

European Experiences – Quality and qualification frameworks for TVET teacher education

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Outlook for the next 15 minutes

- EQF, NQF, EQAVET,
- How these frameworks and networks evolved
- What it means in practice
- A specific view on Germany
- Recommendations?
A view recommendations!

EQF



- The European Qualifications Framework (**EQF**) is a common European reference framework.
- It is a **translation tool** that helps communication and comparison between qualifications systems in Europe.
- Its **eight** common European reference **levels** are described in terms of **learning outcomes**: knowledge, skills and competences. Learning outcomes (LO) express what individuals should know, understand and be able to do at the end of a learning process.
- This allows any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels.
- Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems.

EQF → NQF

DQR : Deutscher
Qualifikationsrahmen
für lebenslanges Lernen

- Work on the EQF started in **2003**;
in **2008**: "Recommendation on the EQF for lifelong learning" (European Parliament and Council);
in July **2015**: 25 countries had linked ('referenced') their national qualifications levels to the EQF.
- The EQF has been the catalyst for development of comprehensive national qualification frameworks (NQF) based on learning outcomes (a "shift of paradigm"!))
- The **DQR** (German Qualifications Framework) has been developed "to increase the transparency of the German educational system" and to foster mobility; it has been put into effect on 1 May 2013 – since then it is foreseen to have the DQR level (1-8) on all certificates (up to now there are 1062 qualifications referenced in the database of the DQR).
- The DQR shall give orientation, it has **no** regulating function!

https://ec.europa.eu/ploteus/en/compare?field_location_selection_tid%5B%5D=444&field_location_selection_tid%5B%5D=448
(Compare selected countries!)

Quality – and quality assurance (QA)



- A qualification – to be of any value – must be trusted.
- Systematic quality assurance arrangements underpin and can build the basis of **trust**.
- Parallel to the development of the EQF the European Commission developed the **EQAVET framework** and built up the EQAVET **network**.
- One of the explicit goals of this framework was to „support the implementation of EQF, in particular the quality of the certification of learning outcomes“. (EQAVET Recommendation 2009, p. 2)
- A priority set by European policy was “to make qualifications easily understandable (‘transparent’) and comparable between countries, and to increase opportunities of moving between education and training institutions and different learning pathways (‘permeability’) (Cedefop 2013, p. 3).
- -> qualification frameworks and QA mechanisms must work together systematically! ---> part of a couple of EU VET initiatives!

EQAVET



EQAVET brings together the EU Member States, the Social Partners and the European Commission to develop and improve quality assurance in European VET systems within the context of the implementation of the **European Quality Assurance Reference Framework** by:

- assisting the Member States in developing effective approaches to support the implementation of the Reference Framework;
- developing a culture of quality, to be embedded at European level and other levels with the help of the **Quality Assurance National Reference Points** and other Network members;
- supporting the Member States and the European Commission in the monitoring and implementation of the Reference Framework within the context of the **Education and Training 2020 Strategy**;
- supporting the quality assurance dimension of work in **EQF** and ECVET.

EQAVET is supposed to be a **community of practice** where members and national experts initiate a process of **mutual learning** and **consensus building** for the development of common principles, reference criteria, indicators and tools for quality improvement in VET.

What does this mean for TVET teacher education? What do we have?



BUT:

- In the EU, both education and TVET follow the **principle of subsidiarity!**
- No harmonisation of national laws and regulations is intended as each of the 28 MS is responsible for its own education and training system.
- There is no single European VET system!
- VET is very diverse and the variations in systems, providers, regions, and sectors make comparisons challenging
- The position of VET teachers all over Europe is still like a mosaic
- Qualification requirements and training for VET teachers and trainers vary considerably from country to country

AND in many EU countries VET teachers are still considered a 'lower class of teachers' compared to their colleagues in general education

But finally teachers *and* TVET teachers are on the political agenda

- For a long time VET teachers and trainers have not attracted due attention in policy reports although it was common sense that they play a crucial role!
- “While vocational teachers and trainers are essential to supporting skill development in the workforce, they are not high status for this role” (Leney et al. 2005, p. 136)
- 1998-2011: Teachers and Trainers Network (**TTnet**) by Cedefop
- 2011-2013: **11** Thematic Working Groups (**TWG**) to implement the Education and Training 2020 (ET2020) strategic framework – one on teachers and trainers with subgroup VET t&t
- Since 2014, **6** ET 2020 **Working Groups** have replaced the TWG, one of them: “WG on Vocational Education and Training VET)”
- Even in 2015: CPD for VET teachers and trainers – limited progress (weak!)
- Riga Conclusion (2015) – 1 out of 5 medium-term deliverables (2015-2020) is on teachers and trainers:

5. Introduce systematic approaches and opportunities for **initial and continuous professional development of VET teachers, trainers and mentors in both school and work based settings.**

Teachers - in general - in the EU

The European Union has described **general competence areas** for teachers for the whole EU area: they must have the capabilities

1. to work with information, technology and knowledge,
2. to cooperate with others – students, colleagues and other cooperation partners and
3. to act on the local, regional, national, European and global levels.

Common European Principles for teacher competences and qualifications:

1. a well-qualified profession
2. a profession placed within the context of lifelong learning
3. a mobile profession
4. a profession based on partnerships.

Harri Keurulainen (online <http://verkkolehdet.jamk.fi/>)

“The acquisition and development of competences needs to be viewed as a career-long endeavour.” ... “Teachers’ **continuous professional development** is highly relevant both for improving educational performance and effectiveness, and for enhancing teachers’ commitment, identity and job satisfaction.”

EC - Education and Training (2013). Supporting teacher competence development for better learning outcomes

Teachers and trainers in the German dual system

330 recognised training occupations

VET part-time school

TVET teachers

- with a university degree
- and (in many countries) an apprenticeship before their studies (16 countries – 16 regulations)

*“teachers are subjects of a **non-profit ‘educational world’** with a lifelong job guarantee and with salaries not based on achievement;”* (Keurulainen)

STATE SYSTEM

teachers are employed and paid by the public

training company

TVET in-company trainers

- practitioners
- usually having done an apprenticeship
- and passed an exam (to be allowed to train apprentices)

*“trainers are subjects of the **‘industrial world’** governed by economic considerations and profit-making objectives and vulnerable to economic developments and dismissal”* (Keur.)

PRIVATE SYSTEM

trainers are employed and paid by the company

TVET **teacher** education at German universities

In Germany TVET students have to follow a **core** or **basis curriculum** which has been agreed by all 55-60 university institutes offering studies for Vocational/Technical and Business Education as their **common framework** to guarantee a standardised quality all over Germany.

There are institutes for **Technical/Vocational Education** (*Berufspädagogik*) and for **Business Education** (*Wirtschaftspädagogik*).

Very similar in Switzerland, quite some differences in Austria.

-> These 3 countries have a very similar dual system but no common standards!

Standards for in-company **trainers** in the German dual system

In-company trainers must be suitable both personally and in terms of specialised knowledge to train young people:

- Subject aptitude involves, in particular, the specialised vocational skills and knowledge required for the relevant occupation. As a rule, trainers must have a qualification in a subject area appropriate to the training occupation.
- However, vocational training also includes knowledge of the educational theory of the occupation and job. Required competencies are:
 - Analysing work tasks and defining learning requirements
 - Planning and preparing training
 - Conducting training
 - Evaluation and further development of training

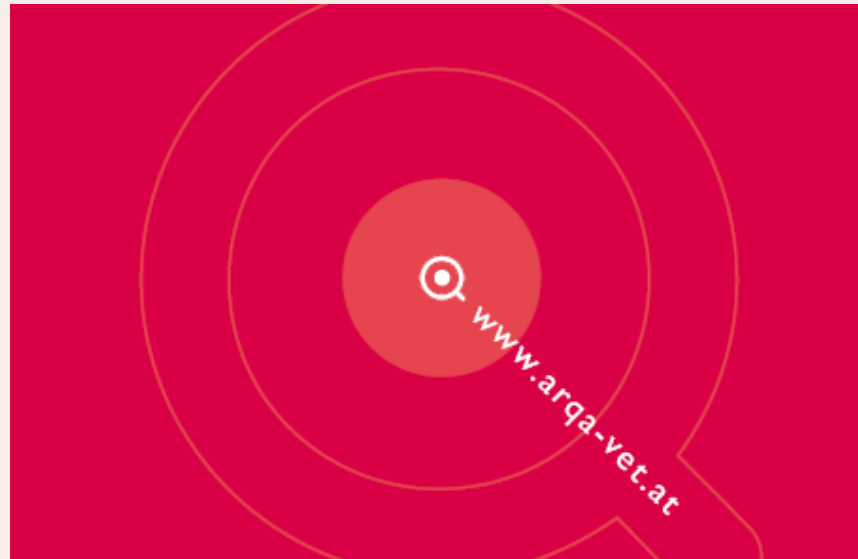
→ The trainers have to have practical experience and pass an exam!

Recommendations? Lessons learned?

- What is the “common language” for different systems, states, professions – reference frameworks are a good and feasible option!
- Building up trust needs time and patience; and something trust can be based on – like QA arrangements
- “Making TVET more important”: in Europe the EU has been and still is the driver – since almost 13 years!!!
- Bring the key players on board when it comes to common frameworks and standards -> without the employers and social partners this does not work.
- Transparent communication, building groups and networks, learning from each other – principles that slowly start to work and being internalised. Some things and topics can be negotiated also bi- and trilateral! At the end systems become more similar and start to understand each other.
- Development of national qualification frameworks has become a global phenomenon, leading to stronger cooperation between countries and regions.
- The work on quality improvement never ends – when the cycle is finished it starts again from the beginning.



Thank you for your attention!



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