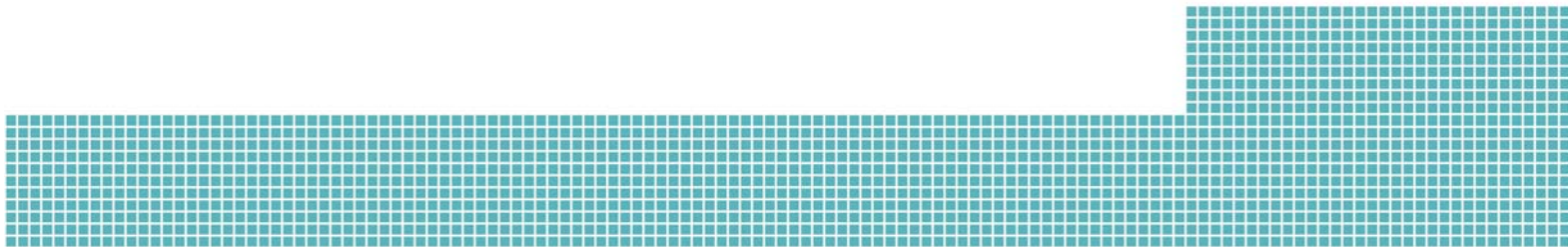


TEACHERS AND VET REFORMS

ETF YEARBOOK 2005

CEDEFOP 8th. TTnet Annual Conference
December 8-9 2005



ETF Yearbook

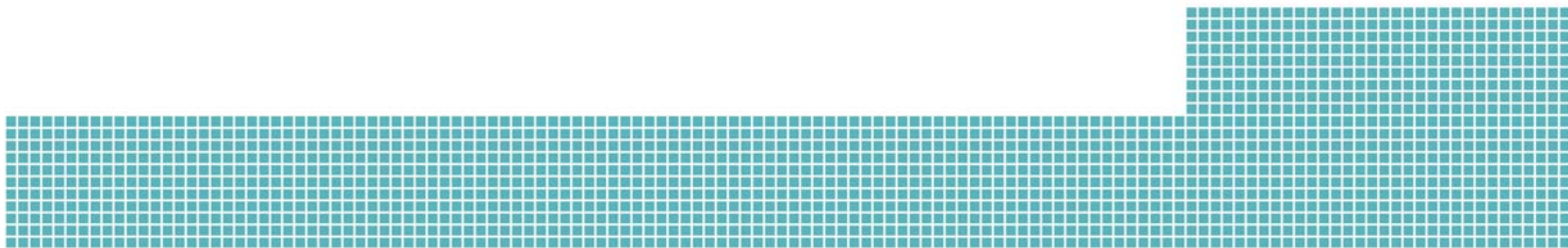
Principal knowledge sharing
and
expertise development instrument

Teachers and VET Reform

From a Policy Learning perspective a double role:

- Professionals in the system
- and
- Stakeholders in reform

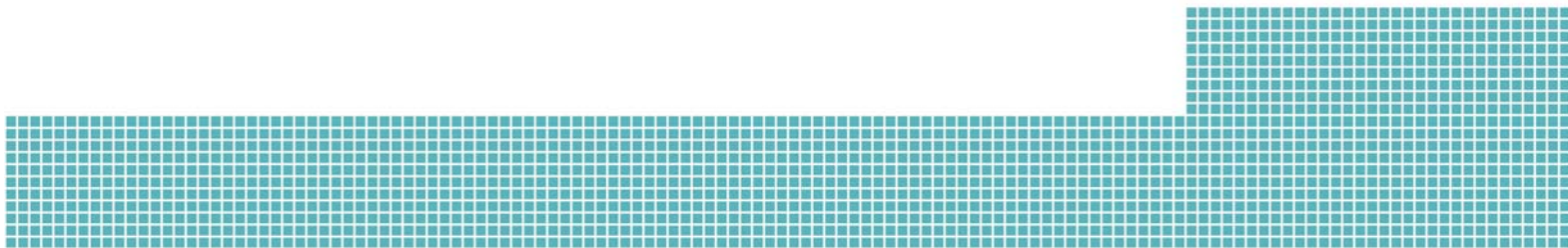
But these roles are radically changing



Teachers and VET Reform

Professional roles are changing

- Life long and life wide learning facilitators instead of transmitters of unrelated bits of expert knowledge and skills
- Several paradigm changes: public management, education management, VET policies, school management and organising learning processes
- Changing learner needs and labour market requirements



Teachers and VET Reform

Stakeholder roles are changing

- Long neglected but now increasingly appreciated
- VET reform as ongoing learning process
- Requires articulation between national and system level, on the one hand, and local and school level, on the other
- Need for teachers to go beyond the class room into the school, community, VET system at large and across borders
- And to become actively engaged in reform process

Teachers and VET Reform

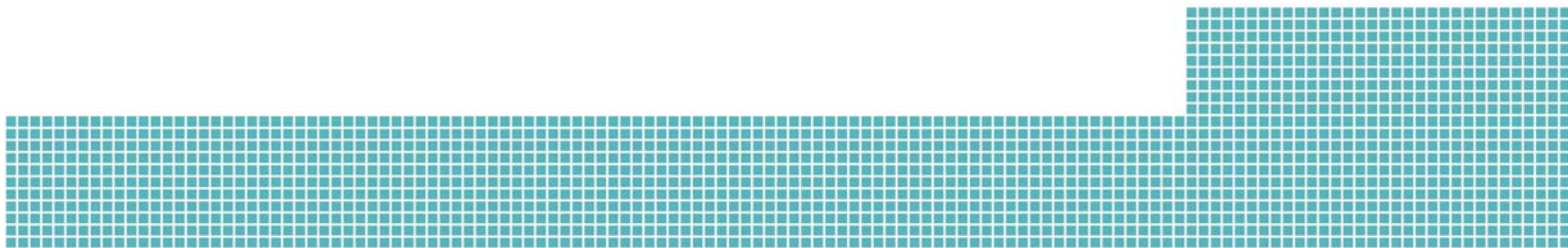
- In their role of new professionals teachers are engaged as indispensable stakeholders
- How to involve teachers and trainers in ongoing VET reforms so that ownership will be better translated into quality learning and teaching and professional expertise from teaching and learning processes can guide systemic reform

TEACHER TRAINING

- VET teacher training generally based on academic university principles
- Need for shift towards preparing competent teachers
- Requires modernisation, structural changes and systemic reform of teacher training systems

What does this imply for ETF?

- How to bring teacher and trainer training closer to schools and enterprises in order to develop competency-in-action?
- How to assist schools in becoming learning organisations and mediators of VET policy learning?
- How to stimulate and capitalize on school-based and teacher initiated innovation and modernization actions for national policy and systems?



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- 1. Teachers and trainers: professionals and stakeholders**
Peter Grootings and Soren Nielsen
- 2. Teachers and trainers - the (neglected) human factor in VET reforms. ETF's work on VET teachers and trainers in EU/ETF projects**
Peter Grootings and Soren Nielsen
- 3. Teachers and trainers in the VET reforms of new and future member states**
Henrik Faudel
- 4. South East Europe: Institutional structures and new developments in VET teacher training**
Soren Nielsen
- 5. In-company tutor training issues: MEDA region perspective**
Borhene Chakroun
- 6. New roles of teachers and trainers in Eastern European and Central Asian countries: professionals or stakeholders?**
Xavier Matheu de Cortada

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- 7. Teachers and trainers in education and training: a need for re-professionalisation**
Peter de Rooij
- 8. Is local development teachers' business?**
Marie Corman
- 9. A role for teachers in lifelong guidance and counselling? Review of situations and experiences in South East Europe**
Dragana Gligorijevic and Irene Anna Liverani
- 10. The role of teacher mobility and teachers in Tempus**
Deirdre Lennan
- 11. Statistics on teachers and teaching conditions in ETF partner countries. A short description and few guidelines for interpretation**
Mircea Badescu
- 12. Facilitating the professional development of teachers by engaging them in VET reform**
Peter Grootings and Soren Nielsen