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Comparative analysis of professional competencies of VET trainers in the construction sector in Poland, France and Romania

Słowa kluczowe: kompetencje, trener, kształcenie i szkolenie zawodowe, standardy kompetencji, branża budowlana, Europejska Rama Kwalifikacji

Keywords: competencies, trainer, vocational education and training (VET), competence standards, construction sector, European Qualification Framework

Introduction

Necessity of acquiring new skills in the era of globalization and rapid technological changes are causing important shifts in labour markets and in VET systems. The EU economies are undergoing substantial transformation. New professions are created and the content of work in different professions is changed as a result of mechanisation, automation and robotics. The strategy Europe 2020¹ aims at achieving smart, sustainable and inclusive growth. This growth is intended to be driven by a set of engines: knowledge, innovation, greener and more efficient use of resources, higher employment combined with social and territorial cohesion. Demographic and cultural changes are contributing to the skills shortages therefore the Agenda for New Skills and Jobs² aims to promote employment and reintegration into the labour market of workers made redundant through activation, retraining and skills upgrading measures.

The data presented by the EUROSTAT³ confirm that EU construction industry with increasingly qualified workforce of 14.5 million exemplifies the significance

¹ Communication from the Commission: EUROPE 2020. A strategy for smart, sustainable and inclusive growth, Brussels, 3.3.2010, COM(2010) 2020.

² Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: An Agenda for new skills and jobs: A European contribution towards full employment, Strasbourg, 23.11.2010, COM(2010) 682 final.

³ European Statistical Office – Eurostat http://ec.europa.eu/eurostat/statistics-explained/index.php/Archive:Construction_sector_statistics.

and urgency of moving toward mutual recognition of qualifications. Case studies show that retraining is required for workers to convert to an occupation and to upskilling which enable a person to fulfil an occupation mainly through an addition of knowledge. Continuing education and nonformal forms of learning and professional improvement prefer learning through practical experience. Many craftsmen and building workers need up-skilling. Existing qualification schemes, accreditation structures and training incentives are not covering competence standards for VET trainers.⁴ Moreover, in many EU countries there is no legal acts describing the trainer's competences. Therefore, all policies and programmes relating to vocational training also includes occupations related to the construction industry. In addition to the general system of vocational training at the moment, there are no separate guidelines at national and regional levels relating exclusively to the construction trades.

The construction sector is a very important issue of economy for the EU countries. The training system for the construction industry is a part of the VET system. Business area belonging to this sector is very wide, both in terms of the type of work involved, and their subject matter. According to the first criteria, sector companies can deal with the design, preparation of land for carrying out the work, construction works and finishing works. According to the second criteria, it can relate to the activities of building companies, i.e. residential, industrial, hotel, office, service and public utilities, as well as infrastructure such as roads, squares, routes of rail vehicles, bridges, tunnels, media networks and water structures. The effectiveness and efficiency of construction agents depend on the quality of qualifications and competence of employees in this sector.

VET trainers in the construction sector play a key role in making lifelong learning a reality. They transfer knowledge, skills and competences. At European level, there is a lack of information about various aspects of the profession, such as how staff members are recruited, what competences, skills or qualifications they are expected or required to possess, what their specific roles and tasks are, what their employment status is, how their professional development is organised, how staff are assessed and how attractive the profession is. Therefore, the consortium composed of EU participants actively involved in the field of VET put special attention to the trainers of vocational education orientated towards building practice at a specific workplace. That is why, the partnership consisting of: Institute for Sustainable Technologies – National Research Institute in Radom (the coordinator), Konfederacja Budownictwa i Nieruchomości (Poland), Związek

⁴ Commission Recommendation of 29 October 2009 on the use of the International Standard Classification of Occupations (ISCO-08) (Journal of Laws L 292, 10/11/2009 P. 0031-0047).

Zawodowy Budowlani (Poland), Galati University (Romania) and CCCA-BTP (France) realised a project under the Erasmus+ programme called: **“Certified VET trainer in the construction sector”**.

Project’s target group was focused on teachers of practical vocational training who are at risk of losing their jobs, but also those who are finding it difficult to enter or return to the labour market. Case studies suggested that skills development responses, required to enable a person to fulfil a new occupation, are often a matter of upskilling, or adding to existing core competencies. Another part of the target group were people who are facing the threat of social exclusion or vulnerable persons who are in a disadvantaged position with regard to access to VET.

The main objective of the CertiVET project was the development a training and certification model of qualifications acquired by trainers in the construction industry in non-formal and informal learning through experience at work, based on the agreed description of the professional qualification standard and according to the requirements of the European standard for personnel certification ISO/IEC 17024:2012. The project uses European instruments and best practices for mobility, transparency and recognition of learning outcomes and quality assurance of qualifications, including those regarding: EQF/NQF, ECVET, EQAVET.

*All project activities are devoted to strengthen the cooperation between the world of education and work and bringing them together to solve the problem of skills shortage that we face today in Europe. Non-formal and informal forms of learning and professional training prefer learning through practical experience. Existing qualifications systems do not include the competence standards for VET trainers. In many EU countries there are no law describing the legal acts of the trainers of vocational education and training.*⁵

The result of the project includes an innovative educational e-package adjusted to the needs of different training forms, especially to nonformal and informal ways for improvement of VET trainers’ competencies. It was focused on VET trainers in the construction industry who are specialized in technology of interior drywall systems (TIDS)⁶. It allows to make self-learning and improving skills easier in the workplace as well as enabling possible self-learning in convenient moment of time and will support the learners when performing vocational tasks of time and will support the learners when performing vocational tasks.

⁵ K. Sławińska, *Training and certification of trainers in the construction sector in Erasmus+ project*, ITeE Radom 2014, p. 553 Polish Journal of Continuing Education, 4(87)2014.

⁶ Regulation of the Minister of National Education of 7 February 2012 concerning the core curriculum of vocational education of: *“Interior System and Finishing Work Installer in the Construction Sector”*, Journal of Laws No. 62, item 439.

The methodology of comparative studies in the CertiVET project

The major goal of the partnership was the development of the competence standard for the VET trainer in the construction sector, in line with the EQF/NQF, and focus on upgrading or establishing large-scale qualification and training schemes in order to increase the number of skilled VET trainers in the construction sector.

In order to achieve this goal, in the initial phase of the project, the partnership prepared a comparative analysis of existing policies, tasks and competence standards and other documents related to the VET trainer in the construction industry with a focus on construction specialty: Drywall System Installation (DSI).⁷

The subject of comparative studies in Poland, Romania and France was the structure and substantive content of the description of the competence requirements contained in official national documents which can serve as a reference point for the development of the professional competence standard for VET trainer in the construction sector. The identification and comparative analysis of qualifications and professional competences of a VET trainer profiles were focused on the:

1. identification of the valid descriptors and standards related to the VET trainer profile (VET school teachers, training centre trainers and company tutors) in the countries concerned in terms of activities, tasks and corresponding skills, knowledge and competences;
2. the reference, when the above mentioned descriptors and standards exist, to the EQF, chosen by the partners as a basis for common understanding and as a means facilitating transparency as far as building up the common standard of vocational qualifications for the trainers is concerned.
3. the accreditation of VET school teachers, training centre trainers and company tutors from the point of view of national regulations in terms of education level, professional experience, trial/ probationary period and compulsory pedagogical training.

The partnership conducted the comparison of conditions of access to the function of VET trainer in the partner countries. The access to the function of VET trainer, fully regulated by national Authorities, is specified in each partner country with different degrees of detail, as shown within the grid below. It appears clearly that in France the legislators splits the responsibility of access to the profession of VET trainer into three fields of governance: general governance of the system confirmed by law, social governance of the system confirmed by work regulations

⁷ National professional competence standard: “Interior Drywall System Installer”.

and sectoral governance with which social partners of the construction industry are entrusted. On the other hand, in Poland and in Romania, the distinction between global and social governance, as well as the role of the social partners in the piloting of the VET systems, including identification of conditions of access to the function of VET trainer, has not been institutionalised to date.

Table 1. Comparison of conditions of access to the function of VET trainer in the partner countries

| Regulation of access to the function of VET trainer in the partner countries | | |
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| France | Poland | Romania |
| <p>Three main categories of regulations are to be distinguished:</p> <ul style="list-style-type: none"> • <i>Decrees published in the Official Journal of the French Republic</i> (especially Decree 2013-768 published on 23 August 2013 and 2008-1253 published on 1st December 2008) related to the public IVET establishments depending directly on the French Ministry on National Education. • <i>Work Code</i> (especially articles R. 6233-12 to 21 and R. 6223-25 to 31) related to the functioning of training of apprentices and conditions of access to the position of IVET trainer in these centres, certified by the French education national system and having agreements with regional governance bodies. • <i>Specific regulations published by professional sectors</i> and related to IVET | <p>Education and necessary qualifications for the VET trainer in the construction sector:</p> <ul style="list-style-type: none"> • Minimum technical college degree (NQF and PQF level 4) in the field of construction confirmed with a title of a building technician and the General Certificate of Education. • Specialty in the field corresponding to the field of training. Seniority for a person with education at NQF/PQF level 4-15 years in the construction sector, and the specialty in which the training is to be conducted – 10 years, out of which 5 years on the managerial post (managing staff of at least 5 people). • Seniority for a person with higher technical education at NQF/PQF level 6-7 – 10 years in the construction sector. • Pedagogical qualifications | <p>The Romanian system links closely the access to the profession and the requirement of specific training, defined as an Occupational Standard no. 24125/2007, currently used to develop and implement training programmes for the certification of professional trainers.</p> <p>The certification offered by these programmes is at Level 4 of ISCED (post-secondary non-tertiary level) or at Level EQF. The certification to be a foremen-instructor is at Level 3 of ISCED (upper secondary level) or at Level EQF.</p> |

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| <p>in professional networks like CCCA-BTP as far as the construction industry is concerned. In the major economic sectors, like construction, the involvement of the all significant social partners in the leadership of the IVET at the national level is to be stressed.</p> | | |
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It is noticeable that within the Polish and Romanian systems the issues related to the education required and to the corresponding qualification are correlated, whereas within the French and Polish systems the qualification is rather associated to the clear requirement of professional experience in the field related to the teaching/training paths aimed.

The partners decided to refer to their national contexts and situations in line with their specific national objectives. Thus, the French partners, where concrete standards and training paths for VET trainers in the construction industry already exist and have been put forwards by the institutions like the CCCA-BTP, focused on the pedagogical adaptation of the continuing VET programmes to the evolution of professional contexts and related needs, whereas the Polish partners were more interested in the establishments of a macro framework for the governance⁸ of the system enabling them to identify VET trainers in the construction sector as a specific professional group with their own characteristics recognised formally⁹.

The VET trainer in the construction sector has been situated within this transnational investigation as an actor developing its individual capacities to become competent in concrete professional contexts and work situations, able to be flexible and adjustable to the different missions, as well as used to deal with complexity and unpredictability. In particular, the authors of the research took into account the complexity of the political and operational processes permitting the exploitation of experience as a source of professionalization of VET trainers. The partnership tried to answer for the following research questions:

⁸ Regulation of the Minister of Labour and Social Policy of 7 August 2014 concerning the classification of professions and professional specialties for the needs of labour market, Journal of Laws 2014, item 1145.

⁹ Regulation of the Minister of National Education of 23 December 2011 concerning the classification of vocational education occupations, Journal of Laws 2012, item 7.

- In which national documents are descriptions of trainers' and expertise requirements including industry data, relating to the drywall system installation?
- On which levels of the EQF and NQF do qualifications related to the competence of VET trainer in the construction industry operate in partner countries?
- What are the existing similarities and differences in the structure of the description of the competence requirements in documents related to a new classification of "VET trainer in the construction sector"?
- What principal areas of professional activity should be done in the area of trainers and specialized (industry) competences?

Through this empiric research, the partners analysed the professional profile (existing or desirable in the near future) of the VET trainers aimed within specific national approaches situated at macro level of investigation carried out among professional representatives, decision makers (especially Poland) and VET conceivers (especially France and, to a certain extent, Romania). The VET trainer in the construction sector has been situated within this transnational investigation as an actor developing his/her individual capacities to become competent in concrete professional contexts and work situations, able to be flexible and adjustable to the different missions, as well as used to deal with complexity and unpredictability.

Comparative analysis of job descriptions of VET trainers in the partner countries

Developed comparative analysis of qualifications and professional competences of VET trainer profiles in the construction sector in partners' countries was developed on the basis of analysis of the profession, which includes isolation of the scopes of work in the given profession, and typical occupational tasks.

The aim of this research was to identify the minimum competence requirements for VET trainers in the construction sector within the scope of the DSI occupation in all partners countries. The Bruges communiqué¹⁰ invited the Member States to improve initial and continuing training for VET trainers, in order to possess opportunities to acquire the right set of competences and to become prepared to take up the broader and more complex training. Trainers are usually not required to hold a particular training qualification, but need to be qualified practitioners or skilled workers and have a certain period of work experience in

¹⁰ The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020, 7 December 2010.

the field. The research has shown that there is an interest in the development of the common approach to qualifications and competence requirements for VET trainers in the construction sector on the basis of DSI, in all project countries. During the consultations with social partners and VET schools on the construction profiles, it turned out that there is a huge demand on the identification of specific VET trainer requirements in the construction sector. Trainers in enterprises do not usually possess a strong identity as trainers. There is also a huge interest at the national level in supporting trainers in this sector.

Parallel to this, the partners adopted a common concept of **activity**, as a part of a more global professional mission of the VET trainers concerned (like socio-economic integration of trainees in terms of higher employment rate after the proposed VET paths). The concept of **tasks** has also been used by the partners, but rather as a secondary term when describing national VET trainer job profile within each national context, even if the Polish partners made a strong correlation between professional tasks and qualifications.

In fact no partner identifies tasks as autonomous holders of competence, if they are not embedded within specific professional contexts, work situations and activities clearly described. Besides, the partners practically not refer to the hypothetical specificity of VET trainers in TIDS, which is significant from the point of view of the importance given to the technical specificity in the VET trainers. In fact, the partners consider that the technical knowledge and competence are to be checked implicitly before the formal engagement of the candidates applying for the job of VET trainer, but they do not constitute its professional identity, which is based on pedagogical, social and psychological aptitudes, skills and knowledge.

Within the Polish standard, the job description of VET trainers in the construction industry remains global and focussed on the general sense of the educative and training activities, including planning, organisation, carrying out and assessment of the formal training process, as well as evaluation of learning outcomes acquired in both formal and non-formal contexts and situations. No reference is made to the distinctive character of technical knowledge and competences. Concerning the Romanian standard, technical and pedagogical skills and competences are clearly split, which is common with the French approach.

Table 2. Characteristics of the VET trainer job profile in Partners' countries

| Most significant characteristics of the VET trainer job profile in Partners' countries | | |
|---|--|---|
| French Standard | Polish Standard | Romanian Standard |
| Clear distinction between: • <i>Referencing of professional activities</i> , starting | Correlation between professionals tasks (likely to be assimilated in certain cases | Clear distinction among <i>fundamental</i> (transversal), <i>job general</i> (non-specific to |

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| <p>from the description of the context and containing the delimitation of activities, and then description of tasks, work conditions and expected results related to the following phases: preparation, achievement, closing of activities and control procedures.</p> <ul style="list-style-type: none"> • Reference book for vocational training contents, in line with certification units and declined into general capacities and know-how according to the activities aimed (capacities are combined with associated institutional, social and pedagogical knowledge). | <p>to the activities) and qualifications based on three distinctive categories:</p> <ul style="list-style-type: none"> • K1 – Design and organization of the training process for a specific building qualification – demanding about 70 hours of training of trainers. • K2 – Execution, evaluation, and quality assurance of the training – demanding about 80 hours of training of trainers. • K3 – Analysis and assessment of competences and career counselling for candidates for specialists in the construction sector – demanding about 50 hours of training of trainers. | <p>narrow professional specialisations) and job specific competences (related to narrower specialisations):</p> <ul style="list-style-type: none"> • Technical: ex. working in a team (fundamental), applying and monitoring health and safety measures (job general) and preparation of assembly operation (job specific). • Pedagogical: marketing, designing, planning, running and evaluating • training activities, evaluating • trainees, applying special methods and techniques of training. |
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In every partner country, the identification of activities is considered as a basis enabling professionals and VET conceivers to determine further knowledge, skills and competences related to these activities, as it is suggested by the EQF methodology. Nevertheless, the Polish approach is focused more on the expression of “duties and responsibilities” of VET trainers concerned, whereas the French and Romanian standards are focussed more directly on the formulation and articulation of “activities” embedded within specific work contexts. Moreover, the French and Romanian partners worked, when preparing national standards for VET trainers specialised in TIDS, on both components: technical and pedagogical, whereas the Polish partners privileged duties and responsibilities related directly to the pedagogical component. More globally, the Polish partners consider the technical component as no specific for the job profile of a VET trainer, but as a background. Polish standard does not identify “common” or “fundamental” competences as a distinctive group and includes them directly to the core of the description of professional competences shared in accordance with three groups of qualifications. It is to be mentioned that the French standard points out the importance of ethics, responsibility and professional consciousness, in line with deontological principles and the necessity to possess a good level of general

culture to teach or train, within the framework of general education as well as in the case of vocational education and training. These aspects are present with less evidence within the Polish and Romanian standards. These “common basis” or “fundamental” competences are activated within VET trainer activities that the partners specify inside their national reports. The Polish approach is rather focussed on the identification of relatively wide segments of “tasks” put into relation with “qualification” that the execution of these task requires, whereas the French and Romanian approaches consisted in the transcription of the national standards within the grid inspired from EQF, where “activities” are related to “knowledge”, “skills” and “competence”.

Thus, the standard mentioned above stipulates that all the teachers and trainers contributing to the effort of national education belong to the same professional corpus either they act in public schools or in the vocational education and training centres managed directly by professional branches (like construction).

Even if the technical background does not constitute, according to the analysis of the country reports describing national standards concerned, a component of professional identity of VET trainers in the construction industry in the three countries, the CertiVET partners consider it explicitly as an integrative part of the global professional profile and competence of VET trainers, whatever their technical field of intervention is. Therefore, the French and Romanian partners decided to integrate this part directly into the global description of necessary skills, knowledge and competences of the trainers acting, in this case in the interior drywall system installation. Thus, the common grid that compiles national results starts from the identification of activities: professional specific to the interior drywall installation system and pedagogical that can be considered as common to all VET trainers in the construction sector whatever their specific profile (teachers, training centre trainers or company tutors).

The scheme in table 3 shows the results of the investigations carried out in France, Poland and Romania. Nevertheless, it cannot be considered as a model to be adopted by all the European countries, but only as a list of what must be taken into consideration when the common standard will be proposed in the next phase of the project. The authors tried to highlight all the major specificities of the national standards. In fact, whereas the technical part of skills, knowledge and competence related to the interior drywall installation system is relatively common in all the countries concerned, the approaches are different concerning the pedagogical part. Besides, in the three partner countries, the pedagogical part is not specific to the trainers in interior drywall installation systems, but common to the whole population of VET trainers.

Table 3. Job profiles related to the VET trainers in the construction sector

| Contents of the pedagogical part of the job profiles related to the VET trainers in the construction industry | | |
|--|---|--|
| France | Poland | Romania |
| <p>Pedagogical knowledge-skills-competence of VET trainers in the Construction Industry:</p> <ul style="list-style-type: none"> • Conception and organization of training activity: Mapping out training paths to implement training and courses appropriate for the level, experience and needs of apprentices and trainees; Planning a variety of sessions based on the vocational training situations; Producing vocational training and appraisal aids adapted appropriately, especially exam and testing material; Preparing and updating tools necessary for interacting with the company; Taking part in his/her own professional development; Taking part in the life of the training centre. • Implementation of teaching activity: Contributing to the development of trainees; introducing appropriate training approaches; assessing effect of training on trainees. • Management of teaching resource: Research and organisation of teaching resources with a view to vocational training instruction; Putting resources | <p>Duties and responsibilities of a VET trainer in the Construction Industry:</p> <ul style="list-style-type: none"> • Conduction of educational activities in the scope of individual qualifications specified in the certificate; • Cooperation with legal entities, including organisations/enterprises providing training services; • Ability to identify training needs at different levels (local, enterprise, individual); • Recruitment and selection of candidates in the field of procurement of NQF level 3 qualifications in a specified specialty; • Organization and conceptualization of training activities/courses; • Preparation of curricula and additional educational materials; • Assessment of skills and competences; • Planning and evaluation of the quality of educational activities; • Facilitating, stimulating and supporting personal development of trainees; • Management and resolution of conflicts; • Introduction of elements facilitating learning at work; | <p>Job specific pedagogical competencies:</p> <ul style="list-style-type: none"> • Planning training activities: Define training objectives, designing training activities, building learning situations, organising training activities, organising the training environment, prepare support materials. • Running training activities: Informing participants about training activities, motivation of trainees, facilitating learning activities, conflict resolution, provide feedback for trainees. • Evaluating trainees and ensuring quality of training: application of assessment tools, organizing assessment sessions, recording evaluation results and elaborating the program report. • Applying appropriate methods and techniques of training: Encouraging personal reflection and self-training, promoting learning through group dynamics, working in teams with other trainers and resource persons, flexible approach of training situations, developing transversal competences. • Marketing training: Identifying organisational |

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| <p>thereby created at the disposal of learners; Revising and renewing such work regularly.</p> <ul style="list-style-type: none"> • Supporting apprentices and trainees with activities conform to the definition given in the Labour Code, to facilitate them a social and economic inclusion. • Information and communication: Maintaining relations with parents, company tutors or managers in the construction industry (BTP), social workers and national education system. | <ul style="list-style-type: none"> • Preparation of candidates for the process of qualification validation and certification at NQF level 3; • Provision and implementation of practical knowledge and skills concerning the issues of health and safety, fire protection, ergonomics, and environmental protection. | <p>needs, promoting training programmes.</p> <ul style="list-style-type: none"> • Design training programmes: Establishing training objectives, identification of resources, designing training materials, establishing strategy and building training programme. • Organising programmes and internships: Training programmes negotiation, development of training units, supplementary assurance. • Evaluation, review and quality assurance for training programmes: development of evaluation methods, evaluation of efficiency evaluation, review of training paths, following up of the criteria for quality assurance. |
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The analysis clearly demonstrates that in the three approaches similar components are present, even if the Polish standard is more strategic and less technical than the French and Romanian ones. The partners decided to embed the comparative analysis within the framework inspiring from the EQF, enabling them to create a common basis for transparency of qualifications and a better common understanding. The principal aim of the grid that follows is to prepare the next step of the project, consisting in the setting up of a common VET trainer job profile valid in the countries involved in the CertiVET project and eventually transferable to other countries. The partners intend to propose a selection of components that seem to be essential of the job profile of VET trainer in the construction industry, whereas their practical translation into national standards would depend on the political and sectoral decisions in each country concerned. In fact, it does not seem realistic to create and propose a compulsory standard valid in a large range of countries, given that national situations and priorities, degree of organisation and advancement of the social dialogues, position and

attitude of certification bodies, as well as condition of educative and training structures differ from one country to another.

Conclusions and recommendations

The structure of the description of the identified documents varies but in all countries the descriptions are connected with the learning outcomes and they are described in terms of skills, knowledge and competence according to the EQF and NQF requirements. Although, the professional skills, knowledge and competence are described in individual partner countries at different levels of detail, there were identified the common skills to carry out the basic task units.

European policy on VET makes a strong link between the quality of education and the quality of trainers. Well qualified staff, their training and professional development of the VET trainer in the construction sector are the best elements in ensuring quality. There is a need to better understanding the profession of trainer on the labour market.

The developed key solutions in the CertiVET project are focused on the results useful for practical implementation of competence standard and modular vocational training programme for VET trainer in the construction sector.

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Summary

The article presents the selected results of the comparative analysis of professional competence standards for the VET trainers in the construction sector, carried out within the Erasmus+ project „Certified VET trainer in the construction sector”. The aim of this study is to provide an overview of VET area in the construction sector and especially the requirements for the VET trainers in this specialisation, which until now have not been researched as such. The findings are used to identify the key issues and problems as well as areas where actions are most urgently needed to make working in this specific field of vocational education and training more attractive.

Kompetencje zawodowe trenerów w kształceniu i szkoleniu zawodowym w branży budowlanej w Polsce, Francji i Rumunii

Streszczenie

W artykule przedstawiono wybrane wyniki badań porównawczych opisów standardów kompetencji zawodowych dla trenera kształcenia i szkolenia zawodowego (VET) w branży budowlanej, przeprowadzonych w projekcie „Certified VET trainer in the construction sector” (CertiVET). Z analizy literatury wynika, że istnieje cały szereg inicjatyw wspierających edukację pozaformalną, które mają na celu lepszą prezentację kwalifikacji i umiejętności zawodowych, dzięki czemu kwalifikacje stają się bardziej czytelne, są łatwiejsze do zrozumienia i porównania w różnych systemach i w różnych krajach, a przede wszystkim ułatwiają mobilność na europejskim rynku pracy, promując ideę *Life-long learning (LLL)* – uczenie się przez całe życie. Celem badań w projekcie CertiVET była identyfikacja i analiza porównawcza modeli standardów kwalifikacji / kompetencji

zawodowych w krajach partnerskich (Francja, Polska, Rumunia) lub innych równoważnych dokumentów powiązanych z trenerem VET w branży budowlanej, z uwzględnieniem wymagań Europejskiej Ramy Kwalifikacji (EQF) i Krajowych Ram Kwalifikacji (NQF) dla uczenia się przez całe życie (5 poziom EQF/NQF).