



Education and Culture DG

**Supporting VET teachers' and trainers'
professional development:
key messages from the European
Commission's activities**

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Lifelong Learning: Policies and Programme

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



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



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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



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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.



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2007 - 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



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2008 (October) - PLA Bled, Slovenia

VET teachers as change agents towards the autonomy of VET schools

Recommendations for action at national level - 1

- New modes of evaluation and performance monitoring, appropriate to the 'school as a learning organisation', will be required: for example, school-based arrangements for quality assurance may need to be monitored by an external body. These developments have implications for structures at system level such as school inspection;



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2008 (October) - PLA Bled, Slovenia

VET teachers as change agents towards the autonomy of VET schools

Recommendations for action at national level - 2

- In the VET school as a learning organisation, business and enterprise should be involved as collaborative partners and as customers for education services as well as employers of the graduates of the school;



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2008 (October) - PLA Bled, Slovenia

VET teachers as change agents towards the autonomy of VET schools

Recommendations for action at national level - 3

- School management is a vital element in the process of developing a school into a learning organisation. Principals and managers need appropriate authority as well as the necessary resources to enable them to effectively lead fundamental change processes;



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2008 (October) - PLA Bled, Slovenia

VET teachers as change agents towards the autonomy of VET schools

Recommendations for action at national level - 4

- E.U structural funds should be considered as a potential key resource in providing material support to the process of introducing an environment of increased autonomy into VET schools.



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2008 (October) - PLA Bled, Slovenia

VET teachers as change agents towards the autonomy of VET schools

Recommendations for action at European level – 1

build on the concept of ‘developing collaborative autonomy in the context of the VET school as a learning organisation’,

- The holistic model of the VET school as a learning organisation needs to be identified and supported as a ‘target group’ in European policy;
- The new definition of ‘collaborative autonomy in the context of the VET school as a learning organisation’ should form the basis of all further and ongoing policy formulation in the area of VET school autonomy



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2008 (October) - PLA Bled, Slovenia

VET teachers as change agents towards the autonomy of VET schools

Recommendations for action at European level – 2

- A wide variety of training and professional development initiatives will be required for many actors in the process of implementing collaborative autonomy in the context of the VET school as a learning organisation;
- Training and financial support will be necessary for all actors involved if schools are to engage in collaborative communities of practice with business and enterprise
- The business and enterprise sector should participate as embedded partners in any future and ongoing activities at the European level to promote the holistic model of the VET school as a learning organisation.



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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



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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



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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
- Countries:** all participating countries in LdV



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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



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On-going Studies (2):

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

Implementation:

Quantitative and qualitative analysis at 3 levels:

- Individual/thematic level
- Institutional level
- System level



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On-going Studies (2):

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

The contractor will provide...

a) a quantitative analysis of data concerning:

- teachers and trainers' participation in VET Professionals projects (duration, preparation, thematic scope, type and size of home institution)
- results and outcomes of teacher and trainer projects
- long-term impact on the thematic and content level, the institutional level and system level
- Budget used/needed for specific kind of outcomes.



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On-going Studies (2):

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

The contractor will provide...

b) a qualitative analysis of data concerning:

- the impact of Leonardo da Vinci teachers and trainers mobility projects on VET systems and practices of participating countries;
- indicators relating to a successful integration of Leonardo da Vinci mobility learning outcomes into daily practices of vocational education and training and its continuous development on the above-mentioned three levels
- the sustainability of Leonardo da Vinci Mobility projects.



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On-going Studies (2):

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

The contractor will provide...

c) recommendation for:

- the further development of Leonardo da Vinci mobility actions within the Lifelong Learning Programme
- stakeholders and actors on all levels on how to use the Leonardo da Vinci mobility actions for further development of VET on the three levels identified above.



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





Education and Culture DG

For further information:

DG EAC's website:

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