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
Thank you for your attention!

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