



**Policy learning forum**  
**Professional development of teachers and trainers –**  
**a guarantee of quality in VET**

**Porto Palace Hotel, Thessaloniki (Greece), 21-22 November 2016**

**Concept Note**

Cedefop is organising a policy learning forum (PLF) on developing teachers and trainers' competences for better learners' skills in vocational education and training (VET) in Thessaloniki on 21-22 November 2016. The forum will last two full days, starting at 9:30 on 21 November 2016 until 16:30 on 22 November 2016.

Committed and competent VET teachers and trainers are key to ensuring quality and labour market relevance of learning, be it in VET schools, at the workplace or in workshops or simulated learning environments. Providing them with access to adequate professional development and support is paramount to ensuring that both their technical competences and pedagogical skills are up to the highest standards.

Teachers and trainers in VET have been on the EU education policy agenda for many years, but the [Riga conclusions](#) noted that they have not been visible enough in national policies <sup>(1)</sup>. In recent years, EU-funded projects have been significant drivers facilitating teachers' and in-company trainers' professional development in the Member States but their results have not always been sustained and mainstreamed. Therefore, the [Riga conclusions](#) called for systematic approaches to and opportunities for initial and continuing professional development (CPD) of VET teachers, trainers and mentors. Cooperation and partnerships among stakeholders are seen as a way to support this.

The policy learning forum will bring together the evidence and experience from Cedefop's work, the participating countries and international organisations. The participants will

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<sup>(1)</sup> The [Bruges communiqué](#) (2010) had invited Member States to invest in and improve initial and continuing training for VET teachers and trainers by offering flexible training provision enabling them to

- acquire the right set of competences;
- take up broader and more complex training-related tasks;
- deal with the increasing heterogeneity of learners;
- use new learning methods; and
- make the most of new technologies.

represent national, regional and local authorities, social partners, teacher professional associations, and other stakeholders.

Cedefop will present the existing evidence on policies and practice to support initial and continuing professional development of VET teachers and trainers in enterprises to address today's challenges and ensure quality VET, especially in the context of work-based learning and apprenticeship; more specifically, the results of its systematic follow-up of the countries' progress in achieving the agreed objectives and deliverables (policy reporting) and the recently published:

- [thematic country perspectives](#) (June 2016) that provide excellent snapshots of the situation in the countries as regards the teaching and training professionals who work in initial VET
- briefing note, '[Professional development for VET teachers and trainers: a guarantee of quality in VET](#)' (June 2016).

The participants will look for and discuss the ways from initiative- and institution-based approaches to a systemic approach to teachers and trainers' professional development and cooperation.

As a result of the forum, the participants will:

- (a) learn on research and policy analysis findings at European and national levels on approaches to professional development of teachers and trainers in VET and establishing cooperation between VET institutions and enterprises;
- (b) exchange and share their experience in policy and practice on the topic;
- (c) establish contacts and networking;
- (d) explore possible directions for and express interest in further policy learning and policy implementation.

The forum will provide substantial time for participants to discuss in small groups the issues of most concern and relevance to their countries and to learn from others. The small group work will be organised based on the Open space technology ideas (see Annex).

The following issues, among others, will be addressed:

- (a) Governance:
  - regulatory framework;
  - roles of regional/local levels;
  - role of school leaders and support to them (strengthening instructional leadership);
  - entry requirements (examples of programmes to prepare VET teacher, teaching for VET);
  - needs assessment (new competences, new ways of teaching);
  - planning and monitoring the CPD;
  - responsibilities

- providing funding and resources for CPD (time, replacement)
  - Impact on teaching, creating conditions for teachers and trainers to apply what they learn;
  - support to companies in training their trainers;
  - cooperation among VET and labour market, VET and higher education;
- (b) Flexible and quality provision
- what counts as CPD;
  - flexible provisions – various forms and validation, peer learning
  - CPD as part of school development/improvement plans;
  - content of CPD (also linked to planning and monitoring) – which needs are addressed; how to build it in a comprehensive picture;
  - how to ensure that all competences and needs are covered;
  - practical elements in initial and CPD;
  - links to the labour market (keeping up to date with industry).

The outcomes of the small group discussions will feed into the following possible deliverables:

- a compendium of good practice;
- a model VET teacher training programme;
- a minimum competence standard for trainers;
- a model of partnerships and cooperation.

In a panel discussion that would follow, the representatives from Cedefop, European Commission, ETF, OECD, ETUC will be invited to reflect on the outcomes and contribute evidence from their work that relates to the topic of the forum.

Following the policy learning forum, Cedefop will assess its outcomes, publish their summary online and see how countries can be supported in the next years, in coherence with its priorities and work programme. The outcomes will feed into future Cedefop's work and the work of the ET2020 working group that focuses on teachers and trainers in VET (2016-18). Countries are encouraged to continue their policy learning and organise further activities, for example, peer learning events within the ET2020 working group or other formats.