Second policy learning forum
Unlocking the potential of learning at the workplace by, and for, teachers and trainers in VET

Lightning talks

Thessaloniki, 9-10 April 2019
**Lightning talks** are brief structured talks on selected initiatives and examples that follow the same format and lay the ground for further discussions and networking.
1. Sectoral competence centres in Lithuania

2. Intercompany training centre - crossing the frontiers between education and work in Slovenia

3. Intercompany training centres in the construction sector in Germany

4. Tandem training of tutors for work-based learning in Latvia

5. Training tutors for dual education in Italy through Italian-German cooperation

6. Mentors in the dual education system in Croatia

7. VET teacher learning: a project on ECVET in Ireland

8. Digitising education in Estonia

9. Digital competence framework for teachers and online training offer in Spain

10. Large-scale remote teacher professional development in CISCO

11. Teachers and trainers’ continuous professional development in VET in Romania
Sectoral competence centres in Lithuania

Lina Vaitkute
Qualifications and VET Development Centre
https://www.kpmpc.lt/kpmpc/en/
1. Addresses the following:

- quality of preparation of VET graduates;
- quality of evaluation and recognition of competencies;
- partnership of VET institutions, implementing same-sector VET programmes;
- partnership of VET institutions and related sectors.
2. First phase: building the framework of CS from 2018
3. What is it about?

- practical training of learners in modern well-equipped centres;
- evaluation of VET graduates competencies;
- continuing professional development of teachers and trainers (occupational competencies, general competencies, self-evaluation);
- contribution to improving VET supply within sector (new programmes/qualifications);
- monitoring sectoral developments;
- fostering networking and collaboration within VET schools’ network and with employers.
4. Who is in charge? Who are other players? How do they cooperate?

- 17 selected VET institutions + all other VET institutions;
- Ministry of Education, Science and Sport;
- Qualifications and VET Development Centre;
- sectoral professional committees;
- employers.
5. It has been successful because:

- resources and capacity of selected competence centres;
- integration with previous platform for cooperation of VET teachers (methodical commissions of VET teachers);
- links with sectoral professional committees;
6. Main challenges are:

- sustainability of competence centres;
- ensuring meaningful relationships with employers;
- building their capacity to act and make impact;
- legitimation of the status of a ‘competence centre’.
Intercompany training centre - crossing the frontiers between education and work in Slovenia

Gregor Matos
Biotechnical Educational Centre Ljubljana
http://www.bic-lj.si/
1. Addresses the following:

- There are 20 intercompany training centres (ITC) in Slovenia covering different fields of education and training.
- Aim: well-equipped, supportive, creative environment where education and work come together.
- Supportive environment and competitiveness enable students, teachers and partners to grow.
2. Implementation

• Ministry of Education and Sports announced a public tender for ITC in 2008 (ERDF).
• BIC Ljubljana applied successfully in 2013.
• Construction and renovation of the Culinary and Tourism Centre KULT316 finished in 2015.
• The last part of the programme was included in 2018: opening a tourist agency within the ITC.
3. What is it about?

• KULT316 offers modern educational practice in hospitality, tourism, food technology and nutrition.

• Combination of lecturers and trainers - our employees in kitchen, service and tourist agency are trainers as well.

• Enables students to gain practical experience in real-life environment as the centre is open to public on a daily basis.

• Fosters strong cooperation with companies, enables exchange of knowledge and skills.
4. Who is in charge? Who are other players? How do they cooperate?

- Teachers and trainers, students (youngsters, adults, employees, unemployed), experts from companies as lecturers, chambers and associations;
- Networks with company experts;
- Supporting activities within projects funded by EU.
5. It has been successful because:

- **Real-life working environment:** students gain practical experience, professional socialisation, personal development and professional competences, solving problems in real work situation.

- **Students are ready for the labour market:** (to manage other challenges we offer them career guidance through our Career Centre).

- **Teachers/trainers have excellent facilities, higher motivation, cooperation with companies** encourages them to keep abreast of new developments.
6. Main challenges are:

- Sustainable financing of ITC: ITC does not receive public funds; ITC is in the market – good or bad?
- Many things like encouraging professional development of teachers through job rotation or offering companies tailor-made courses free of charge is possible to implement only through projects, funded by the EU.
- Motivating more VET teachers to decide for in-the-company training and to offer training programmes for companies.
Intercompany training centres in construction in Germany: the concept and role in learning of apprentices, with the focus on roles, qualifications and professional development of trainers and cooperation with schools and companies.

Dr. Bernd Garstka
Berufsförderungswerk der Bauindustrie NRW gGmbH, Germany
Institute for Vocational Training of the Construction Industry in North Rhine-Westphalia
https://www.berufsbildung-bau.de
The **Dual Training System** is firmly established in all economic sectors throughout Germany

- **Basis is a law, the Vocational Training Act (BBiG), which is valid all over in Germany.**

- **In principle there are 2 training locations:**
  - company (~70%), concludes the training contract;
  - vocational school (~30%), publicly funded.

- **Importance:** 523 000 training contracts (2017) – *about 50 percent of all school-leavers!*
The **Construction Branch** has adapted the Dual Training System to their needs

- Construction Branch := ~75 000 companies, ~850 000 employees,

- Vocational Training in the company is supported by **Intercompany Training Centres**.

- There is a ‘**Fund for Vocational Training**’ (‘**SOKA-BAU**’) in the sector reimbursing costs of training.

- **Importance:** ~12 000 new training contracts per year.
3. What is it about?

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<th>WHERE:</th>
<th>Practice (company)</th>
<th>Theory (school)</th>
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<td>Company</td>
<td>Intercompany</td>
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<td>Training Centre</td>
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<td>3rd Year:</td>
<td>38 weeks</td>
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<td>13 weeks</td>
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<td>1st Year:</td>
<td>18 weeks</td>
<td>20 weeks</td>
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responsible for apprentices / trainees is...

Certified Foreman
Certified Foreman / Technician
Teacher
3. What is it about?

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<thead>
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<td>practical tutor ('highly experienced')</td>
<td>practical tutor ('highly experienced')</td>
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</table>
4. Who is in charge? Who are other players? How do they cooperate?

• Important partner for the dual system is the German **chamber of commerce and industry** *(plus others, e.g. the chamber of handicrafts)*:
  - central registration of the training contracts
  - quality assurance of company, trainer, curriculum etc.
  - responsibility for the quality of examination (~300 000)

• In construction branch **SOKA-BAU** checks the quality of intercompany training centres all over Germany, including qualification of trainers.
5. It has been successful because:

- There is successful **exchange** of all partners: the ministry of education, vocational school, employers’ federation, trade union and intercompany training centres agree on a central ‘block scheduling for apprenticeship’.

- The training regulations follow the pedagogical principle of **activity-oriented learning**:
  - vocational school and intercompany training centre organise common projects
    - theoretical prepared by the teacher at school and
    - then realised/constructed in the training centre whereby apprentices have to solve more complex tasks in a team.
5. It has been successful because:

- There is a successful **exchange** of all partners:
  The ministry of education, vocational school, employers’ federation, trade union and intercompany training centres agree on a central “block scheduling for apprenticeship”

- The training regulations follow the pedagogical principle of **activity-oriented learning**:
  - Vocational school and intercompany training centre organize common projects
  - Theoretical prepared by the teacher at school and
  - Then realized / constructed in the training centre where apprentices have to solve more complex tasks in a team
5. It has been successful because:

- The **intercompany training centres** (‘ITC’)
  - are shared facilities (‘non-profit’) for all construction companies;
  - are experts in training management (including ‘special projects’);
  - investigate in new technology for training (e.g. digital tools);
  - are well connected to politics, economy, institutes etc.

- The ‘ITC’ s have close contact with construction companies and organise exchange between the trainers in the intercompany training centre and the practitioners in the company (‘working on real site’).
6. Main challenges are:

- **Digitalisation** and thereby **modification of working processes** will change the profiles of professions in construction branch radically:
  
  ▶ Intercompany training centres can play a key role in promoting digitalisation in construction trades!

  ▶ However, it is necessary that (especially) long-time trainers and teachers be taken along in this development. They have to follow this trend of digitalisation!
Tandem Training of Tutors for Work-based Learning in Latvia

Vita Žunda, Trainer of Tutors for WBL in Latvia
Lead trainer, methodology expert in KA3 Policy Experimentation project ‘Testing New Approaches for Training of Tutors for WBL’ (TTT4WBL)
Baltic Bright, Ltd., Latvia
What is Tandem Training?

Tutors from VET + trainers from companies

learn together
Aims of Tandem Training

Quality of VET through quality of WBL

EU Commissioner M. Thyssen: Skills – key to future, VET – key to skills, apprenticeships – key to VET

Quality of WBL through:

- Continuous professional development of WBL tutors from VET and companies (learning together) at the same time

- Strengthening cooperation, partnership building between VET and business;
Why Tandem? Working Together!

Teamwork of VET and company:

Guidance for trainees through communication and support from both sides
Tandem Training: where and when

• In Latvia and Baltics – national trainings

Developed Tandem Approach since 2014 through lifelong learning and Erasmus+ projects, now linked with national initiatives

Policy experimentation KA3: Testing Tandem Approach

So far trained 300 tutors in Latvia + Lithuania (>300) + Estonia (200)

• For international mobility: international tandem training when VET and workplace tutors are from different countries

Possible under Strategic partnerships, Estonia-Latvia; Latvia-Finland-Germany-Estonia, Interreg projects
Tandem workshops: Programme

What do they learn together - main groups of skills:

- Organisation and planning of WBL (process Before-During-After)
- Guidance and communication involving trainee
- Communication and cooperation between school and company

Through:

Practical examples, real cases (companies, trainees), role plays, simulations, problem solving, brainstorming; small groups or pairs in which VET tutors and workplace tutors work together

Preferably – VET and companies represent the same sectors
Tandem Training - successful because of impact

- VET and company develop a common vision of high-quality WBL;
- Overcome stereotypes, learn about each other, make contacts;
- Build trust between VET and company, learn to work in team.
Impact of Tandem Training

Quotations from feedback of training participants (Latvian Railway company):

‘It is good we were together with school tutors. I understood that their work is hard and we need to work together’.

‘Before [training], when I saw may colleagues working with trainees, I thought: Thank God I don’t have to do this. Now I think I can help them learn something. And I realised, I have to change myself’.
Main challenge: sustainability

Strong supporters in Latvia (KA3 Policy Experimentation Project):

Ministry of Education and Science, National Centre for Education, Latvian Chamber of Commerce and Industry, but

• So far Tandem training has been project-based

• How to build Tandem training into national WBL tutor training system?
Training tutors for dual education in Italy through Italian-German cooperation

Alessandra Biancolini & Luca Stefanini
National Agency for Active Labour Policies – Anpal and Anpal servizi
1. Addresses the following:

• innovative training system for trainers in dual education pathways in Italy - apprenticeship and work-study alternance schemes;

• reinforced cooperative model between training institutions and other learning venues;

• raising awareness about the role and functions of dual trainers to provide a national qualification system and quality training to students;

• sustainability of the action: Masterclass for training the tutors during all the project duration and over.
2. Implemented: March 2018 – February 2020

- 11 out of 25 editions of basic training courses for tutors in dual education in Italy in 8 Regions, reaching currently 143 out of 375 trained tutors (pic. A)
- In almost every region, a Masterclass for training the trainers has been launched, involving 30 tutors out of 200 (pic. B) sustainability of the project and follow-up
3. What is it about?

• roles and responsibilities of teachers and trainers either in school or vocational education and training (following Italian legal framework that foresees work-study alternance in all upper secondary school);

• equipping teachers and trainers for specific competences related to the target group (young in compulsory education) and to deal with training students in the workplace (shared curricula, shared evaluation tools and innovative methodologies for transferring know-how and maximising the approach of ‘learning by doing’);

• strengthening professional development of in-company trainers providing an increased awareness of the training capabilities of companies;

• fostering cooperation and collaboration among different learning venues focusing on smoother transition from school system to labour market;

• showing the potential of combining different learning methodologies and contamination among stakeholders.
4. Who is in charge? Who are other players? How do they cooperate?

- The AHK – the Italian-German Chamber of Commerce of Milan is carrying out the project in Italy - organising courses and classroom all across the country.

- Both Ministries of Education of Italy and Germany are involved, the Ministry of Labour of Italy through the National Agency for Active Labour Policies (ANPAL and ANPAL servizi) in charge of the implementation of dual system in the country.

- The cooperation is assured through quarterly planned project meetings and through the creation of a Steering Committee with all the partners.
5. It has been successful because:

- Training both tutors, from school and in-company tutor in the same classroom is an added value in terms of jointly defining an Individual Training Plan, co-evaluation and envisaging measures for dialogue.

- Accompanying measures in both contexts are success factor in feeding the trust in key actors. Mutual trust is necessary for arranging quality dual pathways.

- German experience is consolidated since the last century in training the young people within a structured dual system and many successful practices can be merged in a transferability mechanism within Italian companies that are manufacturing-oriented.
6. Main challenges are:

- to define a national qualification standard for dual trainer, to be certified and recognised nationally but awarded by the Regions;
- to progressively involve social partners actively in the project for reaching also the micro enterprises who may not have the time or the availability of a person to be trained;
- to shape sustainability mechanisms beyond Masterclass, through direct involvement of local/national institutions after the project end.
Mentors in the dual education system in Croatia

Prof. Dijana Vican, PhD
University of Zadar, Croatia
Coexistence of education and economy

The strategic and legal foundation of education in the Republic of Croatia is based on:

• increasing of the GDP and economic growth by employment (economic objective)
• enabling access to education for everyone (social objective)
• increasing the quality of life and satisfaction of citizens (humanistic objective)
Work-based learning

Strengthening the capacities of the Chambers and partners to help SMEs to engage in apprenticeship (Cap4App) – EU project (2017/2018)

• Croatian Chamber of Economy (CCE)
• Austrian Chamber of Economy (ACE)
• University of Zadar (UNIZD)

➤ engaging SMEs in work-based learning;
➤ ensuring a firm connection between SMEs and chambers;
3. Cooperation and collaboration – declarative or real?

- Dual education requires new institutional/legal framework;
- involves a growing number of SMEs in apprenticeship;
  - a new role is taken over by
  - encourages more SMEs to have more active role in providing work-based experience to students;
  - involves the university - examining educational needs.
4. Mentor positioning

Dual education system - exchange of teaching and learning in schools and the workplace - *apprenticeship*

The quality of the dual education system assumes the introduction of ‘flat hierarchy’ as work culture:
5. Educational needs of mentors

I'm becoming a mentor!

What knowledge and skills do I need to possess, and what should I be qualified for?

- Mentoring in the workplace and in the real work environment is a set of competences that make professional enrichment to the acquired qualification and work experience.
Mentor's professional and personal integrity

- expert
- thinks carefully
- answers the questions
- enthusiastic
- program
- innovative
- informs
- explains
- moral support
- encourages
- dedicated to goal
- enterprising
- available
- authority
- evaluates
- intervenes
- moderates
- asks questions
- communicates
- watches
- helps
- kind
- prevents
- confirms
- protects
- encourages
- explores
- leads and follows
- prepares
- prescribes
- creative
- justful
- advises
- role model
- determines
- confidential
More information at:
https://www.dualnoobrazovanje.hr/about
VET teacher learning: a project on ECVET in Ireland

Cathal de Paor
Mary Immaculate College, University of Limerick
1. ECVET and teacher learning (CPD)

- Potential of ECVET for more attractive VET;
- contrast between extent of mobility at upper and lower levels of EQF;
- ECVET monitoring reports emphasise that teachers/trainers are crucial and need additional/special competences to use learning outcomes for teaching and assessing (CEDEFOP 2014, p. 90).
2. QUAKE: an Erasmus+ project

- 2014 - CPD needs analysis of teachers;
- 2015 - CPD event #1, 25 teachers; Orléans;
- 2016 - Online CPD; learner mobilities begin;
- 2017 - CPD event #2, Brussels;
  - Deliberate attempt to ensure participating teachers had occasion and need to use knowledge of ECVET in an authentic way;
- Seminars and publications.
3. Consortium

- co-ordinated by Mary Immaculate College; involving ministries, HEIs and VET providers in five countries;
- teachers’ knowledge in learning outcomes, assessment, and ECVET;
- interdependence of learning (teachers/trainers and learners);
- targeted teaching of Horticulture (EQF, level 4).
4. Successful features

- CPD should be *inter alia*, experiential, collaborative, sustained and derived from teachers’ work with their students
  - *where professionality or professionalism may be considered to be enhanced* (Evans, 2008);
  - ‘an ongoing activity woven into the fabric’ of professional life (Guskey, 2000);
  - connected to core issues, i.e., curriculum, assessment and learning outcomes.
5. Challenges

- Focus of the CPD – the innovation itself
  - diversity, trust, recognition, employer engagement;
- Attitudinal – not just cognitive;
- Opportunity/structures to use new knowledge;
- Practical - release time, duration;
- Need for right blend
  - Individual & collaborative; school-based & external; formal & informal; personal & professional.
More information at:

https://ervet-journal.springeropen.com/articles/10.1186/s40461-017-0062-3
Digitising education in Estonia

Aivar Hiio
IT Foundation for Education
1. Addresses the following:

How to provide students digital skills in a country of widely autonomous schools and teachers?

- Autonomy
- Digital revolution
- Lifelong Learning Strategy and state curricula
- Stability and trust

2. It has been implemented

- 2001 - …
  - Free and consistent digital skills training. Every school equipped with computer classroom

- 2003 - …
  - First educational technologists in schools

- 2014 - …
  - Yearly state funded robotics procurements for schools and kindergartens

- 2016 - …
  - e-Schoolbag - a central portal for digital learning materials

- 2019 - …
  - ‘Technology compass’ and piloting program of new educational technologies
    - kompass.hitsa.ee
3. What is it about?

- **Training**
  Everyday use of technology in classrooms, multimedia, robotics and coding – all offers to teachers on one site

- **Educational technologists**
  Provide everyday support on school level

- **Robotics procurements**
  State funded, now 90% schools covered
4. Who is in charge?

- Ministry sets vision and goals
- HITSA inspires and provides infrastructure
- Universities research and innovate
- Educational technologists provide support
- Teachers and students

Schools
5. It has been successful because of:

- consistent free offers for training;
- wide support from teachers and school leaders;
- relying on inspiring rather than dictating;
- decisions made and programmes developed by including all stakeholders.
6. Main challenges are:

- What is an objective measure of success?
- A widening gap between teachers’ digital skills.
- How to introduce private sector solutions effectively?
- Equipment and channeling of funding.
More information at:

Education technology compass

https://kompass.hitsa.ee/ (in Estonian)

Changed approach to learning and digital focus

https://www.hm.ee/en/learning-approach
https://www.hm.ee/en/activities/digital-focus

ProgeTiger program for learning robotics and coding

https://www.hitsa.ee/it-education/educational-programmes/progetiger
http://progetiiger.ee

Education technologists association of Estonia

https://haridustehnoloogid.ee/ (in Estonian)

Piloting of new technologies and technology-related methods

https://www.hitsa.ee/ikt-hariduses/haridusuuenduse-piloteerimine/ (in Estonian)
Digital competence framework for teachers and online training offer in Spain

Isabel Tolosana Esteban
Spanish Ministry of Education and Vocational Training
1. Addresses the following:

- European, national and regional priority;
- teacher digital competence;
- continuous professional development of teachers through digital technologies and in a lifelong learning perspective.
2. It has been implemented

- 2012: The draft of The Common Digital Competence Framework For Teachers is published by INTEF and includes a proposal of descriptors.
- 2013: The draft framework is revised by stakeholders in a Workshop on The Common Digital Competence Framework For Teachers, held in Valladolid in February.
- 2014: An update of the draft Framework is published in June.
- 2016: The descriptors for competencies and levels are designed.
- 2017: The Digital Competence Portfolio For Teachers is piloted in March.
- 2018: Stakeholders and Teachers help refine the Framework and the Portfolio in April.

- Online tutored courses
  - moocntef
  - noocntef
  - spoocntef
  - EduPills
  - insigniasntef
3. What is it about?

- Key activities: online free training course for teachers (online tutored courses, MOOCs, NOOCs, EduPills,…);
- Target group: teachers from all pre-university levels, both public and private schools;
- Competences covered:
  - digital competence;
  - collaborative learning;
  - project-based learning;
- Cross-curricular.
4. Who is in charge? Who are other players? How do they cooperate?

• Ministry of Education and Vocational Training (INTEF) \(\rightarrow\) offer and certification;

• Regional Education government \(\rightarrow\) recognition linked to promotion and to a salary supplement;

• VET schools \(\rightarrow\) responsibility in promoting training and innovation for teachers;

• Teachers \(\rightarrow\) CPD as a right and an obligation, as regulated by Organic Law of Education 2/2006.
5. It has been successful because:

- free of charge CPD;
- both tutored and self-paced teacher training;
- improvement of teachers’ digital competence \(\rightarrow\) improvement of learners’ digital skills;
- creation of learning communities and networks (lifelong learning);
- peer assessment;
- multiplicity of digital media devices;
- collaborative creation of digital artefacts to be reused on daily practice.
6. Main challenges are:

- resistance of some teachers (poor digital skills, fear of new methodologies, need for assistance,…);
- recognition of some non-formal learning modalities;
- connectivity and availability of appropriate digital equipment at schools.
Large-scale remote teacher professional development

Piotr Pluta
Corporate Affairs, Cisco
1. Addresses the following:

• Fast-moving and ever-changing technology/courses;

• Upskill instructors of Cisco Networking Academy;

• Introduce new and emerging technologies;

• Create T-shaped professionals.
2. It has been implemented

- since 2014;
- 19 IPD Weeks so far in 22 languages;
- organised on a quarterly basis;
- 30-40 sessions every IPD Week.
3. What is it about?

- Targeting teachers’ development requirements;
- Increasing technical and pedagogical skills;
- 2 types of sessions: programme updates and technical;
- Standard format: 1 hour interactive;
- Focus on live participation, recording and archives available.
Last Event Participation

<table>
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<tr>
<th>Region</th>
<th>Participation</th>
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<tbody>
<tr>
<td>Americas</td>
<td>678</td>
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<td>EMEAR</td>
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<td>APJC</td>
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* Absolute number of individual participants
4. Who is in charge? Who are other players? How do they cooperate?

- Organised and run by NetAcad’s Technical Managers;
- close collaboration with Operations and Marketing teams;
- Master teachers as guest speakers and presenters.
5. It has been successful because:

- Continuous increase in number of participants (+33% in EU last year);
- use digital media to organise, broadcast, interact, record, on-demand access;
- almost 6k unique teachers participated last 12 months;
- overall feedback average of 4.7/5;
- from teachers to teachers;
- teachers receive participation certificates and post it on social media;
- close collaboration between Cisco and master teachers to define the program and the concept.
6. Main challenges are:

- Finding the most convenient weeks for a global audience;
- maximising live session participation;
- continuously and successfully selecting most attractive and diverse topics.
Teachers and trainers’ continuous professional development in VET in Romania
romania2019.eu

The Romanian Presidency of the Council of the European Union

1 January – 30 June 2019
Presidency motto:
“Cohesion, a common European value”

Education motto: “Connecting Education”
Mobility, inclusion and excellence
2. It has been implemented (legal framework)

- Second and First teaching degree certificates
  (advancement in the teaching career)
- Accredited training courses
  (90 PTCs / 5 years)
  (certificates)
- Teachers' continuous professional development
- Adult learning – accredited training courses
  (certificate)
- ESF funded projects
- Universities, Teaching Resource Houses, etc.
3. What is it about?

VET Strategy, Romania, 2016-2020

All individuals should benefit from the opportunity to acquire high-level competences, relevant for the labour market and society.
3. What is it about?

Strategic objectives for vocational education and training

The VET system is responsible to involve the stakeholders in various cooperation.

1. Improve relevance of the vocational education and training systems for the labor market
2. Increase participation and facilitate access to VET programs
3. Improve quality of vocational education and training
4. Develop innovation and cooperation in VET at national and international level
4. Who is in charge? Who are other players? How do they cooperate?
5. It has been successful because:

Recent events and data:

- 252 training firms established in 2018
- Participation at national and international training firms fairs
- Training VET providers for preparing Erasmus+ applications (260 trained teachers in 2018) with the support of the National Agency for Erasmus + Programmes
- “Jobs” – training for teachers and school counsellors in career guidance and counselling

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<td>Jobs</td>
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<td>131</td>
<td>208</td>
<td>124</td>
<td>67</td>
<td>1699</td>
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6. Main challenges are:

- teacher training programmes focused on:
  - professional training standards/curriculum
  - development of competences through WBL and quality assurance of WBL
  - assessment of Learning Outcomes
  - use of teaching methods to develop learners’ entrepreneurial competences, “green competences and transversal competences

- entrepreneurial competence - training firm and participation in training firms fairs organised at national and international levels (teachers, learners, schools)

- continue activities on teacher training on career guidance and counselling

- WBL - 1300 tutors to be trained

- disseminate examples of successful stories about VET schools

- activate partnership networks among schools
Thank you!

More about the Romanian Presidency:
www.romania2019.eu
#RO2019EU