WS 3:
Raising attractiveness of VET professions

An interactive group with
Niahm Mernagh, Ministry of Education IRL as chair
Martti Majuri, HAMK University, FI presenting the Finnish experience
Yves Beernaert, Educonsult, BE presenting recent developments in BE (FL) and asking stimulating questions
Lore Schmid, Cedefop, presenting the outcomes to the plenary
Q1: Attracting talented professionals

Q2: Retaining experienced teachers & trainers

General observations:

- economic↓, interest in VET teaching↑ (Q1)
- status and attractiveness of VET matter
- general environment/attitude and support crucial
Q1: Attracting talented professionals

- more flexible entry routes and training that builds on and complements existing skills and competences
  - validate/accredit prior learning (incl. work-experience)
  - ensure recruitment of those teaching practice
  - address issues that relate to salary scales, pension rights etc

  in particular for trainers:
  - individualised and contextualised programmes, networking

- transparent and clear recruitment policies
  - committees, boards (if VET institutions recruit)

- “tasters”
Q2: How to retain experienced teachers and trainers

- career structures and financial incentives
  (e.g. if also other responsibilities, act as disseminators)

- part-time teaching and work in companies
  - address admin issues, obstacles
  - helps to keep VET teachers up-to-date

- work placements for VET teachers
  - fund replacements
  - collective experience, VET teachers and trainers
Q1 and Q2

- Flexible career structures to enable people to move in and out and also within (from one “sector/field” to another)
- Reasonable salaries important, but doesn’t count alone
- VET teachers and in-company trainers swapping jobs
  - Address admin issues, obstacles
  - Helps to keep VET teachers up-to-date
- Structured cooperation and work placements for VET teachers
  - Fund replacements
- International cooperation, mobility, peer learning
Q1 and Q2

- strong agreements with (sectoral) social partners, governments etc
  - at top and local levels (much going on, often informally)
  - top down support (funding, regulation) and bottom up (innovation)
  - research

- wider cooperation: VET schools, enterprises, social partners in general, employment services, teacher training institutes, “feeder schools” (lower secondary, primary), media (info on future skill needs)
  - create VET friendly environment

- make use of EU funds to support initiatives
collective, cooperative learning
shared aims of on-the-job learning