TEACHERS AND TRAINERS AT THE HEART OF INNOVATION AND VET REFORMS

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João DELGADO
joao.delgado@ec.europa.eu
Head of Unit
DG Education and Culture
Lifelong Learning: Policies and Programme
1. The Copenhagen Process – EU Vocational Education and Training Policy

2. The LLL Programme
   Supporting mobility and innovation in VET

3. Teachers and Trainers – Key to the success of VET policy

EU Vocational Education and Training Policy

*The Copenhagen Process*
Copenhagen process aims to improve the performance, quality and attractiveness of VET

The political process
Agreeing common goals and objectives; inspiring national reforms

Developing common tools
Common frameworks and tools; transparency and quality of competences and qualifications, facilitating mobility (Europass, EQF, ECVET, EQARF….)

Fostering mutual learning
Supports cooperation, working together, learning from others, sharing ideas, experience and results; evidence based policy making

Involving stakeholders
Enables their contribution to common goals
Copenhagen process

Key elements

- Integrated part of the overall Lisbon strategy and to the follow up of common objectives “Education and training 2010” process
- Since 2002, Based on a voluntary approach & providing concrete and practical results
- Inclusive; based on an agreement between 33 countries, the European social partners and the Commission
- Based on a lifelong learning perspective
- Reviewed every two years (Maastricht 2004, Helsinki 2006, Bordeaux 2008)
EU developments 2002-2008
main instruments and initiatives

- Europass
- Common principles on validation of non-formal learning
- Recommendation on lifelong guidance
- Reference Framework for Key competences
- European Qualifications Framework (EQF) - driving the establishment of National Qualifications Frameworks
- European Credit system for VET (ECVET)
- European Quality Assurance Reference Framework for VET (EQARF)
- Euroskills - initiative to promote craftsmanship skills in an innovative manner (through the ESPO)
4 priority areas:

1) Implementing the tools and schemes for promoting cooperation in the field of VET

2) Heightening the quality and attractiveness of VET systems

3) Improving the links between VET and the labour market

4) Strengthening European cooperation arrangements
Priority 1 - Implementing the tools and schemes for promoting cooperation in the field of VET

i) establishing National Qualifications Frameworks on the basis of learning outcomes,
ii) the European Credit system for Vocational Education and Training, and
iii) the European Quality Assurance Reference Framework.
Priority 2 - Heightening the quality and attractiveness of VET systems

i) Promoting the attractiveness of VET to all target groups
   Equity, guidance and counselling, facilitate pathways between education sectors, skills competitions (e.g. Euroskills)

ii) Promoting the excellence and quality of VET systems
   Quality assurance, Mutual trust, Teachers, trainers and guidance officers, focus on learning outcomes based on EQF/NQF, Creativity and Innovation, language learning and general skills, permeability of learning paths between sectors, evidence base of policy setting (research, statistics, etc.)
Priority 3 - Improving the links between VET and the labour market

i) Develop forward-planning tools focusing on jobs and skills in line with the Council Resolution on "New skills for new jobs",

ii) Ensuring the involvement of the social partners,

iii) Improve guidance and counselling (throughout life) to ease transitions from training to work,

iv) Promoting adult training, in particular in the workplace with special attention to SMEs,

v) Developing validation and recognition of learning outcomes acquired in non-formal and informal contexts,

vi) Increasing mobility, and

vii) Increase role of higher education in VET
Priority 4 - Strengthening European cooperation arrangements

i) Increasing the efficiency of mutual learning activities,

ii) Strengthen linkages between VET, school education, higher education and adult training, and

iii) Consolidating exchanges and cooperation with third countries and international organisations, such as the OECD, the Council of Europe, the ILO and UNESCO
Implementation and reporting arrangements

i) Appropriate public and private funding, including use of EU resources

ii) Improve scope, comparability and reliability of VET statistics

iii) Further develop anticipation of skills needs and skills mismatches

iv) Cooperation with third countries, in particular enlargement and ENP countries

v) Cooperation involving all Member States, the Commission, candidate and EFTA/EEA countries, and the social partners

vi) Cedefop and European Training Foundation have key role in supporting Commission (including monitoring and reporting)
“Leonardo da Vinci” Programme

supporting

Mobility and Innovation in VET
Lifelong learning: *Leonardo da Vinci supporting* (VET)

**Addressing:**
- Trainees in initial vocational training
- People on the labour market
- Professionals in vocational education and training
- Organisations active in the field

**Specific target:**
- 80 000 training placements each year in companies and training centres in another EU country by 2013
# Lifelong learning: Leonardo da Vinci for vocational education and training (VET)

| Target group                                      | 2000 | 2001 | 2002 | 2003 | 2004 | 2005* | 2006* | 2007* | Total | %  
|--------------------------------------------------|------|------|------|------|------|-------|-------|-------|-------|------  
| People on the labour market (PLM)                | 6.184 | 6.943 | 6.853 | 7.692 | 9.156 | 12.147 | 13.996 | 20.370 | 83.341 | 22%  
| Professionals in vocational training (VETPRO)    | 5.371 | 5.096 | 5.444 | 6.354 | 8.956 | 11.705 | 13.153 | 17.271 | 73.350 | 19%  
| Total                                            | 29.543 | 29.391 | 31.438 | 35.897 | 44.726 | 55.831 | 67.161 | 89.354 | 383.341 | 100%  

*Includes partial data.
Leonardo da Vinci Programme

Budget 2007-2013 = 1.725 Billion EUR (25% of total LLL budget)
Budget 2008 = 256.7 million Euro (37 % on transfer of innovation projects).

Priorities for Leonardo da Vinci actions (2009 Call)

1. Mobility and Partnerships
   i. Mobility of persons and of professionals in VET
   ii. LdV Partnerships

2. Multilateral projects
   i. Development of innovation
   ii. Transfer of innovation

3. Networks
   i. ECVET networks
   ii. Stakeholder networks
Multilateral projects - for development and transfer of innovation:

Priority 1: Transparency and recognition of competences and qualifications

Priority 2: Developing the quality and attractiveness of VET systems and practices

Priority 3: Developing the skills and competences of VET teachers, trainers and tutors

Priority 4: Develop Vocational Skills considering the labour market Needs

Priority 5: Raising competence levels of groups at risk
Leonardo da Vinci Programme
Supporting Innovation in VET

2000-2006: LdV II
- 1800 innovative transnational projects
- 10,000 partner organisations involved
- 20,000 mobility projects (more than 350,000 participants)

- more than 600 projects on Transfer of Innovation started
- 60 Development of Innovation projects started
- Around 6500 mobility projects (around 150,000 participants)
- 160 partnerships (started 2008)
Teachers and Trainers –
*Key to the success of VET policy*
Teachers and Trainers – Key to the success of VET policy

Policy Work at European Level:

- Sub-cluster Teachers and Trainers in VET
- Peer-Learning Activities (PLA)
- Studies
- Close cooperation between the European Commission, Cedefop and ETF
Teachers and Trainers – Key to the success of VET policy

Sub-Cluster Teachers and Trainers in VET:

Participating countries:
AT, EE, DE, IE, IS, IT, PT, RO, SI, ES and 2 representatives from Cedefop and ETF

Objectives:
• Exchange on VET reform processes in Member States
• Discussion and reflection upon different approaches in VET
• Reflection on methods used in national settings
• Planning and organising Peer Learning Activities
• Drafting of proposals for supporting political processes
Peer Learning Activities (PLA)

Objectives:

• contribute to a more comprehensive and reciprocal understanding of Member State policies in the field of VET teacher and trainer education;
• improve the efficiency and effectiveness of policies and strategies for VET teacher and trainer education; and
• help transfer effective policies and strategies for VET teacher and trainer education between countries and contexts.
Teachers and Trainers – Key to the success of VET policy

2007 (March) - PLA Wien, Austria
VET Partnership between Schools and Companies – the Role of Teachers and Trainers

2008 (January) - PLA Lisbon, Portugal
Validation of non-formal and informal learning for VET Teachers and Trainers

2008 (October) - PLA Bled, Slovenia
VET teachers as change agents towards the autonomy of VET schools

2009 (May) – PLA Bonn, Germany
Professionalisation of teachers and trainers in VET
Teachers and Trainers – Key to the success of VET policy

On-going Studies (1):
“Teachers and Trainers as key actors to make lifelong learning a reality in Europe”

Contractor: ITB University Bremen Germany
Duration: May 2008 – April 2009
Implementation: 6 workshops in UK, LT, DK, FR, HE, DE
Included groups: Policy makers, researchers, teachers, trainers, social partners
Teachers and Trainers – Key to the success of VET policy

On-going Studies (1):
“Teachers and Trainers as key actors to make lifelong learning a reality in Europe”

Aims:
• Explore national strategies and contexts;
• Determine the impact of strategies on training and practice;
• Identify other factors that influence teaching and training practice;
• Discuss key findings, conclusions and recommendations of research reports;
• Identify future trends and strategies at national and EU level
Teachers and Trainers –
Key to the success of VET policy

On-going Studies (2):

“Study on the Impact of Leonardo da Vinci Mobility Projects on the Quality of VET Systems”

Contractor: WSF Kerpen Germany
Duration: March 2009 - December 2009
Target groups: Teachers and trainers having participated in LdV projects as VET professionals
Implementation: Quantitative and qualitative analysis at 3 levels:
- Individual/thematic level
- Institutional level
- System level
On-going Studies (2):
“Study on the Impact of Leonardo da Vinci Mobility Projects on the Quality of VET Systems”

Aims: to analyse...

• the processes and success factors for a successful integration of mobility project results and outcomes into the daily work of teachers and trainers;

• the trans-national mobility on the one hand as teachers’ professional projects and on the other hand as a joint institutional undertaking;

• the impact of Leonardo da Vinci mobility projects and how learning outcomes could be used for raising the quality in VET
Teachers and Trainers – Key to the success of VET policy

Close cooperation with Cedefop and ETF in…

- developing **common strategies** for studies, projects, conferences, workshops
- **Building synergies** - bringing results together
- **evaluating** processes
Updated Strategic Framework in E&T
(2009-2020)
Future Strategic objectives in E&T (2009-2020)

1. Lifelong learning and mobility

2. Quality and efficiency

3. Equity and active citizenship

4. Innovation and creativity (including entrepreneurship)
Future Strategic objectives (2009-2020)
Proposed immediate priorities 2009-2010

- LLL strategies
- EQF
- Languages
- Teachers and trainers
- Governance and funding
- Early school leavers
- Transversal key competences
Future Strategic objectives (post 2010)

NEXT steps

1. February Education Council - Adoption of Key messages to the Spring European Council

2. May Education Council - Agreement on an updated strategic framework
For further information:

DG EAC’s website:
http://ec.europa.eu/dgs/education_culture

E-mail: eac-info@ec.europa.eu