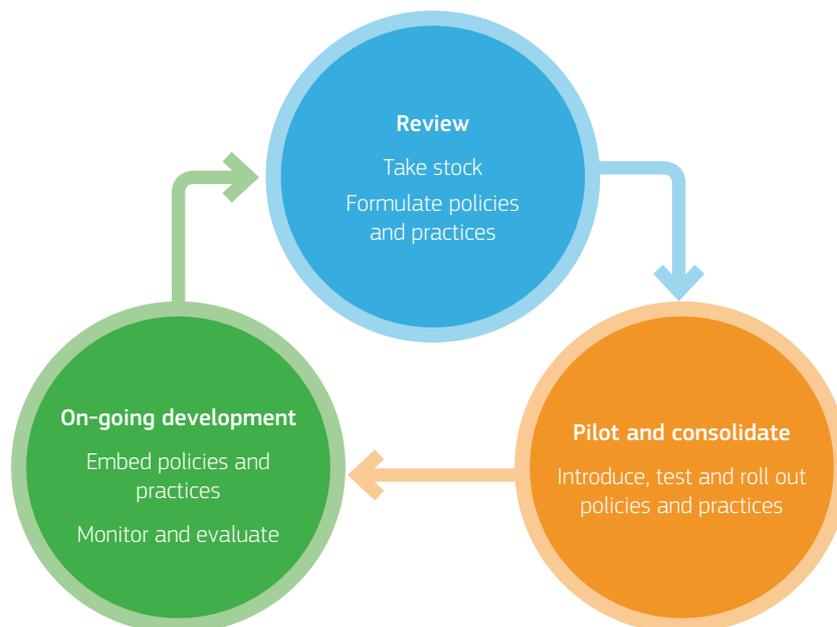
A review phase where stakeholders take stock of current arrangements, policies or measures and, on the basis of the evidence gathered, formulate appropriate policies and practices.



A piloting and consolidation phase in which measures or frameworks are introduced, tested where necessary and rolled out across the field.



An on-going development phase in which the policies and practices being implemented are embedded within systems and monitoring takes place with respect to take-up or use, along with periodic evaluations of effectiveness. This final phase feeds back into the review phase to complete the cycle.



This development cycle is based on the same principle of continuous improvement which underpins the quality assurance logic of the European Quality Assurance Reference Framework for VET (EQAVET)⁷. This framework provides a European-wide system to help Member States and stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices.

It comprises a step-by-step approach to quality assurance involving four stages: planning, implementation, assessment and evaluation, and feedback/review. The development cycle proposed for these policy pointers follows the EQAVET logic of a cycle that ensures continuous monitoring and review for continuous improvement, while following a different structure (e.g. merging the evaluation and review aspect in one phase).

A wealth of experience to inspire innovative thinking

In order to provide inspiration for the uptake of the development cycle and policy pointers at national level, each policy pointer is complemented with **55 inspiring examples from 31 countries** identified by the Working Group members. The examples were collected during the plenary meetings, webinars and PLAs organised in the context of the 2016–2018 mandate of the Working Group, and at the Peer Review organised as part of the meeting of Directors General of Vocational Training under the Estonian Presidency (see the annex for a summary).

These examples have been selected to encourage countries to ‘think differently’ about how they might support the development of teachers and trainers, in order to achieve effective and high-quality apprenticeships and work-based learning. While each country’s VET system varies, they should all be able to find something to inspire them within the examples⁸.

Support for European cooperation

The Erasmus+ programme also supports countries with reform processes related to teachers and trainers. For instance, a Call for Proposals under Erasmus+ Key Action 3 was launched in 2017 to help cooperation among programme countries in this area.

With a focus on practical tools to support teachers and trainers, projects under this Action can look at existing tools, identify gaps and cooperate through peer learning or by linking to existing European tools (e.g. NetWBL)⁹.

2

Specifying roles and responsibilities



Specifying roles and responsibilities

High quality and effective apprenticeships and work-based learning rely on the clear definition and distribution of the roles, rights and responsibilities of teachers and trainers. Policy pointers in this section focus on ensuring this clarity at legislative and regulation level, and involving teachers and trainers in the process of formulating these arrangements. They also draw attention to the importance of ensuring that companies have qualified trainers and effectively cooperate with VET providers and other stakeholders.



Policy pointer 1: Involve teachers and trainers and their representative bodies in all relevant regulatory, cooperation and quality arrangements

Reflecting the **roles, rights and responsibilities of teachers and trainers** in relevant regulatory, cooperation and quality arrangements ensures that teachers and trainers can play a productive role in the development and delivery of high quality work-based learning/apprenticeships. This includes teachers' and trainers' qualifications and professional development. These arrangements and frameworks should be clear and internally coherent, without contradictions.



Legislation in Slovenia shows how a new law on apprenticeships can specify the roles of schools and companies¹⁰

Slovenia has traditionally had a school-based VET system; apprenticeships constitute a new pathway for achieving the same qualifications in order to enhance collaboration with the labour market.

In December 2017, a new law on apprenticeships came into effect with a pilot group of students taking one of four programmes in 2018: carpenter, stonemason, gastronome or metal designer (tool maker). The apprenticeship is a type of dual education and training, with 50 % company-based learning. The new law defines the responsibilities of the school and company for their respective parts of the education and training.

The overall responsibility for the apprentices completing their qualification lies with the school as the apprentice is not employed and is basically a student. The specific responsibility of the school is to provide quality general education and core professional competences to the apprentices, while the employer's responsibility is to provide quality practical training. The employer must provide a qualified in-company trainer (mentor) and a written agreement that specifies the defined rights and obligations of the apprentice and the employer, and the nature of regular payments. Chambers of commerce verify work places in companies, verify and register the apprenticeship agreement and observe the practical training in companies.

Source:

Based on information provided by the Slovenian Ministry of Education, Science and Sport



Serbia introduces a new dual education system that defines the joint responsibility of company instructors and school coordinators

In accordance with its national commitment to the European Alliance for Apprenticeships, in November 2017 the **Serbian** Parliament adopted the Dual Education Law. This law precisely regulates learning at work and cooperation between schools and employers, and introduces shared responsibility for the quality of student knowledge and skills.

During 'learning through work' (the Serbian version of work-based learning) that takes place in companies, a company instructor (trainer) and school coordinator of learning through work (teacher) are responsible for all aspects of learning. They jointly create, plan and evaluate students' work in the company, while implementation is mostly carried out by the student and instructor.

Links:

<http://www.parlament.gov.rs/upload/archive/files/cir/pdf/zakoni/2017/2861-17.pdf>
<http://ec.europa.eu/social/main.jsp?catId=1148&langId=en>

Source:

Based on information provided by the Ministry of Education, Science and Technological Development (Serbia)

Responsibility for defining and implementing regulatory frameworks lies at different governance levels in different countries. However, whatever the system, regulatory frameworks require **all relevant stakeholders to take ownership** in order to be effective, including teachers' and trainers' representative bodies. It is vital that the views of teachers and trainers are fully accounted for in the formulation of these arrangements. Teachers and trainers will play different roles from country to country, but consideration should be given to whether and how they should be involved in the different aspects. They can be involved at different levels of decision-making, including through social dialogue and formalised partnership arrangements.



Teachers and trainers and their representative bodies are involved in all relevant regulatory, cooperation and quality arrangements in Austria

In **Austria**, which has a long-established apprenticeship system, social partners have important tasks when it comes to apprenticeship training. They are involved in the entire life cycle of apprenticeship-based education, ranging from the needs analysis to the review of the training programme.

In particular, they:

- lead on creating or modernising apprenticeships;
- prepare the draft training regulations with the help of VET research institutes;
- define the training standards, i.e. they formulate the job profile and the activity description;
- are involved in examination boards;
- are entitled to comment on drafts of school-related acts, curricula and other regulations.

They are also active in career guidance and vocational counselling. The Economic Chamber offers services at Career Guidance Centres (Berufsinformationszentren, BIZ) and through a dedicated web portal that includes job descriptions, VET and continuing vocational education and training options, tips on career choices and job applications, as well as a large variety of service materials (<https://www.bic.at>).

Career Guidance Centres are also run by the Public Employment Service (Arbeitsmarktservice, AMS). They offer comprehensive information about occupations, initial and continuing vocational education and training paths, the labour market and employment options. The Public Employment Service, in cooperation with the Federal Economic Chamber service, also runs the apprenticeship vacancy platform.

Links:

<http://www.ams.at/lehrstellen/>

Source:

Based on information provided by the Federal Ministry for Digital and Economic Affairs (Austria)



Spain shows how teachers can be involved in the entire process of designing and implementing their own continuing professional development (CPD)

In the **Madrid Autonomous Community**, the Regional Training Centre for Teachers leads an annual cycle of CPD starting in December:

1. **December:** Appointment of a Coordinator for each technical field. The Coordinator is also a teacher who is performing this task in addition to his teaching duties. The Regional Training Centre provides the Coordinators with suggestions regarding interesting topics to be covered and some guidance regarding training places to be provided and the annual budget. If the Coordinator is newly appointed for the year, they are given all the information regarding former training campaigns. The Coordinator will be paid a certain amount for these duties.
2. **December – January:** The Coordinator performs a training needs analysis in close contact with all the schools providing qualifications in their technical field. They also consider the individual training proposals coming directly from other teachers in the field.
3. **January – February:** With this information, and taking into account the suggestions of the Regional Training Centre, the Coordinator develops a Training Plan Proposal, negotiating with suppliers (most of them companies or independent professionals active in the relevant technical field, but also university teachers and other VET teachers with specialisations).
4. **March:** The Coordinator presents the Training Plan Proposal to the Regional Training Centre, which discusses and moderates it.
5. **March – April:** The Regional Training Centre consolidates the proposals of the Coordinators in all the technical fields, looks for possible synergies between them (some courses are shared between teachers from two or more technical fields), and selects the final courses in order to adjust the Training Plan to the available budget. The Training Plan is finally approved.
6. **April – May:** The Coordinator looks for a Director for each approved course amongst the teachers in the relevant technical field and proposes them to the Regional Training Centre, which appoints them. The Training Plan is published on the internet. (example: http://crif.acacias.educa.madrid.org/index.php?option=com_content&view=article&id=10495:plan-de-formacion-de-especialidades-de-fp-abril-2016&catid=78:novedades&Itemid=76).
7. **May – June:** Each VET Technical Field Department in each school proposes teachers for each course. Each teacher expresses their preferences for the courses they want to follow. The Head of the Department performs a ranking for each course amongst the teachers of their Department (mainly based on the subjects to be taught by the teachers on the next course), and feeds this information to the Regional Training Centre through a web tool.
8. **May – June:** The Regional Training Centre selects the teachers who will assist with each course, based on certain criteria (e.g. balance between schools, balance between school zones). The list of admitted teachers is published.
9. **June – September:** The Training Plan is implemented in VET schools and/or in companies. Exceptionally, some courses can be extended.
10. **October – November:** Teachers who have acted as course Directors submit their course reports to the Coordinators. Coordinators, on the basis of the Directors' reports and their own management, prepare reports for the Regional Training Centres. Regional Training Centres make payments to the training providers. Conclusions are drawn from the yearly Training Plan, to be fed in to the next yearly Training Plan.
11. **December:** Beginning of the next yearly Training Plan.

Source:

Based on information provided by the Spanish Ministry of Education



In Flanders, Belgium, legislation clearly indicates the rights and obligations of every partner involved in dual learning

Since 2014, **Flanders** has been working on a new system of dual learning. This reform has been necessary for two reasons: (1) the former system of 'learning and working' needed to be updated; and (2) dual learning is part of a larger reform of secondary education in Flanders, where one of the goals is to make vocational education a first choice option for a larger number of students.

In this reform of dual learning, the first step was to issue a decree regarding the regulation of several aspects: the quality framework for companies involved in dual learning, the remuneration of learners in dual learning, and the rights and obligations of the three key players in dual learning (i.e. mentor/company, teacher/school and student). With this decree, these three key players have a clear understanding of their responsibilities.

The rights and obligations for students are focused on their attendance at school and the workplace, their responsibilities with regard to progressing in their course and their behaviour in the workplace (ethical aspects, safety instructions, etc.). For mentors (and companies), the responsibilities are focused on creating a high-quality learning environment where the aspect of working is always related to the course of the student. The mentor is also obliged to inform the school and VET teacher about the progress of the student and highlight any problems with the course. For the VET teacher, the responsibilities are mainly related to aspects of guidance and in-school training. The teacher is responsible for keeping in touch with the mentor and student in order to keep track of the student's evolution during the course. The teacher/school is also responsible for providing the student with some basic skills in order to guarantee them a successful start at the workplace.

Source:

Based on information provided by the Flemish Ministry of Education (Belgium)

It is also important to recognise the pivotal role of **leadership in schools**, especially concerning partnerships and quality arrangements. School leaders have different degrees of autonomy in different countries, but leaving them room for manoeuvre and not overregulating them through legislation is important whatever the context.



Switzerland ensures the voices of all relevant parties are included in decision-making

Switzerland has a long tradition of work-based learning and apprenticeships, and has developed a number of mechanisms for ensuring the engagement of all those with an interest. VET is regulated by the national government (Bund), the regional government (Kanton) and professional organisations (Organisationen der Arbeitswelt). The roles of all partners are clearly regulated, with the aim of including all partners in decision-making.

Since 2006, the interests of those involved in teaching and training in vocational education have been organised in a Commission (Kommission für Berufsbildungsverantwortliche, the Federal Commission

for VET Professionals). Comprising 9-11 members, the Commission includes representatives from the Swiss National Confederation, the Cantons, professional organisations and training institutions. The Commission advises the national government and introduces proposals that have clear implications in practice (e.g. relating to the coordination and recognition of qualifications for VET professionals).

Additionally there are a wide range of other representative bodies for specific professions involved in teaching and training (e.g. the Swiss Association for Teachers in Schools of Commerce).

Source:

Based on information provided by the Swiss State Secretariat for Education, Research and Innovation



Responding to new demands, teachers in the Netherlands have been given responsibility for what happens in the classroom as part of ‘teacher teams’

The **Netherlands** has long-established systems of work-based learning and apprenticeships, but in 2009 a new professional statute was introduced. Since 2017 it has been based on a new Act on the teaching profession. Schools have to make sure that the large amount of autonomy they have (not on ‘what’, but on ‘how’ to teach) is accompanied by clear agreements with their teaching staff. The key guideline included in the professional statute is that the ‘teacher team’ in each school is responsible for an education programme and professional autonomy and responsibility is recognised, leaving teachers with ‘room for manoeuvre’ regarding

the curriculum and pedagogy. This means that teachers have the right to act within the team and classroom as they see fit (e.g. with regards to the educational process, the pedagogic and educational approach, as well as the teaching methods), within the boundaries of the legal, financial and policy framework. Decisions on the management of the pedagogical and educational work distribution lie with the education team in consultation with the school and the employee council. In practice, this approach stimulates innovative approaches to teaching and learning.

Source:

Based on information provided by the Ministry of Education, Culture and Science (Netherlands)

Regarding the **position of trainers**, evidence suggests that the regulatory, legal and policy frameworks relating to them are less comprehensive than those relating to teachers¹¹. For example, trainers are less likely to be covered by frameworks relating to their initial training and continuous professional development than trainers (including their introduction to training and the identification of their training needs). They are also less likely to be offered training relating to the learning needs of trainees/students with special requirements e.g. from minority communities or people with disabilities¹². Furthermore, there tends to be much less basic information, knowledge and understanding available about trainers compared to teachers. For example, whereas an estimate is now available regarding the number of teachers engaged in apprenticeships and work-based learning in Europe¹³, no such estimate has been made possible in relation to trainers. In many countries it will therefore be necessary to build a solid foundation of knowledge about trainers on which to build sound regulations regarding them.



Quality standards for in-company trainers in Luxembourg

The majority of **Luxembourg’s** VET programmes are organised in a dual system. There is strong cooperation between the government and labour market representatives. The Ministry of Education develops the standards for VET together with its social partners and the professional chambers (Chamber of Commerce, Chamber of Trades and Skilled Crafts, Chamber of Agriculture and Chamber of Employees). The direct link to the actual needs of the labour market is established through the development of curricula based on labour market needs and the qualifications needed by Luxembourgish companies.

In-company training is organised and supervised by trainers who must meet the minimum criteria regarding their qualifications set by legislation. If the in-company trainers comply with the criteria, the competent professional chamber, in accordance with the Chamber of Employees, awards a training authorisation to the company which is a requirement for signing an apprenticeship contract.

Source:

Based on information provided by the Luxembourg Ministry of Education

Stakeholders responsible for legislation and policy should ensure that the needs of trainers as regards training/professional development are covered to the same degree as those of teachers, whilst also recognising that the roles and responsibilities of teachers and trainers can differ. At the same time, any differences between frameworks for teachers and trainers should not set up any unintended imbalances. Regulatory frameworks should also **encourage and support teachers and trainers to work together in ways that are complementary**, since such complementary working is essential for high quality apprenticeships (see also policy pointers 11 and 12).



Turkey shows how to involve teachers and trainers to help ensure the quality of workplace learning

In **Turkey**, where VET was traditionally school-based before the addition of an apprenticeship system to the 12 years of compulsory education in 2017, the Ministry of National Education is currently developing its work-based learning and apprenticeship system.

The Ministry has just released a 'Quality Manual for Workplace Learning' for the monitoring and evaluation of the quality of workplace learning in companies. This is complementary to, and expands, the scope of VET monitoring and evaluation which has been implemented since 2013 through the Quality Monitoring and Evaluation System established by the General

Directorate of Vocational and Technical Education, and which focuses mainly on evaluating school-based vocational training.

The Quality Manual for Workplace Learning includes standards and criteria and allows for self-evaluation as well as external/internal evaluation. Self-evaluation is completed with the participation of all relevant stakeholders (school management, teachers, coordinator teachers, parents and students, master craftsmen in business, chambers and industry representatives) and includes questions that enable all parties to review activities on a common basis. Its use is flexible.

Links:

[http://www.etf.europa.eu/webatt.nsf/0/8EFD210012D6B04EC1257CE60042AB7E/\\$file/Work-based%20learning_Handbook.pdf](http://www.etf.europa.eu/webatt.nsf/0/8EFD210012D6B04EC1257CE60042AB7E/$file/Work-based%20learning_Handbook.pdf)

Source:

Based on information provided by the Turkish Ministry of National Education

Increasingly, **new roles for teachers and trainers** are expected, e.g. where new apprenticeship systems or enhanced work-based learning are being set up, or where teaching is becoming more learner-centred. Such new roles and responsibilities need to be coherently reflected in existing frameworks. It is a case-by-case decision if the new role is implemented in the context of existing governance frameworks or in its own specific regulation.



French-speaking Belgium shows how to build support for quality

A Pact for Excellence in Teaching (Pacte pour un enseignement d'excellence) was developed for the **French Community of Belgium**. It is based on a participatory consultative process, which ran from 2015 to mid-2016. It aims to define action priorities with a 15-year horizon to strengthen the quality, equity and efficiency of education on the basis of a well-defined implementation plan. The French Community government has already adopted measures in order to reform the governance framework of the education system. Teachers, head teachers, educators,

parents and students were all considered key stakeholders in the construction of this project, which was also developed in consultation with the economic, social and cultural sectors.

The Pact for Excellence in Teaching contains measures to strengthen the quality and quantity of the CPD of teachers across all sectors of education, including VET. Depending on the function of and need for CPD, all teachers in the French Community are now required to follow a minimum number of three days of training per year, outside school hours.

Source:

Based on information provided by the Ministry of Education, (French Community of Belgium)



Policy pointer 2: Ensure continuous dialogue with companies, particularly SMEs, to stimulate the provision of apprenticeships and work-based learning

Companies are an important location for learning in apprenticeships and work-based. They also have an important role to play in ensuring that trainers and other relevant employees have the necessary competences to provide quality learning experiences. However, there is large variation within and across European countries in the extent to which companies engage in the provision of apprenticeships and work-based learning. In most European countries companies must be able to train and provide in-company trainers if they are to offer apprenticeships and work-based learning.

An important starting point to enable companies to be involved in the provision of apprenticeships and work-based learning is to enter into **discussions about companies' needs**. Discussions should focus on the roles that trainers could play in fulfilling these needs, and which general and specific competences companies would like trainers to possess.



Support for cooperation and dialogue between the Ministry of Education and companies in France

In **France**, vocational qualifications are delivered by the Ministry of Education. Those diplomas can be obtained by young people in initial VET, by adults through continuing VET or through a validation process of non-formal/informal learning. In initial VET, qualifications can be obtained through two possible routes: 1) an apprenticeship system based on a job contract and complementary training periods in apprentice training centres or 2) a school-based system involving vocational schools, where work-based learning components are included through compulsory training periods in companies.

Vocational diplomas in France are defined by national documents called 'standards' (referentiels). They describe professional profiles, learning outcomes and assessment modalities for all the different groups of citizens to obtain a vocational qualification (i.e. young people and adults). The first step for the design of these vocational qualifications is structured dialogue and collaboration between educational and professional stakeholders.

Professional sectors and education actors are involved in creating vocational diplomas and in designing their national standards through Vocational Advisory Committees. These Committees are bodies that bring together employer and employee representatives, public

authorities, teachers and trainers to collaborate on the creation, updating or withdrawal of national vocational diplomas. These Committees are chaired alternately by a representative of the employers and employees. The Committees also commission experts groups involving employers, employees, teachers and trainers to develop the standards defining the contents of the diplomas. Collaboration and dialogue with companies is furthermore encouraged through national legislation in order to improve the provision of apprenticeships.

Agreements are signed between the Ministry of Education and industry including professional branches (such as construction and public works), large companies (such as Schneider Electric) and groups of small and medium-sized enterprises (SMEs). For companies, these agreements can cover: welcoming pupils in companies or hosting apprentices; promoting training and VET qualifications; informing families, pupils and teachers; participating in producing pedagogical tools; and collaborating with educational teams. For educational institutions, these agreements can cover: linking teachers with companies, in order to prepare, follow and implement collaborative work-based learning, or designing pedagogical tools. These agreements are then adapted on a local basis, particularly thanks to reference points dedicated to collaboration between education and companies.

Links:

<http://eduscol.education.fr/cid46815/cpc.html>

<http://eduscol.education.fr/cid45664/les-accords-et-les-conventions-avec-le-monde-professionnel.html>

Source:

Based on information provided by the French Ministry of Education

For **SMEs** in particular, there should also be a conversation about affordable ways in which trainers can acquire the competences necessary to provide quality learning experiences, and the support needed. For this to be successful, the right people or organisations need to be put into action to lead discussions with companies ('bridging agents'). The organisations that might make effective bridging agents will vary between countries.

Individual companies, especially if they are SMEs, may find it difficult or impossible to develop trainers within their organisations. **Financial and non-financial incentives**, such as sharing resources through local networks or training centres, can address this. However, it should be noted that close cooperation between companies may be challenging due to the generally competitive environment in which they operate.



Companies work together at the inter-company training centre GLW/IHK in Siegburg, Germany, to meet their apprenticeship training needs

In **Germany**, which has a long-established dual training (apprenticeships) system, the need to organise apprenticeship training collectively for companies has long been recognised as part of its well-developed dual training system. In Siegburg, the inter-company vocational training centre GLW/IHK (Gemeinschaftslehrwerkstatt und Fortbildungszentrum für den Bezirk der IHK Bonn/Rhein-Sieg), has been supporting companies in this way since 1966, when 19 companies came together to provide training after recognising that it was too resource-intensive for them to do it alone. The model is particularly useful for SMEs and now supports companies all over the region.

The centre consists of one administrative staff member and four technical trainers, all of whom have extensive industry experience and hold a Bachelor's degree in CCI ('Industriemeister'). Every year, the centre receives around 70 apprentices in total, each of whom receives an individual and full-time training programme of up to six months. The centre is able to provide equipment the apprentices need for their training including different types of computer-assisted machines, such as drilling and milling machines. Despite the competition between companies in Germany to attract apprentices, companies consider investing in the training of their apprentices to be part of a larger 'corporate social responsibility' that contributes to society's need for skilled workers.

Links:

<http://www.glw-ihk.de/>

Source:

Site visit during ET 2020 VET Working Group Peer Learning Activity, Bonn, Germany, 4-5 September 2017



Greece and Cyprus establish a framework for dialogue with companies, especially SMEs

National Authorities for Apprenticeship – Companies as Sustainable Partners for Apprenticeships (NAAGRCY) is a policy support project aimed at improving the quality of apprenticeships in **Greece** and **Cyprus**, where VET provision has traditionally been school-based. The project, which is co-funded by Erasmus+, is transferring Germany's know-how and experience in the dual system of VET, as well as promoting cooperation between vocational schools, social partners and companies, in particular SMEs.

The project has resulted in the development of specific guidelines for: in-company training (on-the-job training); cooperation frameworks between vocational schools for apprenticeships and companies; developing training plans for in-company trainers; specific conditions of VET provision by companies; assessment, evaluation and certification procedures of apprentices; and setting up apprenticeship support networks between vocational schools for apprentices, social partners and SMEs.

Links:

<http://naagrcy.oaed.gr/el/>

Source:

Based on information provided by IME GSVEE during the ET 2020 VET Working Group Peer Learning Activity in Bonn, Germany, 4-5 September 2017

The table below shows how the three phases of the development cycle apply to each policy pointer on specifying roles and responsibilities. This is intended to provide general guidance and should be adapted to the needs of individual countries according to their particular circumstances.

Policy pointer	Initial review	Piloting and consolidation	Systemic provision and on-going development
Specify roles and responsibilities			
1: Involve teachers and trainers and their representative bodies in all relevant regulatory, cooperation and quality arrangements	<p>Identify who teachers and trainers are</p> <p>Gather evidence on role and needs of teachers and trainers</p> <p>Consider cross-country evidence and what is done in other countries</p> <p>Review policies and frameworks in consultation with teachers and trainers</p>	<p>Incorporate teachers and trainers into all relevant regulatory, cooperation and quality arrangements, and associated decision-making processes</p>	<p>Fully reflect teachers and trainers in all relevant regulatory, cooperation and quality arrangements, and make them integral to decision-making processes</p>
2: Discuss the important role of trainers with companies, particularly SMEs, to stimulate the provision of apprenticeships and work-based learning	<p>Review extent to which companies value apprenticeships/work-based learning</p> <p>Identify enabling conditions to company, especially SME, involvement</p> <p>Consult companies in specific sectors on their needs regarding in-company trainers</p>	<p>Adopt measures to enable companies to access trainers easily</p> <p>Identify sectors where piloting can take place and be piloted</p>	<p>Implement measures to enable all companies to access trainers embedded in system</p> <p>Monitor extent to which measures are used</p> <p>Maintain and update an information system/database on companies providing training and trainers</p>

3

Strengthening professional development



Strengthening professional development

Once their roles and responsibilities have been explicitly defined, the needs of teachers and trainers in relation to professional development become clear. Teachers' and trainers' commitment and competence are key to high-quality apprenticeships and work-based learning. Policy pointers in this section focus on the need to provide teachers and trainers with high-quality initial training and continuous professional development opportunities. This includes giving teachers and trainers the right incentives to participate in training and development, specifying quality standards for trainers where they are missing, and ensuring adequate continuing professional development opportunities.



Policy pointer 3: Set incentives for all players in the system to invest in teachers' and trainers' professional development

High quality apprenticeships and work-based learning **require investment in the initial training and continuous professional development** of teachers and trainers. Different stakeholders, including the government, teachers and trainers themselves, schools and companies, can make these investments. Countries should decide how incentives for such investments could be distributed across stakeholders to achieve the desired results and also what the relative contributions of these stakeholders should be. Governance structures should involve all relevant stakeholders in determining an appropriate structure of incentives for education and training institutions, companies, teachers, trainers and students.

Austria develops a range of incentives aimed at companies

In **Austria**, which has a well-developed apprenticeship system, incentives are assessed by the National Funding Committee for the Funding of the Dual System (Förderausschuss) and are listed by the Apprenticeship Offices. Examples include:

Financial incentives for additional training of trainers

Incentives for continuing training for trainers are part of a company-based apprenticeship subsidisation programme. These incentives cover 75 % of the course costs. Criteria include the requirement that there is continuous training with a minimum duration of eight hours (maximum of €2 000 per trainer and calendar

year). Costs eligible for reimbursement are course fees, training materials and examination fees. Training subjects need to be directly linked to the training qualification (personal development, training legislation, pedagogy, psychology, addiction prevention, diversity, treatment of migrants, etc.).

Incentives for companies whose apprentices take part in training alliances

There are two types of training alliances:

1. The establishment of a training alliance is compulsory if a company cannot fully deliver the knowledge and skills stated in the training regulation. Complementary training measures may be conducted in another company or educational institution (e.g. continuing VET establishments of social partners) that are suitable. It must, however, be possible to train the knowledge and skills vital for the apprenticeship occupation mainly at the actual training company. In the apprenticeship contract (or one of its appendices), agreement on the training content that will be delivered outside the actual training company as well as by 'alliance partners' (suitable companies or institutions) needs to be stated.
2. It is also possible to enter into training alliances on a voluntary basis, if training companies aim to deliver specific skills to apprentices – possibly going beyond the occupational profile (e.g. specific-purpose computer programmes, foreign language skills, soft skills, etc.).

Source:

Based on information provided by the Federal Ministry for Digital and Economic Affairs (Austria)

Incentives can be both financial and non-financial; they can either help teachers and trainers take part in professional development or support and motivate organisations to invest in continuing professional development (CPD) and/or to have competent teachers. For example, incentives for teachers and trainers to engage in self-study and tandem teaching can be linked to recognition of the contribution of individuals (e.g. through awards) and also to progression. Incentives can also be provided directly to teachers/trainers or indirectly via schools and training companies (e.g. to cover the time teachers and trainers need to participate in CPD).

Estonia encourages people to enter VET teaching¹⁴

To promote the teaching profession and bring more young people into teaching, the **Estonian** government has, since 2008, provided a 'starters' allowance' to teachers, at all levels of education including VET, who:

- have acquired higher education or completed teacher training at higher education level, started their first job at a school within 18 months of completing the teacher training (with the exception of Tallinn or Tartu) or are working as a teacher;
- are on a teacher training course or studying at the first level of higher education immediately preceding teacher training; or
- have worked as a teacher in a school before the commencement of the teacher training (they may apply within four months of completing the teacher training at higher education level).

In Estonia, the vocational training system is school-based, although work-based learning has an important role in the curriculum.

Source:

Based on information provided by the Estonian Ministry of Education

An important issue is the **contribution made by the private sector** alongside those made by the public sector. Since individual companies and sectors strongly benefit from apprenticeships and work-based learning in terms of improved skills and productivity, some countries apply the principle that contributions should be related to the extent to which stakeholders benefit. At the same time, securing contributions from employers risks discouraging their participation.

France improves the attractiveness and recognition for masters of apprentices

In **France**, a bill aimed at reforming vocational training and apprenticeships will be presented to Parliament in the summer 2018. The proposals are based on a consultation with stakeholders that was conducted from November 2017 to January 2018. One of these proposals is to improve the recognition and attractiveness of becoming a master of apprentices by simplifying the conditions.

In order for an apprenticeship contract to be valid, apprentices need to be guided by a recognised master. Regulations currently stipulate that the master can either be the employer or an employee, and can support up to two apprentices. Their mission is to welcome the apprentice; present them to the team, the workplace and the activities of the company; inform them about the workplace rules and regulations; ensure they have satisfactory and safe working conditions; plan their tasks; and estimate their acquisition of professional skills.

The master must be qualified and have at least two years of professional experience in the area of the professional qualification the apprentice wishes to obtain. If they do not have the required qualification, the master should have at least three years of professional experience. As a result, young entrepreneurs and entrepreneurs in reconversion, and the self-employed, cannot hire apprentices. Another problem is the lack of recognition (including financial incentives) of the masters. So it is not surprising that some employees may have been appointed even though they were not voluntary.

The conditions will be defined with the agreement of the professional sector or a decree will fix the conditions of the professional skills required. A report of the measures adopted through negotiation and legislation is foreseen in the course of 2019.

Source:

Based on information provided by the French Ministry of Education



Policy pointer 4: Improve professional development opportunities for teachers

Teachers are responsible for school-based education and training in apprenticeships and work-based learning and, in some countries, they are also responsible for the link with training companies. Keeping **existing teachers'** pedagogical and subject-specific competences up-to-date is therefore key to high-quality and effective training provision.

For **new teachers**, consideration should be given to how to make the profession more attractive. Opportunities for CPD and lifelong learning can serve to accomplish this, as well as remuneration, other incentive policies and the way in which the profession is promoted.



Albania shows how to establish the basis for CPD for VET teachers at school level

In **Albania**, the VET system has traditionally been school-based. A project run by the Albanian Centre for Competitiveness Promotion (CCP) and supported by the European Training Foundation from 2016 to 2017 sought to define and pilot units of CPD for VET teachers. Involving four vocational schools, a vocational training centre and the National Institute for VET and Qualifications (NAVETQ), the project brought together stakeholders to:

- take stock of current teacher training arrangements;
- draft a CPD scheme;
- train staff from school/centre Teacher Training Units in the analysis of training needs, and how to plan, deliver and quality assure CPD;
- pilot the resulting tools and disseminate them nationally.

The project leaves behind valuable models on how to set up CPD, plus a range of methodological materials and templates that can be used by others in the future. An important conclusion from the project is that school/centre Teacher Training Units should be open for exchange with the units of other schools/centres and other bodies so that good experiences in one school/

centre (e.g. interesting materials developed by a teacher) are accessible by the whole VET community. Furthermore, communities of practice, e-platforms, dedicated web pages and other means of fast information exchange should be promoted and supported by governmental and donor resources to the network of Teacher Training Units.

Links:

A set of methodological materials and templates developed for the VET community can be accessed through the ETF webpage:
https://connections.etf.europa.eu/wikis/home?lang=en-gb#/wiki/W5d6783a44efb_4f07_b375_e897124cc465/page/2016%20Demonstration%20Project%20in%20Albania
www.akafp.gov.al

Source:

Based on information provided by the Albanian National Agency for VET and Qualifications (NAVETQ)



Lifelong learning and CPD opportunities for teachers in England

In the further education sector in **England (UK)**, which is largely devolved and sector-led, a number of bodies support opportunities for CPD and lifelong learning. They do so through links with employers and industry, and also promote the recruitment and retention of teaching professionals in the system. Examples of such bodies are described below.

The **Education and Training Foundation** is a sector-owned workforce development body whose key task is to identify priorities and develop appropriate responses to improve, drive forward and champion the quality of the further education sector's leadership, teaching and training. With financial support from the UK government, the Foundation offers continuing professional development to help further education teachers improve their teaching. By doing so, it aims to enhance the esteem in which the sector is held and its attractiveness to high-quality professionals from different backgrounds.

The Foundation provides a range of programmes to support the development of teachers and leaders in the further education sector, for example, the Outstanding Teaching, Learning and Assessment (OTLA) programme, designed to put professional standards into action. The Foundation also organises 'Professional Exchanges' which involves local groups engaging regularly to identify practitioner-focused issues, and support practitioners to reflect on their practice, and share, collaborate and develop solutions. Over 12,000 further education teachers were trained in the academic year 2016/17, with over 100 courses offered. Over 3,800 further education teachers have attended enhancement programmes designed to improve their knowledge and confidence in teaching mathematics and English at GCSE level.

The Foundation also works to encourage a wider pool of talent to enter further education. It provides a national Further Education Advice Line, a website and a dedicated team of experts that provide free and comprehensive information about the further education

and training system in England. The Further Education Advice website offers a wide range of information from routes to becoming a teacher, to incentives for training and qualifications, including joining the Society for Education and Training which supports practitioners in their career development.

The **Gatsby Charitable Foundation** is committed to strengthening the country's science and engineering skills, with a core focus on technical education. It is concentrating on the shortage of technicians in the workforce, to support improvement of the country's productivity and growth and to facilitate technical education and technical careers in opening up opportunities for people who have not thus far wholly benefited from their educational experience.

Two examples of projects supported by Gatsby are the Further Forces programme and a three-year project to support further education teachers' subject-specialist pedagogy. Part of the Further Forces programme builds on the work of the University of Brighton regarding the potential benefits and challenges of introducing an external mentoring support programme. Jointly with the Education and Training Foundation and the Ministry of Defence, the university is developing a subject-specialist mentoring programme for personnel working in technician fields (such as electrical installation, motor vehicle maintenance and construction) to support them in moving to further education. In another project, the University of Huddersfield's School of Education is conducting research on teachers' subject-specific pedagogy, in close collaboration with teachers in science, technology and engineering. The programme aims to improve teachers' decision-making by focusing on their subject-specialist pedagogy, especially in connection to the effective sequencing of teaching, expectations of students' understanding at appropriate thresholds, and effective assessment. A full set of online resources will be made available in summer 2018 for teachers and managers who seek or organise professional development.

Links:

Society for Education and Training website: <https://set.et-foundation.co.uk/etf/>
 Education and Training Foundation (ETF) website: <http://www.et-foundation.co.uk/>
 ETF Support to practitioners: <http://www.et-foundation.co.uk/supporting/support-practitioners/>
 Gatsby Foundation website: <http://www.gatsby.org.uk/education>
 Gatsby Foundation projects: <http://www.gatsby.org.uk/education/programmes/teacher-education-in-FE>

Source:

Based on information provided by the Department for Education (England, UK)

For **teachers who are already working in schools**, ensuring their professional development is central to increasing the quality of their teaching, and should be recognised as such by school management. From a **pedagogical perspective**, teachers should receive support to keep up-to-date with the latest pedagogical practice, including student-centred and individualised learning, new curricular and learning-outcome-based approaches, the use of ICT and dealing with students with special needs. They must be skilled in critically reflecting, adapting and assessing their own teaching practices.

Teachers require a **supportive environment** in which they can take part in professional development opportunities and this needs to be provided by a positive school environment facilitated by school leaders. Schools themselves may require support from relevant national or regional authorities to provide the support teachers need.



Spain transfers knowledge from the industry to VET teachers

Standing for FORMación TEcnica COordinada (coordinated technical training), the FORTECO programme in **Spain** has been established to transfer knowledge from the automotive industry to VET teachers through a coordinated approach involving relevant partners.

Three main roles are defined in the implementation of the programme:

- Coordination: Robert Bosch;
- Representation of industry companies;
- Drawing up the seminar programme;
- Organisation and coordination of the annual meeting between the Autonomous Communities' coordinators and the companies' training coordinators;
- Automotive, import and auxiliary industry companies;
- Appointment of a coordinator by each company, with representational and internal coordination functions;
- Annual course programme definition;
- Designation of seminar facilities;
- Elaboration of training materials;
- Education Councils in the Autonomous Communities;
- Appointment of a coordinator for the automotive sector in each Autonomous Community acting as a representative of the automotive sector VET teachers;
- Management of teachers' participation in the courses: applications, selection of assistants, possible incidences;
- Recognition and certification of the courses.

Links:

<http://www.project-vetas.eu/index.php?id=188>

Source:

Based on information provided by the Spanish Ministry of Education

From a **content/technical perspective**, teachers should be encouraged to keep abreast of the latest developments in their areas of expertise in the context of rapid industrial and technological change. This process can be supported by cooperation between schools and companies, e.g. through work-placements for teachers in companies. A lack of trust between companies and the world of education is not uncommon, and teachers face particular challenges in such situations. Equally, there is an opportunity for teachers in these contexts to become champions of work-based learning and apprenticeships. Here too they need the support of school leaders to play this role effectively.



CERPEP: the professional development of teachers in France

In **France**, the Ministry of Education has developed 'Centre d'études et de recherches sur les partenariats avec les entreprises et les professions' (CERPEP), a national continuing VET centre for teachers.

The centre's main activities are to:

- provide information for teachers on evolutions in the fields of technology, jobs and enterprises;
- provide teachers and other education actors with training opportunities in enterprises, not only in France, but also abroad;
- organise exchanges of information on national, regional and/or local needs or challenges between enterprises and teachers through events, open days and thematic meetings;
- help teachers to organise local events involving their colleagues and local enterprises.

The objectives are to allow teachers to adapt their teaching and pedagogical methods and tools to the evolutions of the labour market, and to equip them with the knowledge and skills to be able to inform young pupils about the reality of jobs and employment.

To implement those missions and actions, the CERPEP has developed a network involving: general and territorial

inspectors for all disciplines, networks of enterprises (including large companies and SMEs), associations of entrepreneurs, foundations, associations of teachers, representatives of local education authorities involved in initial and continuing VET, networks of high schools in charge of the initial training of teachers (ESPE), and universities.

Link:

<http://eduscol.education.fr/pid31532/stages-cerpep-de-formation-en-milieu-professionnel.html>

Source:

Based on information provided by the French Ministry of Education



Spain shows how to update and inspire VET teachers through training periods in both Spanish and foreign companies

The Autonomous Communities in **Spain** annually design training programmes for teachers of all specialities with the aim of keeping their specific knowledge, as well as other transversal competences, updated. Within these training programmes, VET teachers are regularly offered training periods in companies located in both Spain and abroad.

The key objective is to intensify the relationship between teachers, the labour market and the business world, and to improve the technical training of VET teachers by

combining scientific and technical knowledge, as well as working procedures, processes and organisational methods in enterprises. These training periods in enterprises play a very important role in teachers' continuous training in order to help them keep up-to-date and also to increase motivation and self-confidence when teaching, and to improve efficiency, quality and innovation in education. These training periods are certified as lifelong learning courses with the allocation of the corresponding training credits.

Source:

Based on information provided by the Spanish Ministry of Education

Beyond profession-specific knowledge and skills, teachers (and also trainers) must be trained to support **today's requirements and expectations**, such as fostering entrepreneurship, innovation and the teamwork skills of all learners.



Montenegro supports teachers' professional development through placements in companies

VET provision is mainly school-based in **Montenegro**, although a new apprenticeship scheme from the Ministry for Education, the Vocational Education Centre and the Chamber of Economy is currently being piloted. This national pilot aims to support the professional development of VET teachers and improve school-business links by offering placements in companies.

Placements help teachers to inspire learners and teach their subjects in a practical and work-based manner. Teachers can draw on their placements to design learning experiences that are authentic and engaging – both for learners and the teacher.

The Ministry has provided coordinator time and drafted guidance, and the Chamber has encouraged its members to offer placements. The European Training Foundation has provided expertise and support. In 2016, 20 vocational teachers were placed for 3-5 days across five businesses. In 2017, the Ministry committed to placing 70 theoretical and practical teachers from 12 different vocational schools nationwide.

Evaluation demonstrates that most of the teachers that have taken part so far have been positive about their placements. Some teachers described the modules and lessons that they will teach in light of their experiences and spoke enthusiastically about what they had learnt themselves.

The programme also creates an opportunity for developing better understanding and cooperation between businesses and particular schools. Particular challenges have been to fit the placements into teachers' workloads and also, for some teachers, to find appropriate and accessible placements. In the future the project leaders want to ensure that placements are formally recognised as accredited professional development and that teachers can access relevant placements alongside their teaching commitments.

Source:

Based on information provided by the Montenegro Ministry for Education



Policy pointer 5: Ensure trainers are valued by providing opportunities for professional development and clear quality standards

In-company trainers are responsible for the in-company training component in apprenticeships and work-based learning. They need not only sound practical and theoretical skills in their profession, but also didactic skills to train effectively.



Sweden uses the internet to train trainers

In **Sweden** – where VET has been mainly school-based in the past – all pupils in vocational training programmes (37 % of all pupils in national upper secondary programmes) need to carry out at least 15 % of their training in a workplace and apprentices even more.

There are no formal requirements for workplace trainers, but, in order to raise the quality of work-based training, the National Agency for Education has developed a web-based course for these trainers. The course is voluntary and free of charge. It is aimed at trainers in workplaces who are responsible for pupils and apprentices in upper secondary VET, adult VET, upper secondary schools for individuals with learning disabilities and special education for adults. The course can also be suitable for teachers, school leaders and other members of staff in a workplace responsible for pupils undergoing work-based training.

The course contains a four-hour introductory section on training participants in work-based training and one hour of specific content on training apprentices. Extra time for reflection is added. Throughout the course, the participant sees films, reflects on dilemmas and answers questions aimed at self-reflection. A special course module for trainers responsible for pupils with special needs is also available.

A company taking on upper secondary school apprentices is eligible for state funding (c. €500 per apprentice per semester) if their trainers have undergone the web-based course or an equivalent.

From October 2014 to the end of 2016, a total of 11 650 individuals underwent the web course, of which 7 900 were trainers and 1 800 VET teachers.

Source:

Based on information provided by the Ministry of Education and Research, Sweden



Belgium (Wallonia and Brussels) shows how VET organisations can collaborate successfully to provide training for trainers

In 2009, the three main VET organisations in **Wallonia and Brussels** (IFAPME, Le Forem and Bruxelles Formation) agreed to form a partnership and created a place for training trainers based on the idea of lifelong learning. This training centre is called FormaForm and has been located in Louvain-La-Neuve since 2013. The main goal of FormaForm is to provide a wide range of training sessions to trainers and managers to update their skills. The organisation is in charge of both initial and continuing training programmes.

Regarding initial training, most VET trainers do not have pedagogical qualifications when they first get a job, so they have to follow 7 different training units. The units include topics such as classroom management, designing and running training courses, competence-based approaches and assessment. Their content is reviewed every year.

In terms of continuing professional development, all the trainers can choose and join any training session with the approval of their manager. They have access to a training catalogue that comprises about 70 topics in different areas such as pedagogy, ICT in education, communication and well-being at work.

FormaForm also offers other services including coaching and events such as lectures and a two-week summertime training festival in which more than 1,200 trainers participate. All these services are free and mostly financed by European Union funds.

Source:

FormaForm (Belgium)

Most stakeholders in most countries recognise the need for some quality standards and skill requirements for trainers and tutors to ensure high quality learning in companies. These requirements need to be feasible for companies to comply with whilst not obstructing participation or compromising the quality of learning. Minimum requirements specified in the work of earlier Thematic Working Groups were:¹⁵

- **Experience:** The trainer has to have worked in the profession for a (minimum) number of years;
- **Continuous professional development:** The trainer should have opportunities for lifelong learning and for updating his/her training-related competences, including through e-learning opportunities.



Greece sets clear standards for in-company training as part of a New Quality Framework on Apprenticeship

Greece is currently upgrading and expanding its apprenticeship provision, building on a VET system that has traditionally been school-based. As part of this, in February 2017, a new Quality Framework for Apprenticeship was legislated. Inter alia, this framework sets the following requirements for in-company trainers:

Requirements:

- A company that engages in organising apprenticeships should appoint a responsible in-company trainer and declare their name in the Apprenticeship Agreement between the apprentice and the company;
- The declared in-company trainer must have the necessary qualifications and professional licences for the profession in which they are training the apprentice;
- The in-company trainer must have attended a short and flexible training course, focused on pedagogical skills and adapted to specific conditions, and should have obtained certification;
- The responsible bodies for the training and certification of in-company trainers are the Chambers of Commerce and social partners, supported by relevant scientific associations and educational institutions.

Links:

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

Source:

Based on information provided by IME GSVEE during the ET 2020 VET Working Group Peer Learning Activity in Bonn, Germany, 4-5 September 2017



Every trainer meets a specific level of quality in Flanders, Belgium

With new legislation on dual learning, **Flanders** also sets a quality standard for trainers in companies involved in the training of students in apprenticeships. First of all, the trainer should have a minimum of experience and age. For now, this minimum is set at 5 years' experience and an age of 25. Furthermore, trainers are encouraged to have a certain level of pedagogical skills (knowledge

of instruction, evaluation, etc. of students). In order to obtain this, every sector is obliged to take initiatives to ensure the professionalism of mentors. These initiatives can be organised as courses for new mentors or can be focused on on-going training and support of these mentors during the time they are training a student.

Source:

Based on information provided by the Flemish Ministry of Education (Belgium)



Latvia ensures the quality of training courses for in-company trainers through a national modular approach

In **Latvia**, which has a mainly school-based VET system, the regulation concerning the training of trainers for work-based learning was adopted in 2016. An amendment in 2017 stipulated that it is compulsory for an in-company work-based learning trainer to undergo a training course of no less than 32 hours, or, in order to obtain the right to also work at a VET institution, of no less than 72 hours.

At the same time a challenge was identified: how to retain the existing programme offer for in-company trainers and how to make it compatible with the new legislation, as courses of different length and content for in-company trainers were either under development within various programmes or already widely offered.

To address the problem and create a uniform and effective approach in the country, a task force of relevant stakeholders was organised by the Ministry of Education and Science to coordinate the process in a 'bottom up' manner. Namely, the ministry, its relevant agencies, social partners and employers' representatives agreed

on a modular approach with four key topics and the compulsory learning outcomes of a basic in-company trainers' programme of 32 hours. The existing course providers were allowed time to adjust their programmes – so as not to lose the effort and resources they had invested – and at the same time a clear quality framework was set (taking into consideration employers' interests in the core course being practice-oriented and its mode of delivery compatible with the busy work schedules of in-company trainers).

Moreover, a crucial agreement was reached that any module, if compatible with the set learning outcomes requirements, would be granted a state recognised certificate to allow the learner (in-company trainer) to accumulate further learning outcomes with any other course provider at a later stage, until a full programme of 32 hours (or longer) is completed and the respective certificate obtained. At this stage, the Ministry of Education and Science confirms that all programmes comply with the agreed modular approach and compulsory content, in order to ensure quality.

As a result of the initiative:

- a clear framework for formally recognised programmes in the training of in-company trainers has been created for all providers;
- the quality and compliance of the programmes is being ensured by the national level educational authority;
- the content of programmes throughout the country is organised in modules based on clearly defined learning outcomes for every module;
- the learning outcomes for every module are assessed, validated and made compatible with programmes offered by any other course provider so that in-company trainers can, if they wish, acquire modules in a gradual way by building on the results of recognised previous learning.

Previous investments in developing training courses for in-company trainers is being valued and retained through the coordinated activities of key relevant stakeholders to ensure compliance with set national requirements regarding content, volume and quality.

Source:

Based on information provided by the Ministry of Education and Science (Latvia)

A formal qualification in training is not always a required pre-condition for effective trainers/tutors. In fact, countries should consider setting up **systems for the recognition and validation of training qualifications** and non-formal/informal learning as a means of certifying trainers' competences. These systems can sit at different governance levels and are dependent on the country context. They should take into account the specific situation of SMEs that may need additional support.

Equally, continuous professional development is important to keep professional skills updated and SMEs will benefit from additional support to provide these continuous learning opportunities for their trainers and tutors. It is also important to consider training for those people who train trainers.



Portugal provides an example of short, modular training both for trainers and those who train them¹⁶

VET in **Portugal** has experienced significant growth in recent years in a context where provision has traditionally been school-based. With the development of work-based learning in all double certification courses – namely in apprenticeship courses – has come a need to better equip in-company trainers and teachers with the skills they need.

Within the framework of the Portugal - Germany Bilateral Cooperation project, a training standard for trainers was designed in 2014 in order to develop didactic skills. In addition, since 2017 Portugal has started to formulate a competence standard for teachers who promote the connection between schools and companies that host

in-company training, as well as to build tools to support their performance. Therefore, the Portuguese Institute for Employment and Vocational Training has developed two programmes dedicated to the training of trainers: one for the trainers themselves and the other for those lecturers who train the trainers. Both programmes have been developed and are being executed by the Vocational Training Department of the German-Portuguese Chamber of Commerce and Industry (DUAL). They each consist of four 10-hour modules, resulting in a total of 40 hours of training. The modules are independent of each other and can therefore be followed separately. However, trainers can only obtain a certificate if they have successfully completed all four modules.

Source:

Based on information provided by The National Agency for Qualification and Vocational Education and Training (ANQEP) during the ET 2020 VET Working Group Peer Learning Activity in Bonn, Germany, 4-5 September 2017



Croatia specifies requirements for trainers in SMEs

Work-based learning and apprenticeships in **Croatia** are school-based, but have been traditionally quite strong. Employees of SMEs that train apprentices are obliged to obtain professional and pedagogical knowledge and skills. They can gain basic pedagogical knowledge through the Master Craftsperson exam or they can attend the Programme for Gaining Pedagogical Competences for VET Teachers, Trainers and Mentors.

Master Craftsperson exams cover not only basic pedagogical knowledge: they also include professional theoretical and practical knowledge and skills, as well as knowledge on regulations governing business and craftsmanship. One of the conditions to take the Master Craftsperson exam is at least two years of relevant occupational work experience.

The Programme for Gaining Pedagogical Competences for VET Teachers, Trainers and Mentors is under revision and, according to the VET System Development Programme 2016-2020, a simpler model for workplace mentors to gain pedagogical competences will be developed.

SMEs also have to be certified to perform mentoring within apprenticeships, and this certification is issued by the Croatian Chamber of Crafts. In order to obtain the certificate, SMEs must comply with specific material and human resources conditions for practical training in accordance with the VET curriculum standards for a certain profession.

Source:

Based on information provided by the Ministry of Science and Education of the Republic of Croatia

The quality of trainers and tutors is also dependent on their **working conditions**, including remuneration, access to continuing professional development, a motivating working environment, flexible working and in-company recognition. Trainers should be valued and their professional development should be seen as an investment in the competitiveness of the company.



A new training model for in-company training in Italy

In 2016, the **Italian** region of Veneto developed a new in-company training model for cooks under the FIIT! project, co-funded by Erasmus+.

The programme, consisting of a 16-hour, non-obligatory training programme, was set up in collaboration with seven training centres for cooks, and adapted from the German model for apprenticeships.

Previously, companies offering apprenticeships in Italy were obliged to send their trainers on formal training courses, regulated by law. However, the quality of these courses – and the incentives for trainers – were limited. The rationale was therefore to ensure this new course was focused on encouraging the in-company trainers to adopt new and engaging teaching methods (such as role-playing) as opposed to more traditional ways of teaching, so companies as a whole could become a good place for the transfer of knowledge.

Source:

Based on information provided by Ente Bilaterale Veneto (FVG) during the ET 2020 VET Working Group Peer Learning Activity in Bonn, Germany, 4-5 September 2017



Croatia improves the professional position of teachers and trainers

In **Croatia**, work-based learning and apprenticeships have been traditionally quite strong whilst being school-based. The promotion of teachers to the position of teacher mentor or teacher advisor was introduced in 1995. Promotion is governed by a range of criteria to ensure high standards including relevant qualifications,

pedagogical-psychological training and professional development, success in working with students and other professional work. Teachers who have appropriate qualifications, pedagogical-psychological training and meet the prescribed assessment criteria can be promoted, which also translates into a higher salary.

In light of the VET System Development programme 2016-2020¹⁷, VET continuous professional development will be further improved by:

- strengthening the skills of VET **teachers** through: developing occupational standards and qualification standards for VET teachers, the introduction of a VET teachers (re-)licensing system, the development of a continuous in-service teacher training model for VET teachers, the development of a new professional promotion model and implementation of activities promoting in-service teacher training in businesses in direct contact with the labour market;
- strengthening the skills of **trainers** through: the development and implementation of a programme for developing pedagogical skills and the development of a programme for continuous professional training of workplace mentors.

Source:

Based on information provided by the Ministry of Science and Education of the Republic of Croatia

The table below shows how the three phases of the development cycle apply to each policy pointer on strengthening professional development. This is intended to provide general guidance and should be adapted to the needs of individual countries according to their particular circumstances.

Policy pointer	Initial review	Piloting and consolidation	Systemic provision and on-going development
Strengthen professional development			
3: Set incentives for all players in the system to invest in teachers' and trainers' professional development	<p>Consider how teacher training should be developed, identify obstacles to provision of training</p> <p>Identify most effective types of incentives, and stakeholder contributions</p>	<p>Incorporate incentives and structure of contributions into system</p> <p>Consider different incentives and needs for teachers and trainers</p> <p>Promote value of investment in teachers' and trainers' development to stakeholders</p>	<p>Provide wide range of incentives, both financial and non-financial</p> <p>Monitor take-up of incentives, and evaluate their efficiency and effectiveness</p>
4: Review and improve the professional development opportunities for teachers	<p>Carry out SWOT analysis of CPD provision</p>	<p>Pilot CPD provision and review</p>	<p>Ensure CPD provision is in place and available for all teachers</p> <p>Monitor CPD take-up and evaluate effectiveness</p>
5: Ensure trainers are valued by providing opportunities for professional development and clear quality standards	<p>Define roles of trainers and review employment conditions and CPD opportunities</p> <p>Arrange audits and policies related to quality of in-company trainers</p> <p>Involve relevant stakeholders in auditing process</p>	<p>Specify standards and skill requirements</p> <p>Develop list of relevant competences for trainers in work-based learning</p> <p>Develop/improve systems for validation of training qualifications and non-formal/informal learning</p>	<p>Put quality frameworks and training and validation systems for trainers in place</p> <p>Regularly evaluate and update these requirements to ensure quality</p> <p>Further improve existing systems of validation, and include further target groups</p>

4

Equipping for key challenges



Equipping for key challenges

In addition to delivering high quality education and training, teachers and trainers are expected to fulfil many complex tasks including designing learning content, assessing learning outcomes, supporting innovation and digitalisation, supporting disadvantaged learners as well as gifted students, and providing career guidance. This section describes how teachers and trainers can be supported in the development of the skills they need to accomplish these tasks.



Policy pointer 6: Support teachers and trainers in their capacity to play an important role in the content of teaching

In order to be responsive to wider social and economic needs, governance systems need to be able to react to and accommodate changes in **education and training content**. Teachers and trainers have an important potential role to play in this regard. They have their ‘fingers on the pulse’ on a daily basis in terms of their students’ needs and aspirations, along with pedagogical and assessment expertise.

Ireland enables VET practitioners to work more effectively with companies

In recent years, **Ireland** has undertaken a number of reforms to improve and expand the provision of work-based learning and apprenticeships in a context of traditionally school-based provision. It aims to significantly increase work-based learning over the coming five years by strengthening the existing apprenticeship and traineeship modes of learning and skills development.

The Career Traineeship pilot project was initiated in 2015 to facilitate the development of a range of training programmes to enable people to enter, or re-enter, the world of work, equipped with knowledge, skills and competences that have been identified as being in demand by the labour market. It incorporates current international best practice and EU Council Recommendations on a Quality Framework for Traineeships (2014) with regard to the design and delivery of traineeship programmes and work-based learning.

The development of the Career Traineeship model arose from the growing recognition of the positive role of work-based learning in simultaneously addressing employer and learner needs. It was also influenced by the recognition that features of existing traineeships differed from what has been highlighted internationally as current best practice for effective traineeships; one of these key features is active employer engagement.

Entering into early dialogue with employers to establish their skills needs ensures that the relevant employment-led provision is informed directly by the employers. This approach ensures that programmes are reflecting and responding to emerging labour market challenges, and that programme development is underpinned by an effective system of labour market intelligence and data infrastructure.

The recognition of this has led to a needs identification training programme, processes and tools being developed to ensure that practitioners are able to actively engage with employers, identify industry skills requirements and analyse the data collected through an occupational skills profiling (OSP) process. VET providers are included in the development of Career Traineeship programmes, and the data gathered through the OSP process is used to develop a programme that matches industry requirements.

Feedback from employers has been positive in relation to Career Traineeships in general, including the OSP process. Employers have expressed the view that the OSP process provides a discipline that allows them to identify their needs in a more structured and systematic manner. Furthermore, they have commended the OSP approach for creating confidence in the design and delivery of programmes.

Source:

Based on information provided by Solas (Ireland)

Teachers and trainers adjust curricula and teaching methods as a matter of day-to-day practice. Therefore, their input is invaluable to the **development and review of curricula and qualifications**, and should be sought by involving their representative/professional bodies in the development of curricula.



In Finland, material for teachers, trainers, instruction personnel and education providers is available online

In **Finland**, VET is designed for both young people without upper secondary qualifications and adults already in work, and is competence-based.

The Act on Vocational Education and Training requires trainers to be competent in tutoring. Education providers ensure that trainers in workplaces have the requisite VET knowledge, skills and competences by providing short training programmes. However, as the programmes are delivered mainly in the form of face-to-face training, these measures do not reach all trainers and there is

Ohjaan.fi covers information on a variety of subjects:

- Learning at the workplace – Why is learning important for workplaces?
- Instruction roles and tasks – How do I benefit from acting as an instructor?
- Planning the instruction – How do we match the objectives of the student, the workplace and the qualification?
- Instructing the student – What do we need instruction for?
- Assessing learning – Why and how is learning assessed?
- Development in collaboration – Collaboration between the workplace instructor, work community and education provider.

scope to improve this situation. In addition, teachers need competences related to in-company training and tools to assist in-company trainers with their development needs.

Ohjaan.fi material helps trainers with self-study, teachers who are in charge of induction of trainers at workplaces and educational providers who train trainers. Online material is ready to use and includes checklists and videos. It provides information quickly and easily.

The Ohjaan.fi project was coordinated in 2016–2017 by education provider Omnia Koulutus and funded by the Ministry of Education in Finland. The open online study material on the website is generated by a network of Finnish VET providers.

Links:

<https://ohjaan.fi/en/home/>

Source:

Based on information provided by the Ministry of Education and Culture (Finland)



School teachers and in-company tutors train in pairs in Romania

In **Romania**, where VET has traditionally been school-based, the programme “Together we build bridges – Practical internship trainings in vocational and technical education” has been implemented in the framework of an Erasmus+ KA3 project, Development of

Apprenticeship Learning in initial VET (DALIVET). In this training programme, teachers who teach technical VET subjects and tutors who provide work-based learning programmes in enterprises train in pairs.

They work together to:

- design, evaluate and monitor practical training in technical and vocational education;
- analyse and properly use the training standards to design and complete specialised modules of the local development curriculum;
- link the requirements of the training standards to curricula;
- coordinate the work-based learning process.

Links:

<http://www.proiectdalivet.ro/>

Source:

Based on information provided by the Ministry of National Education's National Centre for TVET Development (Romania)



Croatia involves teachers and trainers in curriculum development

In **Croatia**, teachers and trainers are actively involved in curriculum development in two ways. First, the best teachers are appointed as members of working groups for curriculum development by the National Agency for VET and Adult Education. Secondly, schools can propose the adoption of a curriculum update or new curricula to the National Agency. These changes are developed mostly by teachers and other stakeholders, in accordance with social and economic needs.

Source:

Based on information provided by the Ministry of Science and Education of the Republic of Croatia

In addition, the VET Act gives VET providers the possibility to design up to 15 % of the special and optional parts of the VET curriculum for each school year, in cooperation with VET stakeholders and local (regional) government. The rationale behind this is to allow for the VET system to adapt quickly to the rapidly changing needs of society and the labour market.



Policy pointer 7: Support teachers and trainers in their capacity to play an important role in the assessment of learning outcomes

As learning-outcomes-based approaches are becoming established in the national systems of education and training, the importance of appropriately assessing these outcomes is coming to the fore – including those acquired in the workplace.

Learning outcomes can serve as a shared reference point to coordinate the work of teachers and trainers providing and assessing apprenticeships and work-based learning. The assessment of learning outcomes (i.e. the demonstration of the knowledge, skills and/or competences an individual has acquired in the learning process) should involve both teachers and trainers, not least to ensure fairness and consistency between assessment in school-based and work-based contexts.

As different approaches to assessment are being taken throughout Europe, teachers and trainers have different roles concerning assessment in different countries. Roles and responsibilities in the assessment process need to be clearly defined (as part of the processes described in policy pointer 1).



Teachers and in-company tutors assess learning outcomes in a framework of national evaluation standards in Romania

In the **Romanian** VET system, teachers and tutors are free to use numerous assessment methods, and assessment situations are chosen to be as close as possible to 'real' work situations, in order to ensure that the observed knowledge, skills and attitudes are transferable to a professional context. This takes place

These include:

- achievement criteria and their weight, which specify the results learners need to achieve in order to measure the performance level;
- indicators of achievement and their percentage contribution to the learning outcomes concerned.

Links:

<https://edu.ro/standarde-de-preg%C4%83tire-profesional%C4%83-pentru-calific%C4%83ri-profesionale-de-nivel-3-si-4-al-cadrului>
<https://www.edu.ro/standarde-de-preg%C4%83tire-%C3%AEnv%C4%83%C8%9B%C4%83m%C3%A2nt-liceal-tehnologic>

Source:

Based on information provided by the Ministry of National Education's National Centre for TVET Development (Romania)



Estonia shows how digital tools can be used not just in teaching and learning, but assessment too

In **Estonia**, the vocational training system is school-based. However, work-based learning does have an important role in the curriculum, comprising up to half the volume of the curriculum in school-based forms of study, and at least two-thirds in apprenticeships.

Building on the achievements of the ESIF-funded 'e-Learning Development in VET' project that ran from 2007-2013, the current Digital Focus Programme in Estonia focuses on developing the digital skills of all teachers in the country, including VET teachers. They also receive support for employing and updating digital resources, and developing e-assessment tools.

Through supporting the further development of the Examination Database, which has existed since 2012, e-assessment tools are being developed to assess the professional components of VET apprenticeships. Representatives of selected vocations can propose parts of the professional exams to be assessed digitally. The objective is to have at least eight professional exams ready for digital assessment by the end of 2018.

Source:

Based on information provided by the Estonian Ministry of Education and Research

To assess learning outcomes effectively, teachers and trainers need to be equipped with **relevant competences** through initial training and continuous professional development. This includes being given opportunities to become competent in the assessment of informal and non-formal learning.

Collaboration between teachers and trainers has an important role to play in assessment. Teachers typically have more experience regarding assessment than trainers since it is part of their day-to-day work, especially when it comes to grading a student's work (rather than determining whether it has been correctly executed or not) and in ensuring fairness and impartiality. Trainers, in contrast, can play a key role in ensuring that assessment is authentic (i.e. as realistic and close to the real working process as possible). Collaboration is therefore mutually beneficial and should be facilitated.



Assessing learning outcomes is part of the everyday work of teachers and trainers in Switzerland

Switzerland has a long-established apprenticeship system with responsibilities strongly devolved to companies and schools at local level. Teachers and trainers assess learning outcomes based on specified educational plans. These documents contain clear guidance on what students should learn during their in-company training. Additionally, young people document their own learning in a diary, which is signed off by the trainer.

Further, there are projects – supported by the national government – to improve the quality of teaching and learning. An example is the QualiCarte project, which provides support materials for trainers, including for the assessment of learning outcomes.

Link:

<http://www.qbb.berufsbildung.ch/dyn/4695.aspx>

Source:

Based on information provided by the Swiss State Secretariat for Education, Research and Innovation



Policy pointer 8: Help teachers and trainers to obtain the competences they need in relation to innovation and digitalisation

Rapid change and constant innovation – not least linked to the rise of digital technologies and lifelong learning – are now established features of the modern world. This is paralleled in the wider world of employment: apprentices need to be equipped with not just technical skills, but also the ability to adapt to and cope with changes in those industries in which they intend to work. Adaptability and the ability to learn on one's own are core skills increasingly in demand by employers.

Teachers and trainers need to be equipped not just to meet these challenges, but also to be **part of the change process**. These developments require new knowledge, skills and competences for teachers and trainers, from knowledge about the latest technologies and the skills associated with using them, to being open to and seeking out innovative solutions to new teaching and learning challenges both for young learners and adults.



Equipping teachers with the skills they need to use digital tools in class is on the agenda in the former Yugoslav Republic of Macedonia

In the **former Yugoslav Republic of Macedonia**, VET provision is, for the most part, school-based. Key objectives are improvements in pedagogy and digitalisation, but also the empowerment of teachers and schools in professional development. Digital school.mk is a pilot project to help vocational teachers make use of digital instructional tools in their teaching.

The project began by training 'lead teachers' in the use of Moodle tools at three schools in the Prilep area in 2016. These lead teachers then trained and mentored more teachers in their schools. In 2017, the project was extended to a further seven schools and now some 30 lead teachers and a further 250 teachers have been trained. Teachers are able to select those tools that suit particular subjects and topics. Quizzes, programmed learning and video are particularly popular.

Key success factors of the project include the enthusiasm of local teachers, who have invested their creativity, technical skills and enthusiasm in developing tools and networks and supporting colleagues. Teachers are in

charge of all aspects including designing the websites, the materials, the training and the support process. This motivates other teachers in turn and it is estimated that about 50 % of all teachers trained will have designed digital materials and taught with them by the end of the year.

Students like learning without pen and paper and welcome the immediate feedback that they receive. In the classroom, teachers can give personalised support to learners because the computer-assisted learning frees them from class control and lecturing. Take-up is strong in schools where principals have encouraged participation and supported lead teachers with the sharing of good practice.

Challenges to be faced include the fact that, in some schools, teachers find it difficult to get access to enough computers for their classes and that sometimes the internet is unreliable. If they are to spend time producing digital materials, teachers need to know that they will be able to use them again and again.

Links:

https://connections.etf.europa.eu/wikis/home?lang=en-gb#/wiki/W5d6783a44efb_4f07_b375_e897124cc465/page/Macedonia%20Demonstration%20Project%202017

Source:

Based on information provided by the European Training Foundation



The implementation of digital logbooks will lead to more cooperation between teachers and trainers in Iceland

The VET system in **Iceland** is a mixed system (school-based or school-based and work-based). Most vocational programmes, especially in the certified trades, run their courses with workplace training, which can vary considerably in length. Some vocational courses do not have workplace training. VET in Iceland refers to various forms of education and training. It can be provided within and outside the formal education system, in adult learning and in the workplace. Occupation-related education and training starts at upper secondary level and continues throughout the post-secondary and tertiary levels. It is also a significant part of adult education

There is a long tradition for work based learning in the certified trades in Iceland. Yet individual trades have their own methods (or culture) in implementing work-based

learning. The Icelandic VET is in need of coordinated and qualified methods of implementing work-based learning in all trades.

The Ministry of Education, Science and Culture is leading a project which aims at improving quality in work-based learning by introducing online logbooks as a guide for students while studying at the workplace. The logbook also gives a frame to assist in the validation of former work and training. The online logbook includes descriptions of the tasks of the job and assessment of training as it progresses. It also includes templates for contracts with the workplaces, lists of accredited workplaces, diplomas, etc. The online logbook requires well structured cooperation between teachers and trainers.

Source:

Based on information provided by the Iceland Ministry of Education, Science and Culture <https://www.stjornarradid.is/media/menntamaraduneyti-media/media/MRN-pdf/OECD-SKYRSLA-TILBUIN-NOV-2013.pdf>



Policy pointer 9: Equip teachers and trainers with the right competences and means for supporting disadvantaged learners

Apprenticeships and work-based learning tend to be an effective way of **integrating people facing disadvantage into education or training**. This includes those facing socio-economic disadvantage, those with special educational needs and newly arrived migrants and refugees.

In general, apprenticeships and work-based learning can help to keep young people in education. For newly arrived **migrants and refugees**, apprenticeships and work-based learning often constitute a sub-sector of education with lower language requirements and offer the potential to acquire language skills in an applied setting where such skills acquisition can occur more easily than in formal educational environments, e.g. classrooms. Work-based learning can also support the language learning and integration of migrants and refugees who are highly qualified and lack only host country language skills.



Sweden gears up its teachers and trainers to ensure young people are not left behind after lower secondary education

In **Sweden**, with its tradition of school-based VET, pupils who do not meet the eligibility criteria of a national programme in upper secondary school can be admitted to an introductory programme, aimed at preparing them for future studies in a national programme or elsewhere and/or for working life. This group includes pupils with learning challenges and newly arrived migrants and refugees. In the academic year of 2016-2017, 17.5 % of all pupils in upper secondary education were enrolled in one of the five introductory programmes (a total of 60 200 pupils), of which 15 543 pupils were in the two mainly vocationally-oriented introductory programmes and 35 863 pupils in the programme aimed at newly arrived migrants and refugees who need to learn Swedish before being admitted to a national programme.

The government has allocated funding (almost €30 million) for the improvement of introductory programmes in upper secondary schools. As a part of this initiative, the National Agency for Education has been assigned the task of appointing 'introductory programme developers'

who can be sent out to assist schools with improving their introductory programme education and increase the number of pupils who transfer into a national programme. The initiative is a further development of the successful project on 'national work-based learning developers', through which 80 schools received help from work-based learning developers during 2016.

In order to improve the labour market basis for pupils in introductory programmes, the government has also decided to extend state funding – which was previously only available for pupils in upper secondary apprenticeship training – to this new target group. This means that a school can apply for funding for costs related to sending introductory programme pupils on work-based learning in apprentice-like forms. The state funding can cover parts of the school's development costs, a contribution to the workplace receiving the pupil and an extra contribution to the workplace whose trainers have completed a training course for trainers in work-based learning.

Source:

Based on information provided by the Ministry of Education and Research (Sweden)

Teachers and trainers need to be informed and trained to understand the needs of disadvantaged learners; this especially applies to trainers and the companies in which they work, who need to be able to translate these needs into training requirements. Teachers also need support from school leaders to be able to access networks that can provide effective support, for example, to help migrants and refugees find suitable placements in industry.



Turkey shows a range of ways to train teachers to support disadvantaged learners

In **Turkey**, VET has traditionally been school-based but an apprenticeship system was included in the 12 years of compulsory education in 2017. The government is pursuing a range of policies to help teachers to address the needs of disadvantaged learners. These include continuous professional development for teachers to support the delivery of an entry-level VET qualification for learners with special educational needs.

Additionally, a German-funded continuous professional development project for general and VET teachers to teach young refugees who suffer from post-traumatic

stress disorder is being implemented. In six schools, teachers will be trained to deal with students who have problems in terms of social cohesion deriving from life experiences during the war in Syria.

A pilot project has also been set up to help teachers identify young people at risk of early school leaving, which includes a student support programme. The related teacher training comprises 4-5 days of face-to-face training. 1,750 teachers have been trained to date.

Links:

https://orgm.meb.gov.tr/meb_iys_dosyalar/2013_09/04115235_meslekieitimdebntletirmeuygulamalar.pdf
<http://kizlarinegitimi.meb.gov.tr/KEP-1/en>
<https://www.giz.de/en/worldwide/40559.html>

Source:

Based on information provided by the Ministry of National Education (Turkey)



Policy pointer 10: Equip teachers and trainers with the knowledge they need to direct learners towards career guidance and other professional support networks

Unbiased and high-quality **career guidance** has been identified as one of the key ways to improve the attractiveness of apprenticeships and VET more broadly. Countries are continuing to expand and enhance their career guidance services, which can have significant consequences for teachers and trainers. Countries have a number of tools at their disposal to support the development of guidance services, including awards for quality and innovation.



Spain shows how quality and innovation awards can stimulate good practice in guidance in VET

In **Spain**, VET has been traditionally school-based and in recent years work-based learning has been developing as a strong integrated component. Quality and innovation awards stimulate many joint projects between VET centres and companies, showing

the benefits of collaboration between VET schools and businesses and their respective staff. Guidance services, which are wide-ranging in scope in Spain, feature amongst the awards.

In this context, the aim of the awards is:

- to recognise and honour the career and effort of teachers, groups of teachers, students, educational institutions and enterprises that seek innovative and quality education, and professional answers in relation to guidance services;
- to foster the improvement of career guidance services in VET centres, which in turn fosters greater equality and social cohesion.

VET regional congresses play an important role in spreading the results of, and good practices identified by, these awards. As an example, they facilitate exchanges of best practices and knowledge among education institutions from different regions, with awards for education institutions, business associations and enterprises in recognition of their high level of engagement with VET objectives.

Links:

<http://www.todofp.es/profesores/formacion-innovacion/innovacion-en-la-fp/premios-calidad/premios-calidad-e-innovacion-2015.html>
<http://www.mecd.gob.es/prensa-mecd/actualidad/2016/03/20160310-fp.html>
<http://www.mecd.gob.es/prensa-mecd/actualidad/2016/03/20160310-fp/20160310-fp.html>

Source:

Based on information provided by the Spanish Ministry of Education

In some countries, teachers have an important role to play in guidance. In others, teachers and trainers have more of an indirect role whereby they direct learners to career guidance during participation in an apprenticeship or work-based learning. In order to do so effectively, they will have to be able to recognise and understand the needs and capabilities of the learners, and have access to appropriate **resources and professional networks** regarding further educational and career opportunities. In order to access such resources and networks, teachers and trainers will require support from school leaders and other professionals.



Romania introduces a new guidance and counselling curriculum with a key role for teachers

In **Romania**, where VET has been mainly school-based in the past, educational guidance and counselling is an element of the curriculum in compulsory and secondary education. Counselling classes help students to discover their own educational and professional potential by using external sources of guidance and inspiration, such as visits to employers, mentoring, websites, visits to educational institutions, etc.

In order to improve the quality of the career guidance process, the Job Orientation Training in Businesses and School (JOBS) project has been implemented, funded under the Swiss-Romanian Cooperation Programme. The goal of JOBS is to help Romanian students in

the last years of compulsory education or studying at technical college to develop a realistic perception of job opportunities and working life in their region, so that they are well equipped to take a decision about their further education and professional careers. Equipping teachers with the skills they need to support these goals is an integral part of JOBS. The project is introducing a new interdisciplinary, cross-curricular approach, with 'task-based learning', a special focus on student self-knowledge and the introduction of appropriate topics for better career guidance for students. Teachers are being provided with corresponding support in terms of training, coaching and constant information via a distance-learning platform.

Links:

<http://www.jobsproject.ro/en>

Source:

Based on information provided by the Ministry of National Education's National Centre for TVET Development (Romania)



Austria provides coaching for trainers to address the needs of apprentices

Austria has a long-established apprenticeship system. In 2012, the Ministry of Economy in cooperation with the Ministry of Labour initiated a coaching scheme for apprentices and training companies, which was piloted in 2012 and 2013. Based on the results of an accompanying evaluation, the decision was taken in 2014 to continue with this measure and extend it to the whole of Austria. Since October 2015, the measure has been offered nationwide.

Coaching for companies (trainers) consists of:

- individual counselling and support case management;
- support with problem-solving processes;
- support in the recruitment and vocational training of young people with diverse cultural backgrounds.

The coaching programme aims to support apprentices and training companies during training. It provides coaching sessions to companies, in-company trainers and the apprentices. All coaches have graduated in a relevant professional educational discipline (e.g. psychologists, pedagogies, social pedagogies) and they act completely independently.

- Coaching for apprentices involves:
- individual counselling and support by neutral coaches;
- support relating to problems concerning not only training, but also personal matters.

The goal is to ensure that apprentices continue with their training and complete their final apprenticeship examination, as well as to enhance the quality of apprenticeship training.

Links:

<https://www.lehre-statt-leere.at/>

Source:

Based on information provided by the Federal Ministry for Digital and Economic Affairs (Austria)

A particular challenge lies in the **identification of learners at risk of early leaving from apprenticeships or work-based learning**. Enhancing the effectiveness of learning in the workplace, along with early intervention and guidance towards appropriate alternative opportunities, can reduce this risk. Teachers and trainers can help to identify those learners in need of assistance and refer them to other professionals for advice and support. In order to do this, teachers and trainers require information, appropriate training and/or peer advice, as well as support from school leaders.

The table below shows how the three phases of the development cycle apply to each policy pointer on equipping teachers and trainers for key challenges. This is intended to provide general guidance and should be adapted to the needs of individual countries according to their particular circumstances.

Policy pointer	Initial review	Piloting and consolidation	Systemic provision and on-going development
Equip for key challenges			
6: Support teachers and trainers in their capacity to play an important role in the content of teaching	Review ways in which teachers and trainers are involved in curriculum and qualification review at different governance levels (national and local)	Integrate teachers and trainers into the curriculum and qualification review processes Encourage cooperation in curriculum and delivery between teachers and trainers	Teachers and trainers fully integrated into curriculum and qualification review processes
7: Support teachers and trainers in their capacity to play an important role in the assessment of learning outcomes	Ensure assessment of learning outcomes is part of existing initial training Identify opportunities to include assessment of learning outcomes in CPD	Embed learning outcomes' assessment in all ITT and CPD Encourage cooperation in assessment between teachers and trainers	Make assessment of learning outcomes available to all teachers and trainers, as intrinsic part of initial training and CPD Embed teacher-trainer cooperation on assessment of learning outcomes in system Monitor and assess effectiveness of role of teachers and trainers
8: Help teachers and trainers to obtain the competences they need in relation to innovation and digitalisation	Identify competences needed in the context of digitalisation and innovation Review initial training and CPD to ensure it is fit for 21st century needs Identify good practice	Incorporate innovation and digitalisation into curricula of initial training and CPD Update curriculum and standards	Ensure teachers and trainers have competences to foster innovation and digitalisation Ensure teachers and trainers take the initiative to update their competences Periodically review innovation and digitalisation in initial training and CPD
9: Equip teachers and trainers with the right competences and means for supporting disadvantaged learners	Map extent to which teachers' and trainers' skills meet the needs of disadvantaged learners, and support required by teachers and trainers	Determine appropriate competences for teachers and trainers, and ensure initial training and CPD is fit for purpose Promote need for school leaders and companies to provide resources, time and a supportive environment	All teachers and trainers are equipped with requisite skills with full support of school leaders and companies
10: Equip teachers and trainers with the knowledge they need to direct learners towards career guidance and other professional support networks	Review role of teachers and trainers in respect of guidance provision and adequacy of their skills	Determine appropriate roles for teachers and trainers in respect of guidance Promote need for school leaders to provide access to relevant guidance networks Set up dialogue between teachers, trainers and industry	All teachers and trainers have requisite skills with full support of school leaders and companies



5

Fostering collaboration



Fostering collaboration

Given their complementary roles and responsibilities, teachers and trainers need to collaborate to improve the performance of apprenticeships and work-based learning. Collaboration can take place at different levels, including between individual teachers and trainers and between their representative bodies. Structured and continuous dialogue can lead to mutual trust. Collaboration involving other stakeholders can also be effective, not least with higher education institutions – this can increase innovation and open up flexible learning pathways.



Policy pointer 11: Ensure teachers' and trainers' representative and professional bodies are partners in structured continuous dialogue based on mutual trust

In different countries, different stakeholders are involved in decision-making, implementation and quality assurance covering the work of teachers and trainers¹⁸. In almost all EU Member States, **policies governing teachers and trainers** are, to some extent, set at national level by national governments, and in two out of five Member States this policy is shaped together with social partners. In about one third of Member States local authorities are involved in these decision-making processes¹⁹.

Involving teachers, trainers and providers as **equal partners** in decision-making and implementation is important as it can help foster their ownership of the delivery of high-quality apprenticeships and work-based learning. This can take the form of social dialogue, where teachers' and trainers' representative bodies, along with VET provider associations, are involved alongside responsible ministries, employer organisations and industrial sector organisations, depending on the institutional set-up in the respective Member State.



Germany demonstrates how the voices of teachers and trainers can be an integral part of consultation mechanisms

Germany, with its long tradition of dual training (apprenticeships), has developed comprehensive structures and processes to ensure the involvement of teachers and trainers in decision-making, as well as many varied local approaches.

The development of frameworks and standards for education and training takes place in Committees and expert groups set up by the Federal and Länder governments. These expert groups work together with BIBB (the German Federal Institute for Vocational Education and Training) and social partners, e.g. in relation to the creation of new training regulations.

At regional level, there is a requirement for the competent Chambers of Commerce to set up vocational training committees, which involve representatives of trades unions, employers and teachers. These committees have a consultative function. Chambers also facilitate direct cooperation between vocational schools and small companies.

Within these frameworks, there is great variation in how cooperation between teachers and trainers takes place. In Hamburg, under the School Act of 2006, teacher and trainer representatives meet twice a year as part of 'Lernortkooperationen' and meetings revolve around the further development of training curricula. Similar cooperation takes place in Bavaria, in the context of the project "Kobas", where cooperation officers bring together teachers and trainers to solve problems with the support of representatives of the competent chambers and associations.

Links:

<http://www.landesrecht-hamburg.de/jportal/portal/page/bshaprod.psm?showdoccase=1&st=lr&doc.id=jlr-SchulGHAV16P78a>
[https://sofis.gesis.org/sofiswiki/Verbesserung_der_Kooperation_zwischen_Berufsschullehrern_und_Ausbildern_im_dualen_System_der_Berufsausbildung_\(kobas\)](https://sofis.gesis.org/sofiswiki/Verbesserung_der_Kooperation_zwischen_Berufsschullehrern_und_Ausbildern_im_dualen_System_der_Berufsausbildung_(kobas))

Source:

Panteia (2017), Teachers and trainers in work-based learning/apprenticeships: Mapping of models and practices, Brussels: European Commission.

Cooperation requires **structures, stakeholder bodies and instruments** to function smoothly and can take place at a variety of levels. While there should be a requirement for the involvement of teachers' and trainers' organisations in the governance of apprenticeships and work-based learning, there also needs to be flexibility at all levels in line with the context in different Member States.

Across Europe, the **representative/professional bodies of teachers and trainers** come in different forms in different Member States and include unions, professional organisations, and sectoral and branch organisations. Such organisations vary significantly in their capacity to play an active part in continuous cooperative activities. In some countries, such bodies need to be supported to develop their capacity to make the voices of teachers and trainers heard.



Austria shows how teachers and trainers cooperate at local level

Cooperation between teacher and trainer representatives takes place in various forms in **Austria**, being an integral part of a long-established VET system. At provider level, most vocational schools have representatives of training companies, employers and vocational schools on their

boards. While boards constitute high-level cooperation mechanisms, further cooperation takes place in the form of working groups, where curricula changes and other forms of cooperation are discussed.

Source:

Based on information provided by the Federal Ministry for Digital and Economic Affairs (Austria)

In the case of **trainers**, representative organisations can also be the responsible chambers of industry, trade or crafts. It is important to establish clear roles and responsibilities in relation to their participation in dialogue. Owing to the particular challenges faced by SMEs in respect of the provision of apprenticeships and work-based learning, there should be a specific focus on developing the capacities and competences of teacher and trainer representatives among smaller employers.



Flexibility of cooperation between teachers and trainers is built in to the system in Finland²⁰

Within the decentralised **Finnish** VET system, where education providers have an important role, cooperation and mutual learning between teachers and trainers takes place regularly at the local level. This helps to increase the knowledge and competences of both parties and ensure that workplace learning is carried out in a student-friendly way, according to the curricula and

the quality management arrangements of the provider. Cooperation is encouraged by law, but is the ultimate responsibility of education providers, who ensure that teachers and trainers can make contact. Teachers and trainers are then responsible for their cooperation within the framework of national curricula for different VET programmes.

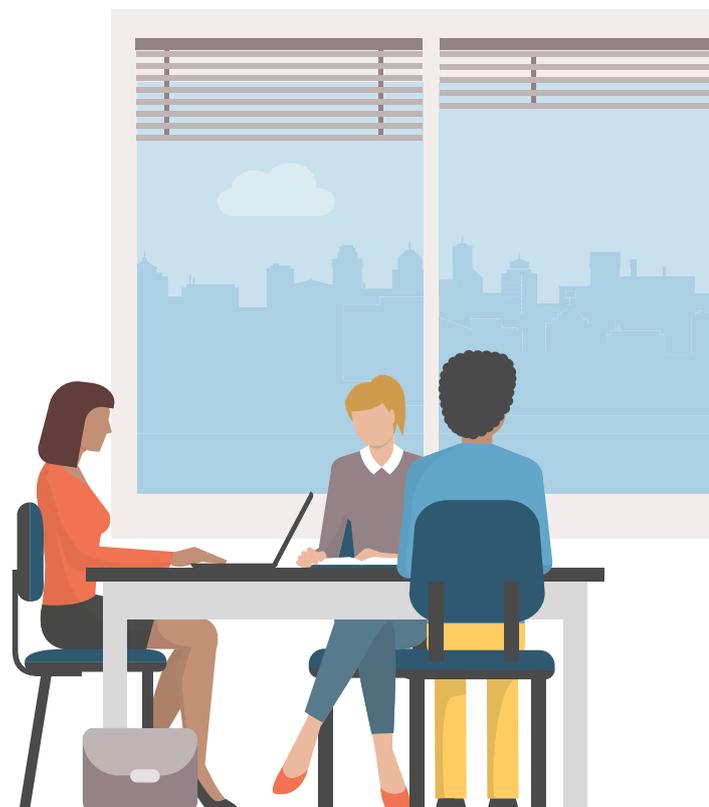
Source:

Panteia (2017), Teachers and trainers in work-based learning/apprenticeships: Mapping of models and practices, Brussels: European Commission. Based on information provided by the Finnish Ministry of Education

Establishing and maintaining trust between stakeholders plays a vital role in the quality of work-based learning and apprenticeships. Such trust flows not simply from formal frameworks and regulations, but also from informal arrangements and interactions. It should not be assumed that trust will be built automatically. In fact, most countries require some form of cooperation at the level of individual institutions and companies by law or sectoral or institutional arrangements²¹, including formal work placements of teachers in companies or trainers in VET schools. Informal ways of building trust include conferences, seminars and networks. Regular opportunities for such exchanges should be established.

It is especially important to build **trust between the worlds of education and work**. Teachers and trainers can play a pivotal role in this process. Teachers can have regular contact with employers and should receive support to become ‘ambassadors’ for quality and professionalism in apprenticeships and work-based learning.

In terms of the **relationship between teachers and trainers**, building trust is important to provide a foundation for cooperation in all aspects of planning for, preparing and assessing students. This may require taking teachers and trainers out of their respective worlds of education and business in order to understand one another’s different skill sets and perspectives, and to build mutual respect. This is all the more important given the position of trainers, who often have a weak professional status relative to teachers.





Policy pointer 12: Support the development of partnerships and networks that promote excellence, innovation and flexible learning pathways

Partnerships and networks at the level of institutions – schools, companies, universities, etc. – offer a number of benefits. They can develop and promote new, innovative practices to improve the quality of teaching and learning, and they can also foster the creation of learning pathways. In general, such cooperation may need support from national/regional governments and in some countries this is already underpinned by legislation.

Portugal shows how cooperation between VET training institutions and in-company tutors can be enshrined in legislation

In **Portugal**, VET provision has traditionally been school-based. As part of improvements in work-based learning in all double certification courses, legislation has specified since 2004 that regular contact between VET training coordinators and tutors is obligatory and that the tutor is involved in the final assessment of the learning outcomes of the student. The same legislation also specifies all the responsibilities of both training coordinators and tutors.

There is close cooperation between training coordinators and tutors on the assessment of learning outcomes. It is good practice that tutors are involved in the pedagogical teams of the VET institutions. Since 2013, legislation regarding vocational courses has extended the period of in-company training due to its importance in the effectiveness and efficiency of training.

Source:

Based on information provided by The National Agency for Qualification and Vocational Education and Training (ANQEP)

It is important that there is **flexibility in national/regional frameworks** along with active support. Examples of where flexibility of governance frameworks is important include the implementation of work-based learning and apprenticeships in companies of different sizes, including SMEs, as well as the autonomy of teachers and trainers to implement curricula in line with specified frameworks, but adapted to local needs. Financial and non-financial incentives can encourage the development of partnerships. The appropriate balance of approaches to cooperation will depend on the specific circumstances of different countries, and the maturity and functionality of partnership approaches.

Partnerships between schools and companies can enable VET teachers from schools/centres to keep their technical knowledge relevant and up-to-date, and enable company-based trainers to develop their pedagogical skills (e.g. by spending time teaching in schools). Furthermore, companies have a wealth of expertise that is often different to that found in the public sector. Such expertise can be in technical, job-related matters and also in areas like management and professional development, and is a potential resource for teachers and trainers that deserves to be more fully utilised.

Teachers and trainers should work closely together at local level. Training teachers and trainers together – in 'tandem' – can be valuable. Apprentices and those participating in work-based learning must have the opportunity to develop both broad skills for their aspired profession and company-specific skills in line with the needs of the training company. This allows them to contribute effectively to the business of their training company, but also ensures their wider employability, which has positive effects for the flexibility of labour markets. Key to balancing both requirements is the close collaboration between teachers and trainers.



Training teachers and in-company trainers together offers potential advantages in the Baltic States

Estonia, Finland, Latvia and Lithuania, all of which have mainly school-based VET systems, are working together to test approaches to collaborative learning between teachers at VET institutions and in-company trainers. The approach is tested within the Erasmus+ policy experimentation project 'Testing New Approaches to Training VET and Workplace Tutors for Work Based Learning - TTT4WBL' (2017-2020) and is based on the assumption that during joint training (tandem training), the co-creation of knowledge amongst teachers and trainers will provide solutions to key

challenges in apprenticeships and work-based learning, as well as improve the overall quality of teachers' and in-company trainers' competence development. The pilot project involves a needs analysis, the drafting of a training programme with a focus on communication and cooperation, and the piloting of the course. The training is taking place in VET centres across the three Baltic countries. After the piloting phase, the Baltic Work-Based Learning Trainers' Competence Profile will be developed to be applied at systemic level in all the three Baltic countries.

The training is focused on:

- improving the ability of teachers and trainers to supervise work-based learning;
- ensuring trainers have the pedagogical and relevant soft skills needed to guide apprentices;
- ensuring VET teachers have practical skills that are up-to-date in the context of modern labour markets;
- improving cooperation and communication between VET institutions and enterprises, and encouraging the involvement of SMEs;
- improving the quality of work-based learning curricula;
- providing higher-quality apprenticeships for VET students.

The project is being coordinated by the National Centre for Education, Latvia in strategic partnership with the Ministry of Education of Latvia. The research component is being implemented by a team of Finnish researchers.

Links:

www.ttt4wbl-project.eu

Source:

TTT4WBL project consortium members from the Baltic public administrations and the TTT4WBL project website



The French 'campus of professions and qualifications' instrument

In 2013, the 'Loi sur la refondation de l'Ecole' introduced the 'campus' instrument in **France**. The aim of these campuses is to create regional clusters, bringing together all educational and professional stakeholders in a specific geographical and professional sector, of which there are currently 78. In 2014, this led to the 'Campus des métiers et des qualifications' label, which was aimed at promoting VET, facilitating transitions into first jobs and lifelong learning, better matching skills supply and demand by making VET more relevant to the labour market, and contributing to local economic development.

Every four years, the label is given to projects submitted to a national committee. Projects must be submitted by a territorial education authority together with a regional authority and be based on a group of VET actors that work in the same sector. The group allows for networking and synergies between VET schools' apprenticeship training centres, higher education institutions, research centres and companies for the development of training offers at different European Qualification Framework (EQF) levels in professional sectors of national and regional priority.

The main benefits of the campuses are that they:

- improve access to information for families, the understanding of the jobs/professional sectors and the understanding of different possible training paths;
- support the adaptation of training provisions to the needs of companies and therefore support territorial and economic development;
- allow for the creation of innovative educational projects;
- offer boarding facilities and accommodation for students and apprentices, sport and cultural equipment, and also support the mobility of students and apprentices, both inside the country and abroad;
- support collaboration between companies and teachers, and the creation of training programmes for teachers and the workforce, notably tutors and trainers;
- support the quality of work-based learning in vocational schools and apprenticeships, as the whole campus organisation helps to improve the competences of the teachers and trainers responsible for supervising work-based learning.

Furthermore, the link with local companies provided by these campuses can help pupils, apprentices and adults to more easily find training and job placements. The link gives vocational schools access to equipment and technical tools, supporting the development of teachers and trainers' pedagogy. Finally, the campuses also support the development of individualised, flexible training pathways by allowing pupils to become apprentices, and apprentices to become pupils.

Link:

<http://www.education.gouv.fr/cid79563/les-campus-des-metiers-et-des-qualifications.html>

Source:

Based on information provided by the French Ministry of Education

More broadly, **teacher-trainer networks** can be a valuable means of identifying and making improvements to the teaching and organisation of apprenticeships and work-based learning in order to improve their effectiveness and efficiency. Teachers and trainers can share knowledge, experiences and practices; they can also pool resources for better and more cost-effective CPD. Such networks are typically informal and voluntary rather than part of the legal bases of apprenticeships and work-based learning, and they deserve to be encouraged and supported.



Internet networking opportunities in Germany

In **Germany**, the trainer portal foraus.de, run by BIBB (the German Federal Institute for Vocational Education and Training), offers wide-ranging internet-based information and services.

Foraus.de has four main features:

- Information: the latest information relating to daily training practice and the field of activity of training staff;
- Learning: online learning modules on topics connected with company-based training practices;
- Communication: an opportunity for VET experts to exchange experiences via issue-specific forums;
- Networking: cross-institutional and interdisciplinary contact with other trainers.

Link:

www.foraus.de

Source:

Based on information provided by BIBB, Germany



Bulgaria links teachers and trainers using new 'teacher-methodologists'

Bulgarian authorities have been cooperating with their Swiss counterparts to create a national model for the introduction of a dual VET system (the DOMINO project). The position of 'teacher-methodologist' was created for connecting VET schools and companies. Teacher-methodologists connect mentors, who are company employees and who participate in the development of curricula for practical training, with VET school teachers responsible for teaching relevant knowledge. Core competences for

teacher-methodologists have been developed so that they can help school-based teachers to update their technical/industrial knowledge and help company-based mentors to develop their pedagogical approaches. They are also trained so that they can participate in defining selection criteria for apprentices and in selection procedures themselves, as well as participate in developing practical training programmes. Teacher-methodologists are themselves teachers and can be responsible for up to six mentors.

Links:

<http://dominoproject.bg/en>

Source:

Based on information provided by the National Agency for Vocational Education and Training (Bulgaria)

Widening local cooperation to include general schools, pedagogical centres and research centres can widen the curriculum, promote excellence, foster innovation and help to reduce any persisting negative images of apprenticeships and VET. Few people know better than teachers where there are opportunities for excellence, but cooperation with other organisations may not only generate innovations in classroom practices, but also contribute to improvements in wider aspects of apprenticeships and work-based learning related to quality. Such cooperation can be organised through a variety of methods, including the creation of special centres or through the use of special zones.



Malta shows how wider partnerships can broaden the curriculum

Malta has traditionally had a mainly school-based VET system. In 2014, the Malta College of Arts, Science and Technology (MCAST) launched the MCAST Entrepreneurship Centre (MEC) in collaboration with Malta Enterprise with the aim of providing students and alumni with the opportunity to transform their creative and innovative ideas into profitable and sustainable business ventures. The MEC offers specialised, focused and individual training delivered by entrepreneurs themselves.

Alongside training, mentoring is a crucial service offered by the MEC as it helps entrepreneurs avoid common pitfalls. The Centre is also building a strong network with local and foreign entrepreneurs and enterprises in order to expose its students to industry through experience exchanges, talks, seminars, and visits to local and possibly international organisations.

Source:

Based on information provided by MCAST

MCAST is also consolidating the entrepreneurship-related tuition that students receive. Since 2016, entrepreneurship has been a key skill across Malta's Foundation, Technical and University Colleges. Students not only receive tuition on the typical operations of an enterprise, but they are also being trained to think like entrepreneurs. They are encouraged to turn their ideas into business proposals that are subsequently evaluated. Promising ideas are nurtured and developed further within the MEC.

Since its inception, the MEC has reviewed over 40 business ideas, of which 25 have been chosen to benefit from the continuous support of the MEC. As of November 2017, 10 businesses were making use of MEC facilities, with 7 trading and 3 operating on a full-time basis.



Organising cooperation in Poland based on a strategic approach using special economic zones

In **Poland**, steps are being taken to build a strong work-based learning and apprenticeship system in the context of mainly school-based VET provision. The country also has 14 Special Economic Zones, which have been an effective instrument for Polish economic growth for 20 years.

Changes in the economy and the labour market require the educational process to be constantly adapted to employers' needs. The educational clusters that support the development of vocational education are helpful in this respect. In these clusters, companies, technical higher education institutions and VET schools, along with local and regional authorities cooperate to develop VET strategies for their zones. Clusters enable cooperation between VET schools and employers through internships and apprenticeships, the implementation of research projects with universities, the provision of robotics equipment to schools and the retrofitting of educational labs.

The educational cluster 'INVEST in EDU', operating in the Wałbrzych Special Economic Zone 'INVEST-PARK', is a leader among the clusters. In 2016, it received the honorary patronage of the Minister of Development and the Minister of National Education. Nearly 100 entities operate in the cluster, including employers, VET schools, local and regional authorities, and business-related institutions. Activities that have been carried out within this cluster include the following:

- a survey was among employers examining the demand for employees and the forms of existing cooperation with schools and universities;
- the start of patronage classes;
- study visits for junior high school students that included thematic workshops run by company instructors and were organised in the companies and enterprises;
- the creation of a vocational guidance system, including a network of vocational guidance practitioners to facilitate cooperation and exchange of experiences between school teachers in the region;
- a number of conferences and meetings promoting sectoral vocational education, job fairs and career days, as well as competitions for pupils and schools.

Links:

www.investinedu.com.pl

Source:

Based on information provided by the Ministry of National Education (Poland)

Local cooperation with the higher education sector can also support the delivery of innovative and competitive work-based learning and apprenticeships. This can be on a one-to-one basis between individual institutions and companies, and also on a sectoral basis.



Vocational school in Germany provides an example of the benefits for apprentices of extensive cooperation with stakeholders

In **Germany**, the Werner-von-Siemens vocational school in Wetzlar (Hessen), implements a large range of vocational learning pathways, including those leading to a higher education entry qualification and a 'Staatlich Geprüfter Techniker' (a higher technical vocational qualification equivalent to a bachelor degree). As part of its provision, it is able to offer students of associated universities access to its optical laboratory that features the newest technology in line with the highest industry standards. There are also plans to increase cooperation between vocational schools, higher education institutions

and employer representatives to provide vocational education that is even more relevant to the labour market. The school's reputation as a centre of excellence for training in the optical sector is underpinned by close cooperation with training companies and responsible chambers in the form of regular meetings and common projects, including between teachers and in-company trainers. Such measures are common features in Germany, where the apprenticeship system is well established.

Link:

<http://www.siemensschule-wetzlar.de/>

Source:

Based on information provided by the Education Ministry Hessen (Germany)

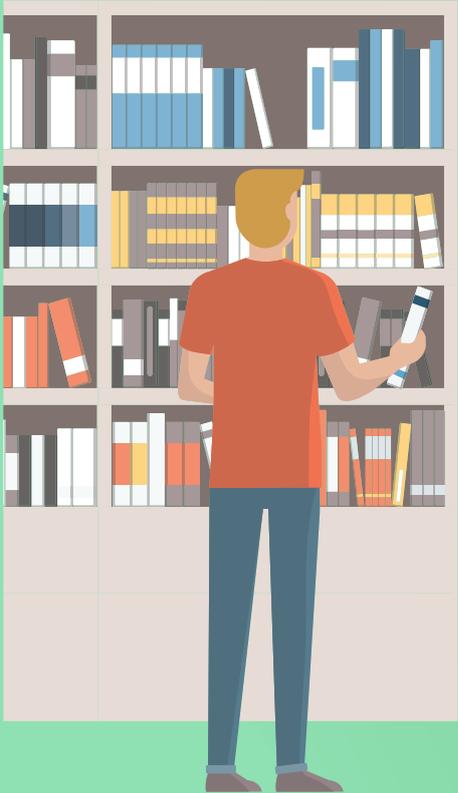
Beyond impacts on innovation, cooperation across educational institutions locally may aid the development of **flexible learning pathways** between apprenticeships, work-based learning and other educational and career pathways. This requires not just structural changes (e.g. National Qualifications Frameworks and credit systems), but also cooperation at local and regional levels in order to open up concrete pathways and to help learners to take advantage of them. Teachers and trainers should be equipped with knowledge of these pathways to help raise awareness and guide their students.

The table below shows how the three phases of the development cycle apply to each policy pointer on fostering collaboration. This is intended to provide general guidance and should be adapted to the needs of individual countries according to their particular circumstances.

Policy pointer	Initial review	Piloting and consolidation	Systemic provision and on-going development
Fostering collaboration			
11: Ensure teachers' and trainers' representative and professional bodies are partners in structured continuous dialogue based on mutual trust	<p>Review position of representative bodies</p> <p>Review feasibility of teachers and trainers becoming 'ambassadors' for apprenticeships with employers</p>	<p>Incorporate representative bodies into relevant social dialogue processes</p> <p>If necessary, launch capacity-building measures for representative bodies</p>	<p>Make representative bodies of both teachers and trainers an integral part of social dialogue</p>
12: Support the development of partnerships and networks promoting excellence, innovation and flexible learning pathways	<p>Map partnerships and identify relevant stakeholders and opportunities for collaboration</p> <p>Carry out SWOT analysis</p> <p>Identify good practices from other country contexts</p> <p>Identify effective ways to encourage partnership development</p> <p>Review existing regulatory frameworks in terms of degree of local flexibility and incentives to encourage local partnerships</p>	<p>Engage with stakeholders</p> <p>Encourage growth of teacher and trainer networks through incentives for individuals, VET institutions and companies, and other measures</p> <p>Adjust/reform regulatory frameworks as required to encourage local partnerships</p> <p>Introduce/pilot incentives and review effectiveness</p>	<p>Show wide range of opportunities for collaboration available, how they are being utilised and benefits</p> <p>Make effective teacher and trainer networks an integral part of system</p> <p>Review effectiveness of both incentives and partnerships</p>

6

Annexes



Annex 1: Summary of the PLA in Bonn, Germany, 4-5 September 2017

On 4-5 September 2017, in Bonn, the German Federal Institute for Vocational Education and Training (BIBB) hosted the first PLA on the subject of 'Teachers and trainers in work-based learning/apprenticeships', followed by an afternoon session of the ET 2020 Working Group on VET. The PLA was well attended, with 35 participants representing EU Member States (BE, BG, DE, EE, EL, FI, GR, HR, HU, NL, LV, IT, PL, PT, RO, SE and the UK), as well as representatives from Switzerland, the ETF, Eurochambres, a European VET provider association and social partners.

The aim of the PLA was for countries to share experiences and best practices on the role of trainers in VET, and how they could be supported in their initial and continuous professional development, in line with the fifth specific priority of the Working Group's mandate. On the first day, **Birgit Thomann** (Head of the Department for Internationalisation, BIBB) welcomed the participants to Bonn and provided them with an overview of the main activities of the BIBB.

This was followed by a presentation from **Peter Thiele** (German Federal Ministry of Education and Research) on recent developments and the key challenges in Germany, which highlighted the fact that 325 vocational professions are recognised nationally, Germany provides around 500 000 apprenticeship contracts per year and around 70 % of VET graduates are able to find jobs quickly after graduation²².

The participants then visited the inter-company training centre GLW/IHK and met with full-time inter-company trainers and apprentices. Following the visit, the day concluded with a group discussion on the roles and key challenges observed for trainers in inter-company training centres. **The GLW/IHK centre** is a non-profit inter-company training centre for the district of the IHK Bonn/Rhine-Sieg region, set up in 1966 in cooperation with several local SMEs. The aim of the centre is to support companies with the training of their apprentices, which for many companies is too resource-intensive a process.

The second day started with a presentation by **Isabelle Le Moulloir** and **Philipp Ulmer** (BIBB) on the legislative frameworks supporting the professional development of trainers in Germany. Germany's Vocational Training Act (2005)²³ stipulates that companies wishing to provide training to their apprentices should have: 1) adapted training premises to initial VET in terms of nature and equipment and 2) a qualified trainer with both a technical and educational qualification in line with the Ordinance on Trainer Aptitude (AEVO)²⁴. In order to ensure the national quality standards of training courses for trainers in line with the AEVO legislation, the BIBB board has developed a Framework Plan for Trainers' Training²⁵, which includes recommendations on how the training should be organised.

The Framework recommends training courses to have a minimum duration of 115 hours, and to develop the skills of trainers across the following four fields of activity:

1. Assessing the minimum requirements for initial VET;
2. Preparing initial VET and trainee recruitment;
3. Conducting initial VET;
4. Supporting apprentices in bringing the training to a successful conclusion.

This was followed by presentations from **Marco Palazzo** (Ente Bilaterale Veneto Fiuli Venezia Giulia), **Elisio Silva** (DUAL) and **Vassilis Siomadis** (Small Enterprises' Institute of the Hellenic Confederation of Professionals, Craftsmen and Merchants), who each shared their experiences on working with the BIBB on projects to adapt the German training model for in-company trainers to the respective contexts in Italy (FITT! project, co-funded under Erasmus+), Greece (NAAGRCY project, co-funded by Erasmus+) and Portugal (<https://www.bibb.de/de/2085.php> and <https://www.bibb.de/en/2085.php>).

Based on these presentations, participants took part in group discussions about the key elements to be taken into consideration when setting up in-company training programmes.

The main points emerging from the discussions were as follows:

- Investment in **initial training and CPD** of in-company trainers is key to ensuring high-quality apprenticeships;
- However, in many cases, **trainers need to be motivated** and made aware of the importance of improving their skills to, for instance, develop flexible and innovative pedagogies to teach students from diverse backgrounds;
- Inspiring companies and countries to establish a true **'culture of apprenticeships'** is part of a larger challenge to make companies understand the importance of investing in the CPD of their trainers, and to set up (financial) incentives to encourage them to do so;
- Training programmes should also take into account the **country's wider social and economic context** (e.g. relative economic stability is an important factor for companies' willingness to invest in their employees' training);
- **Stakeholder cooperation** is crucial for any training programme to be successful.

The PLA was concluded with a short ET 2020 Working Group meeting. **François Staring** (Ecorys) presented the key messages that had emerged during the PLA and the main changes made to the output document being prepared by the Working Group. Following this, participants discussed how the outcomes from the PLA could be included in the document, as well as other larger changes to be made to the output document.

Norbert Schöbel (European Commission) then presented an overview of recent developments at EU level in the field of VET, including ErasmusPRO, the upcoming European Vocational Skills Week and a proposal for a Council Recommendation on a 'European Framework for Apprenticeships'.

Ann Vanden Bulcke (European Commission) presented the 2017-2018 Work Plan and next steps and activities of the VET Working Group. A webinar is planned on 27 September in preparation for the next meeting on 22 November 2018 (Brussels) on 'digital apprenticeships' jointly organised with the European Alliance for Apprenticeships (EaFA) under the umbrella of European Vocational Skills Week.

Annex 2: Summary of the PLA in Groningen, the Netherlands, 26-27 March 2018

On 26-27 March 2018, MBO Raad (Netherlands Association of Vocational Education Colleges), in close cooperation with the Ministry of Education, Culture and Science in the Netherlands, organised the second PLA of the ET 2020 Working Group on the subject of 'Teachers and trainers in work-based learning/apprenticeships'. The meeting combined a half-day session of the ET 2020 Working Group meeting with meetings in several VET colleges, including small group site visits to VET schools in various sectors. The PLA was well attended, with 26 participants representing 17 EU Member States (BE, CY, CZ, DE, EE, ES, FI, HR, IE, MT, NL, LT, LV, PL, RO, SI and the UK), as well as representatives from Switzerland, Turkey, the ETF, Eurochambres and a European VET provider association.

On the first day, Mr **Norbert Schöbel** (European Commission) presented an overview of recent developments at EU level in the field of VET, with a focus on the Council Recommendation on a 'European Framework for Apprenticeships', which was adopted by the Council on 15 March 2018, and European Vocational Skills Week 2018. The presentation was followed by discussions on how to further improve the final output document on the policy pointers to be finalised for the last meeting of the Working Group on 18-19 June in Bulgaria, which included a last check of country examples, a preface from Commissioner Marianne Thyssen, an improved layout and charts, members' list, etc. Participants also provided feedback on the draft infographics and made suggestions concerning the title, the icons used (to be linked to the policy pointers), the figures presented and the links to be included.

Mr Peter van IJsselmuiden from the Ministry of Education, Culture and Science explained the specific characteristics of the Dutch VET system, building on a strategic approach and providing flexible pathways for all students, of which 45 % are in the VET sector. Each pathway, whether full-time or part-time, includes a considerable amount of learning in a workplace (20-80 %).

On the first day, participants travelled to **Noorderpoort College** in **Groningen**. The President of Noorderpoort, **Mr Rob Schuur**, explained the three levels of governance (Board, team and individual level) and the strong link to the regional strategy. The International Coordinator of Noorderpoort, **Ms Minke Cloppenburg**, explained the organisation of the college and highlighted the flexibility for students to move between full-time and part-time provision and its strong links to companies. The HR Director, **Ms Mare Riemersma**, informed participants about the organisation's on-going optimisation process, which began six years ago. Activities so far have included strengthening and facilitating teachers as independent professionals,

but also bringing teacher teams into the lead role and coaching the management towards such a transition. Both external inspection reports and internal satisfaction survey rates have improved since the process's introduction.

The first day concluded with a presentation by the Senior Policy Advisor from **SBB** (a cooperation organisation for VET and the labour market), **Mr Rob van Wezel**. SBB is a publicly funded, yet independent, national organisation in which social partners and VET institutions cooperate at national, regional and sectoral level in areas like accreditation, maintenance and development of qualifications (e.g. new regional qualifications), and macro efficiency. SBB also provides policy advice to the Ministry of Education and the Ministry of Economic Affairs, and links labour market information to the availability of work placements and apprenticeships. **Ms Carina Ten Caat**, Regional Advisor, then further explained how work placements are organised in the region.

On the second day, participants went to **Leeuwarden** to visit **Friesland College**. **Ms Sabine Schroten**, International Coordinator, explained the concept of 'practice-driven learning', which aims to bring students closer to real working conditions. This was complemented by **Mr Frank van Hout**, a member of the Board of Directors, who highlighted the fact that Friesland College would now start with experience instead of traditional classroom learning. Their concept was perfectly illustrated in a video produced by Friesland College. HR Director **Ms Bernice Andeweg** focused on how to coach teachers and improve cooperation with the skilled coaches in companies, and how to involve students in the process (e.g. through tailor-made workshops).

The presentations were followed by smaller group visits to sites in three different sectors: healthcare, business services and 'recycle boulevard', with a focus on the integration of migrants. 10 participants also took part in an optional site visit to the **Centre of Vocational Innovation (CIV Water)** in **Leeuwarden** (European Cultural Capital of Europe), Friesland. The Centre focuses on educating students and employees in vocational training in the field of water technology, by bringing together VET and higher VET institutions, innovative companies and scientists. **Mr Pieter Hoekstra** welcomed the group and explained how the work of the centre aimed to increase the attractiveness of technical careers and to prevent 'brain drain' in the sector. The visit was followed by an exchange of views with a teacher and a student, and a visit to the Aqua Nirvana Foundation, a world-class research centre in water technology and a meeting point for scientists and companies that contribute to solutions for global water problems.

Annex 3: Summary of the peer review workshops held during the meeting of the Directors General for Vocational Training in Tallinn, Estonia, 9-10 October 2017

During the meeting of the Directors General for Vocational Training, four peer review workshops were held, one for each of the four topics being addressed by the ET 2020 VET Working Group.

In each workshop, two countries presented examples of developments related to the topic for review by their peers from other countries. There were 7-9 reviewing countries in each workshop and Cedefop, the

ETF, European social partner organisations (UEAPME, ETUC, BusinessEurope,) and the European Commission also contributed their expertise to the review process. Each workshop had a chairperson, invited expert and rapporteur. The results of the workshops were reported back to the Directors General for Vocational Training meeting in a plenary session. The content of the workshops was as follows:

Workshop 1: Specifying the roles and responsibilities of teachers and trainers in apprenticeships and work-based learning

Belgium: The lack of specific education pathways for becoming a trainer is a problem in Wallonia and getting companies on board remains a challenge. To tackle this, the main public training structure in Wallonia for both initial and continuing VET (Formaform) is currently revising its initial training scheme into a more customised, multi-modal pathway including a number of teaching tools (mostly digital) and learning procedures. Discussions focused on the organisation itself, financing, target groups, sectors, duration of the measures, requirements, ways to motivate workers, quality, certification and social responsibility.

Croatia: The VET System Development Programme 2016-2020 aims to increase the attractiveness of VET. Discussions included financing methods, administrative responsibilities, heavy bureaucracy, mentor responsibilities, recognition of employers, CPD, assessment and cooperation between different partners.

Workshop 2: Strengthening the professional development of teachers and trainers in apprenticeships and workplace training

Cyprus: Policy measures for upgrading the CPD of VET teachers and trainers are included in the Strategic Plan for the System of Technical and Vocational Education and Training 2015-2020 of the Ministry of Education and Culture, and the proposal for the Upgrading of the Apprenticeship System, both approved in 2015. The good practice presented at the peer review was a scheme from the Ministry of Education and Culture allowing the industrial placement of VET teachers on a part-time basis (1 day per week over a year), which has existed since 1986. Workshop discussions centred on recognition for companies involved in the scheme, how to involve VET schools and monitoring arrangements.

Sweden: A number of policy measures have been implemented in Sweden in order to increase the number of vocational teachers, to stimulate the skills development of teachers and trainers, and to develop work-based learning. Measures include financial incentives and courses to develop sustainable structures/procedures for collaboration between the school and the workplace, and to help trainers welcome students to the workplace. Discussion topics included co-financing challenges, how to involve companies more in trainer training, monitoring and evaluation, and quality assurance.

Workshop 3: Equipping teachers and trainers for key challenges relating to apprenticeships and work-based learning

Finland: Finland is currently implementing a comprehensive VET reform that is the most extensive in 20 years and will bring together both initial and continuing VET, and enable individualised learning pathways. This will mean a major change in the role of teachers. Discussions included the consideration of the innovative use of 'digital badges', recognition of prior learning, the funding challenges and the greater autonomy to be given to providers.

Austria: Two examples were put up for review. The first concerned a new teacher training programme designed to recruit new teachers from industry. The second concerned a scheme to give trainers access to better coaching and counselling skills in order to support apprentices with any personal issues. Discussion topics included making training responsive to local needs, and ensuring access to coaching and counselling.

Workshop 4: Fostering collaboration to support the work of teachers and trainers relating to apprenticeships and work-based learning

Romania: In 2008, Romania introduced a new system called Local Development Curriculum (CDL), in which the methodological framework for curriculum development was established. In 2016, all the Training Standards for level 3 and 4 EQF qualifications were revised in order to describe qualifications through learning outcomes. As a result, the CDL system had to follow the same approach and so in 2017 a new methodological framework for the new structure based on learning outcomes was set out. CDL modules are developed at school level in partnership with key actors, e.g. schools, including school boards; county school inspectors; employers;

and the local committees for the development of social partnership (tripartite consultative body). Discussion topics included the suitability of the level of intervention, schools' flexibility and autonomy, common standards and the complexity of stakeholder involvement.

Estonia: In 2017, Estonia started a three-year Erasmus+ project with other Baltic States to introduce a tandem approach to the training of teachers and trainers. Discussion topics included how to convince trainers to spend time on training, and how to build mutual understanding between teachers and trainers.

Synthesis of key messages

In each workshop, reviewing countries and experts made a range of comments and recommendations along with identifying key messages, good practices/examples and issues for further attention. Using the results of the workshops, appropriate examples have been identified to include in the output of the ET 2020 VET Working Group. In addition, looking across the workshops, it has been possible to synthesise a number of key messages of relevance to the output:

- The on-going professional development of VET teachers and trainers is essential to ensure the quality and relevance of VET, and to attract and retain the best VET teachers and trainers. Regulations may be required in order to provide high-quality apprenticeships. ITE and CPD for VET teachers and trainers should be developed in parallel to ensure a smooth, professional continuum.
- A comprehensive range of measures and options should be available to support the professional development of VET teachers and trainers, meeting both general and specific training needs, and transparent quality standards. Measures need to be adapted to the fact that the roles of teachers and trainers vary greatly between different countries.
- Measures should be flexible and adaptable to different personal schedules, in order to allow teachers and trainers to develop their skills at times and locations which suit their personal needs. Access to support measures needs to be 'low threshold' in order to make it easy for trainers and teachers to seek assistance.
- Training measures need to be as attractive as possible, especially since finding teachers and trainers in specific areas remains a challenge in many countries. Obstacles may need to be addressed, e.g. where CPD after working hours is unpopular. Measures may need to be adjusted to form different packages to respond effectively to specific needs.
- Trainers should be able to access specialist support to deal with apprentices'/students' personal issues, but can also be trained in coaching/counselling themselves. Wider counselling infrastructures may need to be expanded and developed to enhance their effectiveness.
- Supporting and empowering the role of local providers is important so that teacher/trainer recruitment and training can be responsive to genuine local needs. It needs to be ensured that other aspects of administration do not inhibit the take-up of new support measures alongside teaching.
- Targeted communication should be carried out for all actors (teachers and trainers, VET schools, companies) to raise awareness of the importance and benefits of upskilling teachers and trainers.
- A particular challenge is to convince companies to invest in the development and qualifications of their trainers. Incentives for companies, particularly for SMEs, are needed to offset the costs of training, particularly in countries where there is no 'culture' of companies to invest in education and training.

Glossary



Glossary

The glossary does not provide definitions, but is intended to increase reader understanding of the terms included.

Apprenticeships	Apprenticeships are formal vocational education and training schemes that combine substantial work-based learning in companies and other workplaces with learning based in education or training institutions, that lead to nationally recognised qualifications. These are characterised by a contractual relationship between the apprentice, the employer and/or the vocational education and training institution, with the apprentice being paid or compensated for her/his work.
Apprenticeship partners	Refers to all parties involved in the apprenticeship systems including VET providers, employers, apprentices, employers' associations, trade unions, the government, student unions, etc. The three main partners are VET providers, employers and apprentices.
Learner-centred education	Methods of teaching that shift the focus of instruction from the teacher to the student, focusing on developing skills and practices that enable lifelong learning and independent problem-solving.
Mentors	Any experienced person who provides guidance and support in a variety of ways and acts as a role model, guide, tutor, coach or confidante for a young person or novice (i.e. someone joining a new learning community or organisation).
Social dialogue	Process of exchange between social partners to promote consultation and collective bargaining.
Social partners	Employers' associations and trade unions forming the two sides of social dialogue (Cedefop, 2008, p. 170).
Trainers/in-company trainers	A trainer is anyone who fulfils one or more activities linked to a theoretical or practical training function, either in an institution for education or training, or in the workplace. In-company trainers are understood as those trainers fulfilling their training functions within the workplace.
Tutors	Any person offering a learner guidance, counselling or supervision by an experienced and competent professional.
VET providers	Any organisation or individual providing education or training services.
VET teachers	A teacher is a person whose function is to impart knowledge, know-how or skills to learners in an education or training institution. A VET teacher is a person who works in education and training that aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.
Work-based learning	Work-based learning, a key aspect of VET, is directly linked to its goal of helping learners acquire the knowledge, skills and competences direct relevant for the labour market.

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(January 2016 – June 2018)



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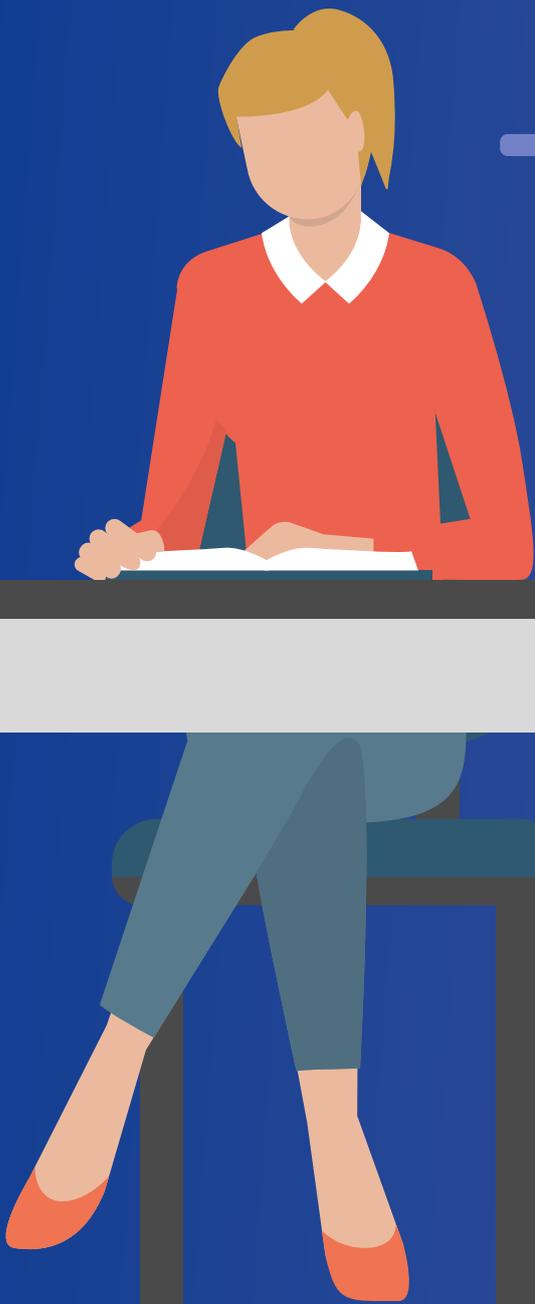
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Endnotes



Endnotes

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