

AGORA

New challenges for teachers and trainers in VET

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Organised by Cedefop in co-operation with BIBB (the German Federal Institute for Vocational Training)

VET teachers & trainers in the EU 17: similarities & differences



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VET teachers & trainers

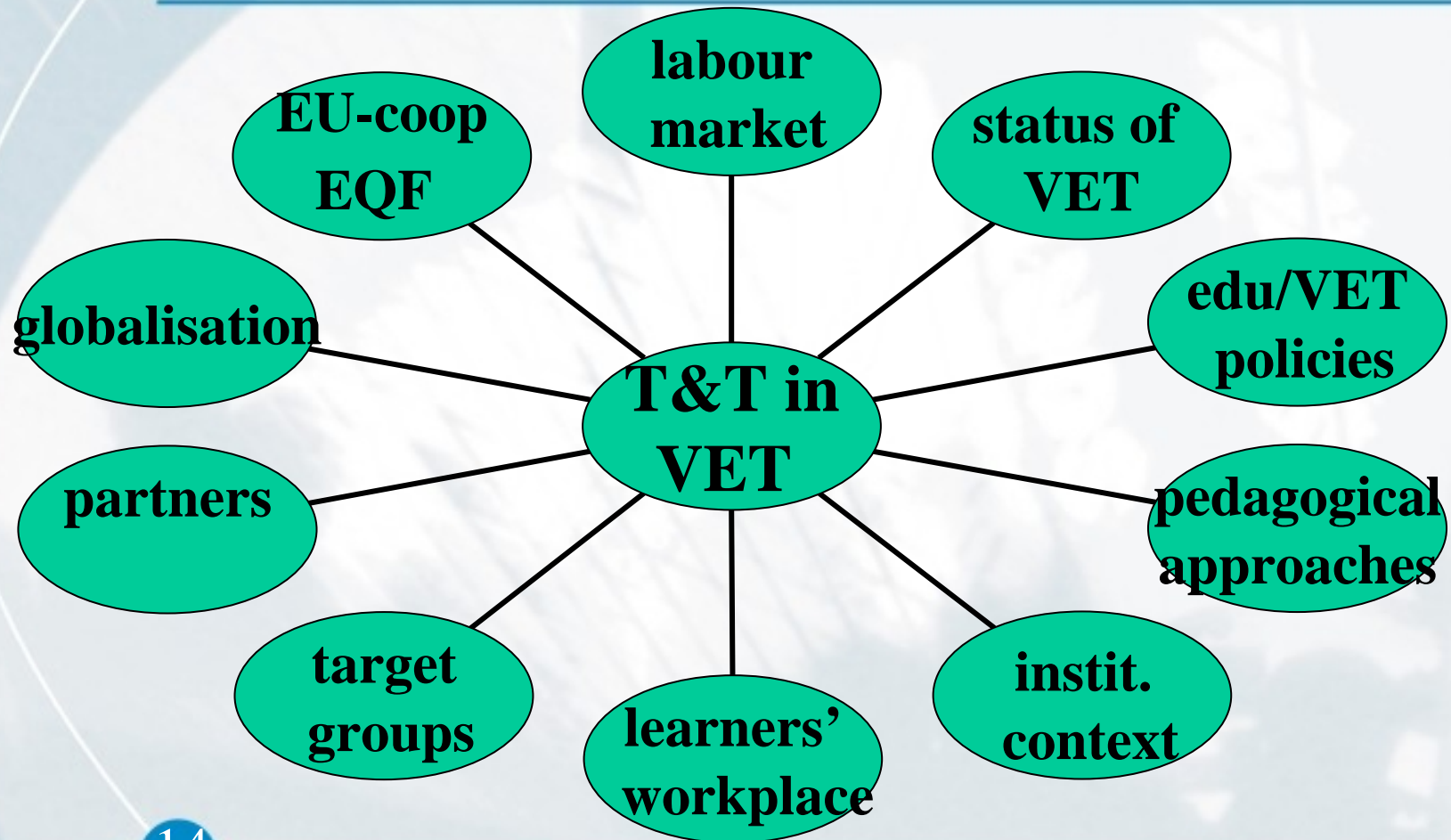
– in particular their education/training

within Cedefop's description of VET in EU-25
plus NO, ISL
analyses of specific VET issues and trends, etc.

- *eKnowVet*: database on VET in EU-27
built on 11 themes
by country – comparative;
on Cedefop's European Training Village - ETV

[http://www.trainingvillage.gr/etv/
Information_resources/NationalVet/](http://www.trainingvillage.gr/etv/Information_resources/NationalVet/)

Context



Challenges for comparison

- **many stakeholders, diverse & complex area**
- **terms & concepts same at face value but quite different, in particular if in 1 working language**

who is an IVET teacher/trainer?

who is an IVET/CVT teacher, IVET/CVT trainer?

who is a CVT teacher/trainer?

- **training content/curricula**
- **salary schemes**

Challenges for comparison

teachers ⇔ trainers

- **learning context**
teachers in educational institutions
trainers in enterprises & organisations
- **teachers – IVET, trainers – CVT (e.g. BE, FR)**
- **content: teachers – theory, trainers - practice (GR)**
- **CVT: public sector – teachers,
private sector (e.g. AT)**
- **other learning facilitators: assistants, support workers
(UK), counsellors (FI), trad. - new functions (NL)**


General trends in VET

⇒ TTs & their education/training

- **decentralisation/autonomy – quality assurance focus on outcomes & evaluation/standards**
- **broader role – different/additional competences (e.g. BE guidance, teamwork, coop with enterprises)**
- **”ageing” professional group (most 40 +, except PT), retain & attract VET teachers = concern**
- **mandatory TT training where not up to now & linking occupation/subject & pedagogical competences (e.g. CVT ISL, GR)**
- **IVET valued as important building block within LLL, modules where not yet (e.g AT, DE, DK, BE)**

General trends in VET

⇒ TTs & their education/training

- **TT education & training – university level (bachelor, master; ECTS) 'academisation'/new hat?**
e.g. FI all; AT 2 strands; SE
(raising status? still attractive for vocationally skilled/master craftsmen?)

- **professional development increasingly important**
- **e.g. at school level (QA, org. development);**
e.g. BE, NL, AT, NO)
- **via internationalisation e.g. BE, FI**
⇒ **results of EU/international coop**
strong influence e.g FI; less e.g GR

Role of TT in the system

- **consulted via unions & professional associations**
- **contribute to national curricula development (e.g. FIN, AT)**
- **autonomy:**
 - centralised little degree of autonomy (e.g. FR, GR, ES)**
 - big influence at institutional level (AT; DK; FI)**
- **CVT: influence on content & methods depend on organisation/if organised in professional organisations**

Similarities & differences

- **VET teacher traditions**
- "general subject teacher" tradition
(university degree & teaching qualification)
- "craftsman-turned-teacher" tradition (some kind of TT)
- "professional VET teacher" tradition
(specific HE programmes, e.g. NL, BE, SE, NO)
- **Models of employment**
IVET teachers:
 - civil servants (e.g. AT, DE; IT, FR, BE)
 - employees (provider, DK, FI, NL, SE, UK, NO)
 - free-lancers or part-timers

Similarities & differences

Models of pre-service education for IVET teachers

- concurrent model (subject & pedagogy)
- consecutive model (studies + then practice)
- sequential, dual or integrated model (e.g NL, DK)

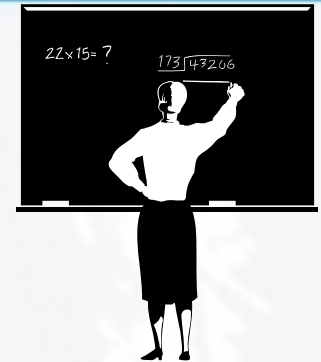
Models of pre-service education for CVET teachers

- legally based pedagogical teacher training requirement (e.g. AT, DK, FI, NO) - public sector
- no compulsory pre-service teacher training requirement
⇒ Registers (e.g. NL, GR)

To find out more



[http://www.trainingvillage.gr/etv/
Information_resources/NationalVet/](http://www.trainingvillage.gr/etv/Information_resources/NationalVet/)



eKnowVet

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