



Teachers and trainers in VET

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Peter Baur

DG Education and Culture



Structure of Presentation

- Policy Context
- Common European principles for teacher (and trainer) competences and qualifications
- Plans for 2006 and beyond



First Joint Interim Report to the European Council 2004

- Investment in human resources
- European networks and common principles
- Implementation of policies

Five European Benchmarks in Education and Training by 2010 :

Directorate-General for Education and Culture



- 10% early school leavers
- Decrease of least 20% of low-achieving 15-year-olds in reading literacy
- At least 85% of 22-year-olds should have completed upper-secondary Education
- Increase by at least 15% of the number of graduates in mathematics, science and technology -decrease of gender imbalance
- Participation in lifelong learning should be at least 12.5% of the adult working age population (25-64 age group).

Progress in the 5 benchmarks



Benchmark	2000	Today (2004)	Trend 2010	Benchmark 2010	Will target be achieved ?
1. Early school leavers, (%)*	17.2	15.9	14	10	More work
2. MST graduates	650 000 (2000) 681 000 (2001)	710 000 (02) 740 000 (03)	1 000 000 (+35%)	783 000 (+15%)**	YES
3. Youth education Attainment (upp.sec) %	76.4	76.4	76.4	85	More work
4. Low achieving 15 year olds, reading, %	19.4	19.8	20	-20% (15.5)	More work
5. Participation in LLL, % of adults*	7.9	9.4	10	12.5	More work

* Change in series, ** 2001 result used as a base



FIRST JOINT REPORT TO THE EUROPEAN COUNCIL

Many warning lights are still on

- ✓ Rate of early school leavers still too high
- ✓ Too few women in scientific and technological fields
- ✓ Nearly 20% of young people fail to acquire key competences
- ✓ VET not sufficiently attractive
- ✓ Too few adults participating in lifelong learning
- ✓ Shortage of qualified teachers and trainers is looming



Maastricht Communiqué:

At national level:

- “Continuing competencies development of teachers and trainers in VET, reflecting their specific learning needs and changing role as a consequence of the development of VET”
- “The further development of learning-conducive environments in training institutions and at the workplace. ...and implementation of pedagogical approaches which support self-organised learning and utilise the potential provided by ICT and eLearning, thus improving the quality of training”.



Maastricht Communiqué:

At European level:

–“The examination of specific learning needs and changing role of VET teachers and trainers and of possibilities of making their profession more attractive, including the continuous updating of their professional skills”.



Common European Principles

- Well-qualified profession
- Lifelong learning context
- Mobile profession
- Partnerships



Well-qualified profession

- Knowledge of subject matter
- Knowledge of pedagogy
- Skills and competences to guide and support learners
- Understanding of social and cultural dimension of Education



Lifelong Learning context

- Continuum of professional development encouraged and supported at system level
- Teachers recognise importance of their lifelong professional development
- Teachers understand their role in educating lifelong learners



Mobile Profession

- Mobility is a central component of initial and continuing teacher education
- Mutual recognition of status and experience
- Mobility outside the school



Partnerships

- With schools, industry and work-based training providers
- Evidence-based practice
- Schools as learning organisations collaborating with a range of community groups and stakeholders



Teachers and Trainers in VET

- **Categories (Maastricht Study)**

Teachers or lecturers working in formal school or college settings and giving instruction in vocational courses;

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;

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;



Teachers and Trainers in VET

- **Categories (Maastricht Study)**

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;

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.



Plans for 2006 and beyond

- **Plan 2006/2007**

Allgemeine und berufliche Bildung 2010

Cluster : stärkere Berücksichtigung der beruflichen Bildung; spezielle Peer Learning Veranstaltung

- 2-3 grössere Studien

4 – 6 Workshops

Konferenz im Frühjahr 2007 (DE Präsidentschaft)

(Enge Zusammenarbeit mit Cedefop / TTnet)