



Methodology

The PLA programme provided opportunities for mutual learning, allowed for interaction and dialogue and demonstrated flexibility in the organisation and the sequencing of the activities. A common approach to preparation was adopted for all four PLAs in the series. In relation to each theme, the Focus Group requested each participating country to provide a brief National Report on the present state of developments in this specific issue. The PLAs included:

- Inputs from national perspectives
- Inputs from thematic experts
- Visits to centres of education and training, to companies and other workplaces, and to governmental and other administrative institutions
- Workshops and discussions

In general, a maximum of two representatives from each country participated in each PLA, one from the policy level, to address the key conditions and requirements for policy development, and one from a more practical and operational level, representing the social partners, to address the opportunities and constraints for policy implementation in vocational education and training.

Contacts, links

For further information, please visit the European Commission's website

• <http://ec.europa.eu>

For all information concerning the Peer learning activities, the national background reports, the final reports, the presentations and other supporting documents, please visit the KSSL website:

• <http://www.kslll.net/> or

• http://ec.europa.eu/education/lifelong-learning-policy/doc32_en.htm



TEACHERS AND TRAINERS IN
VOCATIONAL EDUCATION AND TRAINING:

OUTCOMES OF FOUR
PEER LEARNING
ACTIVITIES

Policy Context

The excellence and quality of Vocational Education and Training (VET) systems – covering initial and continuing vocational education and training – is closely linked to the quality of VET teachers and trainers, and hence to the quality of their initial education and continuous professional development throughout their career.

The Copenhagen declaration on enhanced European cooperation in VET (2002) called for “giving attention to the learning needs of teachers and trainers within all forms of VET.”

The Maastricht Communiqué (2004) and Helsinki Communiqué (2006) underlined the need to support teachers and trainers in their essential roles as innovators and facilitators and to enhance their competences by providing a coherent qualitative framework for their initial education and continuous development.

The Bordeaux Communiqué (2008) stated that “the attention given to quality in national political priorities goes hand-in-hand with growing attention to enhancing the competence of teachers and trainers, the attractiveness of their jobs and their status.”

Although the strategic role of teachers and trainers has continuously been underlined the professional development of vocational teachers and trainers remains a real challenge for most European countries.

In the context of the Work Programme Education and Training 2010 a Cluster “Teachers and Trainers” had been established with a “Focus Group on teachers and trainers in Vocational Education and Training. The members of the group had a strong background in VET. Between 2006 and 2009 this Focus Group met several times and organised four Peer Learning Activities in order to strengthen mutual learning and deepen the exchange of good practice between countries sharing similar concerns

The objectives of the PLAs were to:

- 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.

Overview on PLAs on Teachers & Trainers in VET

VET PARTNERSHIP BETWEEN SCHOOLS AND COMPANIES THE ROLE OF TEACHERS AND TRAINERS

05 March 2007 to 08 March 2007

Vienna, Austria

Supported by the Austrian Ministry of Education, the Ministry of Economics and Labour and the WKÖ (Austrian Federal Economic Chamber)

Participating countries: Austria, Estonia, Germany, Iceland, Ireland, Italy, the Netherlands, Portugal, Romania, Slovenia and Sweden

Other: European Commission

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING FOR VET TEACHERS AND TRAINERS

14 January 2008 to 17 January 2008

Lisbon, Portugal

hosted by the Portuguese Employment and Vocational Training Institute (IEFP) in cooperation with the Portuguese Ministry of Labour and Social Solidarity.

Participating countries: Estonia, Germany, Ireland, Italy, Norway, Portugal, Slovenia, Spain

Other: European Commission, CEDEFOP

VET TEACHERS AS CHANGE AGENTS TOWARDS THE AUTONOMY OF VET SCHOOLS

20 October 2008 to 22 October 2008

Bled, Slovenia

hosted by the Slovenian National Institute for Vocational Education and training (CPI) and supported by the Ministry of Education and Sport.

Participating countries: Austria, Estonia, Germany, Ireland, Italy, Portugal, Romania, Slovenia and Spain

Other: European Commission, European Training Foundation (ETF)

PROFESSIONALISATION OF TEACHERS AND TRAINERS IN VOCATIONAL EDUCATION AND TRAINING

10 May 2009 to 14 May 2009

Bonn, Germany

hosted by the Federal Institute for Vocational Education and Training (BIBB) carried out on behalf of the German Federal Ministry of Education and Research.

Participating countries: Austria, Czech Republic, Denmark, Estonia, Italy, Germany, Portugal, Romania, Slovenia and Turkey.

Other: European Commission, European Training Foundation (ETF)

Outcomes

VET is a distinct field of education and training, as opposed to that of general education, and there are therefore different logics by which schools and companies function as places of learning and training.

All relevant stakeholders -teachers and trainers, school managers, social partners and national policy makers - need to engage together as collaborative partners in communities of practice to ensure that VET continues to be responsive to the real needs of society, business and industry. It is essential therefore, to develop and express a clear vision of the respective professional identities and profiles of VET teachers and trainers that embraces their significant potential to contribute to economic success and social cohesion.

VET teachers and trainers must be able to innovate in education as well as in their own vocational domains, to adapt rapidly to changing situations (e.g. in the labour market or in the context of the increasing autonomy of VET schools) and interact with local, regional, sectoral, national and international partners. New policies and approaches for recruitment and for professionalisation should reflect these developments.

The diversity of profiles must be seen as a strength and not a weakness. Professionalisation must be achieved by a range of pathways, based on their diverse backgrounds with a view on different roles implemented in the system on different levels.

The qualification and professionalisation of VET teachers and trainers needs to reflect their different roles and profiles. It should each reflect aspects of the other. VET teachers should increasingly orient themselves towards the experiences and challenges of companies where their students are employed or will be employed. Company trainers, on the other hand, should be encouraged to strengthen their pedagogical and didactic competences.

Thomas Mayr introducing the Austrian VET system to participants in the Vienna PLA.

