



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

Findings of study visits 2008/09

Summary

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The presentation is based on the information from the group reports submitted after the study visits in 2008/09 related to the themes of the seminar. It is an overview of the main trends and not full summary of the reports that present a rich source on actual practices in the participating countries.



WHY

**Similar problems – different approaches
BUT need to embrace change**

- **lifelong learning is a necessity for all**
- **learning should become a focal point for educational institutions and organisations**



WHAT

- **basic or advanced?**
- **generic or specific?**
- **transversal**

“prepare for the world we do not know yet”



Foreign language learning

- **variety of approaches**
 - **communicative**
 - **active**
 - **cross-curricular**

- **bilingual and CLIL**

- **various languages (though a tendency to use English is very strong)**

- **use of ICT for facilitating learning – positive**

- **reference to European Framework of Languages - positive**



HOW to teach

- **start early**
- **active learning**
 - **learning by doing/hypothesising/questioning**
- **communicative approaches**
- **ensuring learning by all**
 - **focus on disadvantaged groups**
- **cross-curricula approaches, intercultural awareness**
- **out-of-class activities (e.g., school councils)**



WHO

- **teachers vs trainers? (some countries)**
- **teachers with multiple qualifications, with integrated knowledge and competences (foreign languages and how to use ICT to facilitate and differentiate learning, language and subject)**
- **intercultural competence and awareness**
- **respect for teachers, lifelong motivation**

well-trained teachers with up-to-date methodological approaches and tools play a key role in promoting learning and bringing good learning outcomes of the students



“Teacher teach yourself”

- **initial training: shift from content to methodology**
- **good start**
- **CPD is valued and recognised**
- **CPD should be part of career, in order to maintain in practice**
- **CPD should be different taking into account initial training, stage of the career**
- **peer learning**



HOW to lead

- **trained to lead?**
- **short or long term?** (e.g., limit of 2 terms)
- **trust and dialogue**
- **reflect and evaluate** (use the crisis to change)
- **headteacher = 'head learner'**
- **involving communities**
 - **parents**
 - **local industry**



Team learning/teaching/leading

- **students**
- **students – teachers**
- **teachers**
- **leaders/managers**
- **schools**



Role modelling

- **Headteacher - head learner**
- **Teachers - lifelong learners**
- **Teacher trainers –up-to-date methodologies to train new teachers**



Mobility

- **Students' exchanges**
- **Teachers' mobility**
- **Leaders' mobility**



We recommend:

➤ Cedefop website

<http://www.cedefop.europa.eu>

➤ DG EAC's website

http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

➤ Study visits website

<http://studyvisits.cedefop.europa.eu>

Cedefop publications

- [Competence framework for VET professions](#)

