

TTnet Workshop

***TTnet pilot project: “Defining VET professions”
in line with the European Qualifications Framework***

Main outcomes and future steps

27 April 2006, Brussels

Summary record

I. Objectives of the Workshop

- To discuss main results and issues emerged from the analysis of the professional profiles
- To discuss and agree a structure for the final report
- To appoint drafting and reading committee for the joint final report
- To agree timetable for the final report
- To formulate proposals for next steps

II. Workshop’s documents

- Draft report on IVET (by DEL, TTnet Denmark)
- Draft report on CVET (by ISFOL, TTnet Italy)
- Draft template for the joint final report (by DEL, TTnet Denmark)

III. Main conclusions

Groups’ reports

The reports received were very diverse and showed a difference in the approaches followed, the methodology used (i.e. different data collection tools), the information collected and the outcomes. There was consensus on the need to harmonise the groups’ reports - in terms of objectives, methods and outcomes - before reaching an agreement on the joint final report.

To this end, the following was agreed:

- coherence should be increased between the outcomes presented in the reports and the ***agreed main objective of the study***, namely: to analyse roles, responsibilities and competences of VET professions and identify the main trends;

- the information related to the “system” (qualification requirements, training paths, working hours, etc.) should be taken from available sources (desk research) and should not be the main component of the reports. It is to be used as a basis to describe the context within which teachers and trainers operate;
- need to check the relevance of information provided by all partners (i.e. the 3 Belgian cases on national legislation on recognition of prior learning focus on the context and not on the results of interviews);
- teachers’ and trainers’ roles, responsibilities, activities and competences (as resulting from interviews) shall be described and analysed in the reports;
- teachers’ and trainers’ activities to be defined more precisely;
- shift from activities to current competences and competence needs to be clarified in the reports;
- the study shall lead to the following **outcomes** - to be presented in the final reports: (i) a common framework of competences for VET professions and related trends; (ii) a “reading grid” to analyse and compare professional profiles; (iii) challenges being faced by the VET professions and proposal for areas to be further studied in this field.

On the basis of the above, the groups’ reports shall be redrafted according to a commonly agreed structure (see annex).

Timetable

5 May 2006: Rasmus to propose a common structure for the groups’ reports. Done – see attached. Each group/sub-group shall redraft its report on the basis of this structure;

24 May 2006: revised groups’ reports to be sent to Cedefop and project partners.

Upon reception of the revised reports, the drafting and reading committee (composed of Stuart Bradley, Rasmus Frimolt, Aduino Salatin and Kristiina Volmari) works on the joint final report;

30 June 2006: the drafting and reading committee send a **draft** joint final report to Cedefop and project partners for comments; a meeting of the reading committee could be planned in this respect. Further info on this will be given shortly.

15th July 2006: final joint report to be sent to Cedefop for validation and dissemination.

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TTnet coordinator

Proposed structure of reports from sub-groups and clusters

Based on the discussions at the last TTnet workshop (Brussels, 27 April 2006), please find below the agreed structure for the sub-groups' and clusters' reports to be used as a guideline to redraft the reports.

Sub-groups' reports

1. Introduction (objectives, methodology, etc.)
2. Context (based on desk research/existing sources)
 - General system: centralised/decentralised, public/private, regulated/un-regulated, etc.
 - Occupational profile: working hours, pay, age structure, etc.
3. Results of the analysis of the professional profiles studied (based on interviews)
 - Role and responsibilities
 - Activities and tasks
 - Competences¹ (competences needed to perform tasks today and competences required to meet new trends)
4. Conclusions/outcomes
 - Trends in the VET profession (based on results of analysis)
 - Main challenges/problems (instead of recommendations) for the VET profession
 - Suggested areas to be further studied

Cluster reports

In addition to the above information, the clusters' reports (one on IVET and one on CVET) should also include a "reading grid" to allow a transversal reading and comparison of the five professional profiles analysed.

The reading grid shall be worked out and agreed between the two clusters' leaders.

¹ Competences shall be described in terms of knowledge, skills and wider competences, as in the EQF approach.