



MINISTERSTVO ŠKOLSTVA,
VEDY, VÝSKUMU A ŠPORTU
SLOVENSKEJ REPUBLIKY

Results of ET 2020 Working Group on Teachers & Trainers and State of Play in Slovakia



T&T in WBL/Apprenticeships: Mapping of models & practices

- Study 2017/ analyze existing approaches as regards T&T in WBL at national, EU and transnational level in three areas:
 - governance structures for T&T
 - Professionalization opportunities
 - Continuous dialogue to improve quality of WBL

- **Areas of upcoming work:**
 - Governance & partnerships arrangements
 - Quality, relevance and attractiveness
 - Supporting implementation VET reforms + Horizontal topics (e.g. Digital Skills, Migration)



Conclusions of the study

- **Major differences** between T&T / different pathways
- Different competences required:
 - Teachers: **up-to-date** practical skills, networking competences
 - In-company trainers: **pedagogical** skills
- **No** trainer competence **framework** (years of experience, quality...)
- In-company trainers are less covered in governance frameworks than teachers
- **Quality** development often not seen as a joint responsibility
 - *Quality of T&T is higher where governance is organized as a cooperative system*
 - *Quality of T&T is higher when VET is attractive and companies willing to contribute*
 - *Continuous dialogue should become an essential part*
- Systematic **cooperation** and **dialogue** is key for quality



State of play: 12 Policy Pointers I

❑ **Specify roles and responsibilities**

- ✓ Involvement of T&T and representative bodies
- ✓ Continuous dialogue with companies, SMEs

❑ **Strengthen Professional Development**

- ✓ Incentives for all players to invest in professional development
- ✓ Improve professional development opportunities
- ✓ Ensure trainers are valued by providing opportunities for professional development



State of play: 12 Policy Pointers II

□ Equip for key challenges

- ✓ Content of teaching
- ✓ Assessment of learning outcomes
- ✓ Innovation and digitalization
- ✓ Disadvantaged learners
- ✓ Steer learners to career guidance

□ Foster collaboration

- ✓ T&T and their representative bodies as partners in structured continuous dialogue
- ✓ Build partnerships/networks promoting excellence, innovation & flexible learning pathways



Roadmap 2017- 2018

2017

- Joint EAfA / ET 2020 VET WG meeting on **Digitalization** in the framework of the European Vocational Skills Week, Brussels, 22 November 2017

2018

- Regular meeting, Brussels (1-2 February 2018)
- Second PLA in the Netherlands, March/April (date tbc)
- Final meeting (including communication/dissemination) with the support of the BG Presidency, Bulgaria, 18-19 June 2018 (date tbc) including a meeting with practitioners
- **Expected Outcomes mid 2018:**
 - 12 policy pointers including a development cycle
 - examples (currently 16 from 14 countries)
 - Mapping of existing tools useful for practitioners
 - Communication / dissemination plan



VET Teachers in Slovakia

- VET teachers in Slovakia need to fulfill qualification requirements for teaching:
 - *completed tertiary Education (master degree)*
 - *supplementary pedagogical Education (2 years); it can be completed within 2 years after commencing teaching*
 - *they teach professional or vocational subjects*

Strengths

- VET teachers are entitled for continuous professional development training awarding credits for higher salary rate (up to 60 credits)
- VET teachers have good pedagogical, didactical and theoretical basis for teaching
- In dual VET or other strong forms of WBL VET teachers take courses to improve their knowledge and skills in in given field of their expertise

Weaknesses

- Insufficient practical knowledge from profession (not obligation to undertake the practical training at the tertiary level)
- Fragmented and lowly supported programs of continuous training for VET teachers



VET School Trainers in Slovakia

- VET School Trainers in Slovakia need to fulfill qualification requirements for teaching:
 - *completed upper secondary (certificate of apprenticeship or school leaving exam) or tertiary Education (master degree)*
 - *supplementary pedagogical Education (2 years); it can be completed within 2 years after commencing teaching*
 - *teaching the practical training subject in schools or companies*

Strengths

- VET School Trainers are entitled for continuous professional development training awarding credits for higher salary rate (up to 60 credits)
- VET Trainers have good pedagogical, didactical and practical basis for teaching
- In dual VET or other strong forms of WBL VET School Trainers take courses to improve their knowledge and skills in in given field of their expertise

Weaknesses

- Aging population and lower salaries compared to industry
- Fragmented and lowly supported programs of continuous training for VET teachers



In-company Trainers in Slovakia

- In-company Trainers in Slovakia need to fulfill qualification requirements for teaching:
 - *completed upper secondary (certificate of apprenticeship or school leaving exam) or higher VET Education (Diploma Specialist) depending on given field of study*
 - *pedagogical and psychological Training for In-company Trainers created and regulated by Chambers and Employers Associations*
 - *teaching the practical training subject in companies or schools*

Strengths

- Professional from company training pupils in Dual Education and other forms of WBL
- Up to date practical skills, knowledge and competences for teaching the professional skills and competences
- In dual VET or other strong forms of WBL VET In-company trainers take courses to improve their knowledge and skills in schools in pedagogy and didactics

□ **Weaknesses**

- Too regulated without possibility to recognize prior learning or praxis outside studied field of study



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Thank you for your attention!

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