



Teachers and Trainers in Vocational Education and Training

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Aline Juerges

Vocational Training and Adult Education
DG Education and Culture
European Commission



EUROPEAN COMMISSION
Directorate General Education and Training
Vocational Training and Adult Education



Teachers and Trainers in Vocational Education and Training

- Teachers and Trainers are key actors
- Priority on European, national, regional and local level

“The success of the reforms undertaken hinges directly on the motivation and the quality of education and training staff. Member States should therefore, where necessary, and in accordance with national legislation and practices, implement measures to make the teacher/trainer profession more attractive.” (2004 joint interim report for E&T 2010)





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- BUT:

„The professional development of vocational teachers and trainers remains a real challenge for most countries.“

(Draft 2006 joint progress report)



DRAFT 2006 JOINT REPORT: REFORMS ARE GOING IN THE RIGHT DIRECTION!

- ✓ The **Lisbon strategy** is increasingly a factor in national policy developments
- ✓ Lifelong learning strategies are **gaining ground**
- ✓ National priorities/efforts **rightly focus** on
 - key competences
 - efficient and equitable use of resources
 - teachers' qualifications
 - recognition of prior learning
 - quality assurance
 - university reforms,
 - making VET more attractive, etc
- ✓ **Social inclusion** of target groups is a priority

HOWEVER MORE NEEDS TO BE DONE TO MEET COMMITMENTS! 80 million low-skilled!

Directorate-General for Education and Culture



Benchmark	2000	Today (2004)	Trend 2010	Benchmark 2010	Likelihood of achieving the benchmark
1. Early school leavers, (%)	17.3	15.7	13-14	10	Low
2. MST graduates	650 000	745 000 (03)	1 000 000 (+45%)	750 000 (+15%)	Achieved
3. Youth education attainment (up.sec %)	76.4	76.7	77	85	Low
4. Low achieving 15 year olds, reading, %	19.4	19.8	20	-20% (15.5)	Low
5. Participation in LLL, % of adults	7.9	9.9	11	12.5	Medium-low





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On-going activities (1):

- Education and Training 2010:
Cluster and Peer learning activities
- Recommendation on the quality of teacher education (based on 'Common European Principles for teacher qualifications and competences')





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On-going activities (2):

- Cedefop – TTnet
 - Professional development of VET teachers
 - eLearning for VET teachers and trainers
 - Learning needs identification
 - Identification and validation of informal and non-formal learning
 - Defining VET professions





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On-going activities (3):

- Leonardo da Vinci Valorisation project (Sep 2005 – Sep 2006)

THE CHANGING ROLE OF VET TEACHERS AND TRAINERS - *The contribution of the Leonardo da Vinci programme towards the aims set by the Copenhagen process and the Maastricht communiqué?*





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Categorisation of VET teachers and trainers (1)

1. Teachers or lecturers working in formal school or college settings and giving instruction in vocational courses;
2. Instructors and laboratory assistants, working in school or college settings in vocational labs, who teach with a high degree of autonomy or sometimes act as assistants to other vocational teachers;

(Maastricht study identifies 5 main categories of VET teachers and trainers in Europe)





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Categorisation of VET teachers and trainers (2)

3. Trainer, tutor, and others in enterprises who integrate training and education functions in to their jobs with varying degrees (from incidental to full-time teaching of trainees and apprentices). In dual systems, this function is often separated from HRD functions within companies, while in others this distinction is not strongly maintained;
4. Instructors and trainers working in labour market training institutions supported by governments and public authorities, often with a strong focus on social inclusion and basic occupational competences
5. Instructors and trainers working in employers' organisations, such as chambers of commerce, sectoral training institutions or privately-run training companies and providers that focus on upgrading of technical competences, training in communication skills, etc.





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And now ?





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Proposed Action Plan for 2006 / 2007 (1)

- E&T 2010:
 - (Re)activation of sub-group for VET T&T
 - One cluster meeting on VET T&T
 - One Peer Learning event for VET T&T
 - Peer Learning event in Finland (Cedefop)

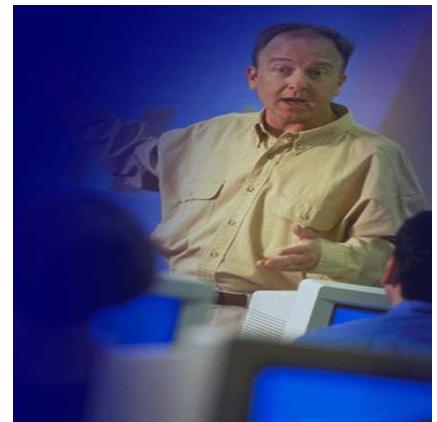
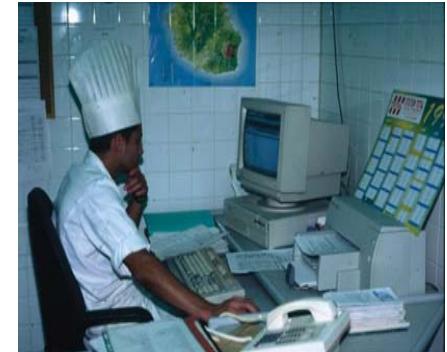




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Proposed Action Plan for 2006 / 2007 (2)

- Launch of 2 studies (open call for tender):
Trainers in companies (Cat 3)
- Trainers in public/publicly funded or in private organisations (Cat 4 and 5)
 - 4 Workshops (2 per study)



First findings could be fed into „Helsinki report“





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Proposed Action Plan for 2006 / 2007 (3)

- Major conference in first half year of 2007 (German presidency)
- Recommendation of the Council (?)
- Results will be fed into new ILL programme





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General Principles:

Integration of different activities & strong link with Education and Training
2010/Copenhagen process

Close cooperation with LdV valorisation project

Close cooperation with Cedefop – TTnet

Thank you for your attention!

