

Branche certificate »Tutor / trainer for basic skills«

ProfGK: Initial situation, objectives, process, status of implementation

EBSN Conference
27.6.2024, Valladolid

S V E B ■ Schweizerischer Verband für Weiterbildung
Fédération suisse pour la formation continue
F S E A ■ Federazione svizzera per la formazione continua
Swiss Federation for Adult Learning

Agenda

- Professionalisation «need» and policy implications
- From basic project to «responsible body»
- The projectProfGK

Needs and Policy implications

- **Nationally recognised qualification** of tutors and trainers in the area of basic skills/professional development
- **Transparency** regarding existing basic and further training programmes and the value of existing qualifications.
- **Linking competence areas:** reading, writing, ICT, maths with g/f/i as second language (fide).
- Possibility for experienced tutors and trainers to have their existing **competences recognised/validated**.
- Clarification of the **framework conditions** for providers and course instructors in the context of quality assurance (funding, value of the qualification, visibility)

2022-2023

From basic paper to «responsible body»

Role of the SVEB: Coordination of the development of a modular system of education of tutors/trainers in the area of basic skills.

1. Working group of relevant partners: SEM, GS Fide, SWBK, DVLS, VSV, SVEB, CRFBA

Open-ended process based on a basic paper

Common goals: professional development, orientation, recognition, permeability to language learning as well as quality assurance

2. Agreement on project description: basis for decision on participation in the funding body

Responsible body consisting of **SVEB, DVLS, CRFBA, VSV** representing the branch.

Competence areas /contexts /existing funding structures

Competence areas

- Reading and writing
- Oral expression
- Maths
- ICT
- Alphabetisation
- Transversale competencies
- ...

(Funding) structures

- WeBiG: basic skills
- AMM: employment
- KIP: Integration
- IA: Refugees/Asylum
- Workplace
- Social Services, Invalidation services
- ...

Contexts

- (Labour Market)-Integration
- Workplace
- Family
- Health
- Finances
- ...

Potential pathway to certification

- To obtain the certificate, you need to have "common" competences (SVEB certificate + competences linked to working with a target audience) and skills relating to one of the specializations (scope to be defined).
- The training system should therefore be modularized, e.g. "common core" content can be integrated into more specialized training courses or acquired in complementary modules.

Project ProfGK

Objective: Nationally recognised Branch Certificate

Qualification profile, 2024

Framework conditions, 2025 – 2028

Three paths to certification, 2025 – 2026

- Recognition of modules
- Validation of competencies
- Equivalence

Establishment of implementing body, group of experts on accreditation and validation, 2026 – 2028

Piloting/Testing, 2027 – 2028

Responsible body: Decision making, strategy, positioning and public relations

2024: Qualification profile

1. contains a job profile, description of field of work
2. module concept as well as module descriptions
3. lays the ground for development of three pathways to certification
 - Recognition of modules
 - Validation of competencies
 - Equivalence

Qualification profile : potential modular structure

Common core

- Didactic approach
- Differentiation and individualization of teaching
- Encouraging autonomy and reflexivity
- ICT in everyday life and as a learning aid
- Conscious use of language

Spécialisations

Methodology L2 (fide)

Methodology alphabetisation / literacy

Methodology numeracy

Methodology ICT

general culture and transversal competences

Challenge: Defining scope of «common» competences
To what extent should tutors/trainers be "generalists" or "specialists"?

To be developed...

Thanks for your attention!

Questions?

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