



Activities of WG: Education , Training and lifelong learning

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Project : **CITIES**

Chemistry and Industry for Teachers in European Schools

Development of course modules for teachers to inform their pupils in a positive and exciting way about what chemistry

- Framework Europe
- Chemistry Changes Everything
- Commerce and Innovation – our future
- Chemistry – bringing it alive
- Europe – the education and training arena



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Project : Demographic Change in the European Chemical Industry

- Development of Strategies und Measures to overcome the Effects of Demographic Change and the Economic Crisis
- Project to promote the Employment of young Employees and active Ageing in the Chemical Industry in Europe



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Project : Eurocompetence

for operational personnel in the chemical industry

General objective:

To assist ECEG and EMCEF in developing:
Strategies, tools & skills to strengthen their
role in the field of Education, Training &
Lifelong Learning (ETLL)
at EU level, national level and company level



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Specific objective:

- To define a set of Recommendations
- On Identification, Assessment & Validation of competences
- For operators and supervisors in the Chemical industry
- Approved by ECEG and EMCEF member associations



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Recommendations on 4 levels

1. Occupational profiles
2. Competence profiles
3. Competence assessment instruments
4. Competence validation procedures



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1. Occupational profiles

Occupational profiles to demarcate the occupations.

Occupational profiles will include:

- a description of the occupation
- trends and innovations
- core tasks and responsibilities.

The Recommendation will describe occupational profiles relevant and familiar to the chemical industry Europe wide.



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2. Competence profiles

Competence profiles to identify required Competencies for the occupations.

Competence profiles will include:

- competence areas
- identified competences with proficiency levels for each area

The recommendation will describe competence profiles relevant and familiar to the chemical industry Europe wide.



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3. Assessment instruments

Competence assessment instruments can be used to assess whether a candidate has proficiency at the required level.

A selection of proven methods of assessment of competence will be described, based on best practice in member states.

The recommendation will include proven methods of assessment of competence relevant for the chemical industry Europe wide.



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4. Validation procedures

Competence validation procedures can be used to validate competences of workers with work experience but lacking formal certification.

A selection of proven procedures for competence validation will be described, based on best practice in member states.

The recommendation will include proven competence validation procedures relevant for the chemical industry Europe wide.



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Use of project results

- European level
 - New skills for new jobs
 - Sector Councils for Employment and Skills
- National level
 - Reform of national education and training
 - Collective labour agreements
- Company level
 - Job descriptions, skills gaps, training plans



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Working method; conditions

1. PMLF and ENTERFORA will prepare the first draft Recommendations/ Build upon what has been developed /
2. Support and commitment for project results by ECEG and EMCEF associations by:
 - Social partner work meetings
 - Questionnaires
 - WG ETLL meetings
 - Steering committee
 - Final conference for all associations



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Brochure “Best Practices of Education, Training and Lifelong Learning in the European Chemical Industry”

- 60-70 pages for exchanging experience
- good examples from associations for:
 - 1) work with schools and vocational schools
 - 2) work with the universities and students
 - 3) work with companies for ETLLL
 - 4) Individual company’s best practice in the field of lifelong learning
 - 5) best practice of financing of ETLLL in the country.
 - 6) work on competencies and skills of chemical industry staff.
 - 7) Web materials for ETLLL, if such.
Materials are received from Sweden, Finland, Netherlands, Poland, Norway



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Participation in the “New skills for new jobs” EC initiative and CEDEFOP meetings and developments

- WG ETLLL meetings and Conferences in Thessalonica, October 2009, CEDEFOP, Brussels EC, December, 2009 Prague – CEDEFOP, April, 2010
- Here we present Chemical Sector's 2 messages:
 - 1) Involvement of the labour market in development and implementation of qualifications, especially in the VET domain. Involvement of social partners and companies is often limited to formulating expectations, they are not so often involved in occupational analysis and in defining of occupational, or educational standards

So they should also have an active role in the development of curricula, training and assessment.



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Participation in the “New skills for new jobs” EC initiative and CEDEFOP meetings and developments

So they should also have an active role in the development of curricula, training and assessment.

2) is related to recognition and validation of on-the-job training and work experience.

- Validation of prior learning is important for workers who have no formal qualification. It is also important for experienced workers who do have a formal qualification.

An operator in a chemical plant is dealing with increasing complex process installations and a high risk profile. Starting operator, after finishing initial vocational education and having achieved a formal diploma cannot yet function as independent full-grown operator



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Brochure “Best Practices of Education, Training and Lifelong Learning in the European Chemical Industry”

- Which brings me to my second message: which is related to recognition and validation of on-the-job training and work experience.
- But: Validation of prior learning is not only important for workers who have no formal qualification. It is also important for experienced workers who do have a formal qualification.
- An operator in a chemical plant is dealing with increasing complex process installations and a high risk profile. You can imagine that a starting operator, after finishing initial vocational education and having achieved a formal diploma cannot yet function as a full-grown, independently working operator. He will need additional in-company training and a lot of work experience before he or she is able to work independent as a full-grown operator



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