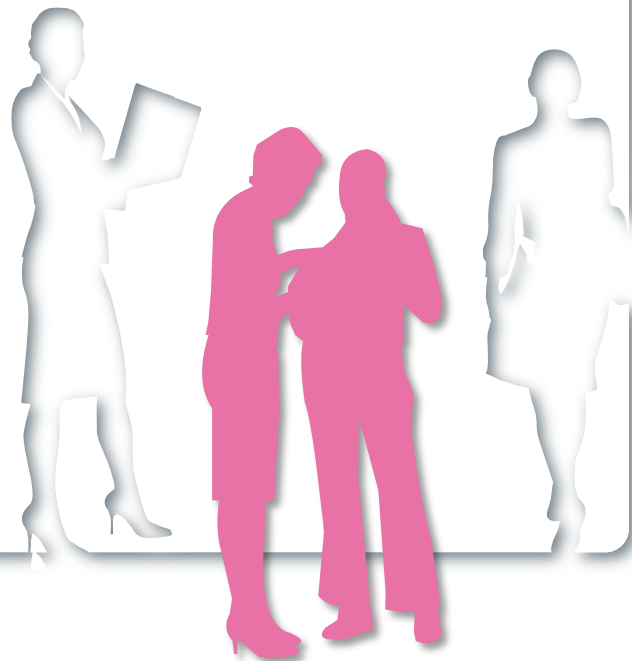


CHALLENGES FACING VET TEACHERS IN THE ETF PARTNER COUNTRIES

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WHAT IS THE ETF?

AGENCY OF THE EUROPEAN UNION

Vision

To make vocational education and training in the partner countries a driver for lifelong learning and sustainable development, with a special focus on competitiveness and social cohesion

Mission

To help transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy

STRATEGIC PROJECTS:

Support to EU policy and external assistance



Policy analysis and system-wide progress monitoring (Torino Process)



Qualifications and qualifications systems



Skills and VET governance



VET provision and quality



Employment, employability and mobility



Entrepreneurial learning and enterprise skills



South Eastern Europe

Albania, Bosnia and Herzegovina, Kosovo*, former Yugoslav Republic of Macedonia, Montenegro, Serbia, Turkey

Southern and Eastern Mediterranean

Algeria, Egypt, Jordan, Lebanon, Libya, Morocco, Palestine**, Syria, Tunisia and Israel

Eastern Partnership:

Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine

Central Asia:

Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan

Russia

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.

** This designation shall not be construed as recognition of the State of Palestine and is without prejudice to the individual positions of the EU Member States on this issue.

VET GOVERNANCE

1. VET complex sector: education, training, social and economic demands, employability
2. VET governance to reflect this complexity: vet as a multi-actors and multi-level environment
3. Partner countries better aware that strongly centralised governance models no longer fit contemporary VET policies
4. Partner countries aim at creating partnerships notably public–private partnership, for better quality VET and employability, see Torino Process reports 2014

WHAT IS WHAT IN VET GOVERNANCE

1. VET Governance: institutional arrangements devised in a country to plan, implement with monitoring, and review the policy (policy cycle)
2. Good multilevel governance: the EU principle for effective delivery of public policies
3. Good multilevel governance in VET: agreement on actors' roles and responsibility for contribution, inter-institutional coordination, social partnership, cooperation mechanisms, broader public-private partnerships also on financing
4. Main actors and levels in VET:
 - government and governmental agencies, social partners, VET providers, enterprises
 - actors operate at national, sub-national and sector level
5. Riga conclusions 2015: social partnership underpinning VET quality improvement and precondition for VET deliverables 2020

ETF WORK IN VET GOVERNANCE

1. Review of existing institutional arrangements, in countries where governance emerged as priority:

- Reviewing: roles and respective responsibility, functioning of coordination and cooperation mechanisms, functioning of social partnership, partnerships including on financing

2. Expertise on processes towards efficient and effective VET policy delivery, in countries at more advanced stage:

- Expertise for actors' empowerment, establishment of partnerships, design of institutions' mandate, defining roles and responsibility, establishing coordination, cooperation and partnership mechanisms

CHALLENGES FACING TEACHERS

- A. ECONOMIC CHALLENGES
- B. CHALLENGES ARISING FROM SYSTEM REFORM
- C. CHALLENGES WITHIN SCHOOLS
- D. CHALLENGES FROM LEARNERS
- E. CHALLENGES FROM TECHNOLOGY
- F. CHALLENGES FROM THE PROFESSION

A. ECONOMIC CHALLENGES

1. Public sector austerity – impact on pay investment in education and training
2. Globalisation, migration and industrial change
3. Growth of private sector education and training
4. Youth unemployment

B. SYSTEM REFORM (SUPPORTED BY INTERNATIONAL ORGANISATIONS) AIMS TO:

1. Make education and training more responsive to labour markets

For example: outcomes-based curricula, business engagement

2. Make education and training more inclusive

For example, addressing special needs and equal opportunities

3. Improve outcomes, e.g. test results, employment

For example: league tables, teacher licensing systems

4. Reduce public spending and or increase efficiency

For example: School closures and mergers, payment by results

5. Increase autonomy and accountability of schools

For example: internal and external evaluation

C. SCHOOL-LEVEL CHALLENGES

1. Expectations in relation to performance and management

E.g. classroom observation, results-based feedback to teachers from managers

2. Expectations in terms of school-based planning, professional development

E.g. teachers expected to prepare personal development plans, contribute to internal evaluation and to work collaboratively

3. Expectations in terms of responding to stakeholders: parents, business, students

E.g. Governing bodies, student surveys, external inspection

D. CHALLENGES FROM LEARNERS

1. More responsive and differentiated pedagogies

E.g. more personalised teaching, more diverse learning activities, more learner autonomy in learning

2. Heterogenous learners

E.g. behaviours, languages, cultures, prior learning, key skills, young adult and adult learners

3. Aspirations

E.g. increasing proportion of young people aspire to higher education

4. Relevance

E.g. making process and outcomes of learning serve employment for all learners

E. CHANGES IN TECHNOLOGY AND MEDIA

1. Meeting new student expectations and needs

E.g. social media, internet, hand-held devices

2. Digital management and analysis

E.g. availability and use of assessment data.

3. Integrating technology into learning and into the curriculum

E.g. making learning relevant – keeping teaching up to speed

F. HOW CAN THE PROFESSION RESPOND?

1. Contribute effectively to policy
2. Protect, sustain and develop professional standards
3. Help teachers to progress, develop and succeed in their profession
4. Work collaboratively and collectively to meet challenges and opportunities
5. Sustain and improve the reputation and status of teachers
6. Protect pay and working conditions

F. HOW CAN TEACHER UNIONS AND PROFESSIONAL ASSOCIATIONS LEAD THE PROFESSION?

- Engage in dialogue and action with employers on employment and pay issues
- Contribute at national and local level to policy discussions on wider VET issues, for example, on curriculum, professional development, qualifications
- Contribute to implementation of policy, for example, equal opportunities, provision of professional development, recruitment, school improvement..
- Collaborate with other teacher unions and other teacher associations
- Contribute to the European agenda, for example, through ACVT meetings

THE ETF RESPONSE

1. Monitoring and analysing policy on VET teachers and trainers

For example, through the biennial Torino Process

2. Promoting, supporting and insisting upon the participation of social partners in policy making, implementation and review

For example, through support for national VET councils and NQF work

3. Providing expertise and guidance relating to the role of teachers and trainers in VET

For example, with respect to Bruges and Riga deliverables

4. Supporting the implementation of policies relating to professional development of VET teachers and trainers

For example....

CURRENT ETF INTERVENTIONS

CONTINUING PROFESSIONAL DEVELOPMENT FOR VET TEACHERS AND TRAINERS IN SOUTH EAST EUROPE AND TURKEY

- Mapping needs and provision in seven countries to inform implementation
- Helping to implement policy through demonstration projects

<https://connections.etf.europa.eu/communities/community/cpd>

REGIONAL PROJECT ON SCHOOL DEVELOPMENT IN CENTRAL ASIA

- Building networks and communities of practice
- Continuing professional development for principals
- Support for providers of professional development

[http://www.etf.europa.eu/eventsmgmt.nsf/\(getAttachment\)/17DA3416128DFCF5C1257CA7005BA62E/\\$File/FINAL%20newsletter3%20EN_20042014.pdf](http://www.etf.europa.eu/eventsmgmt.nsf/(getAttachment)/17DA3416128DFCF5C1257CA7005BA62E/$File/FINAL%20newsletter3%20EN_20042014.pdf)

PREVIOUS ETF INTERVENTIONS

TEACHERS FOR THE FUTURE - TEACHER DEVELOPMENT FOR INCLUSIVE EDUCATION IN THE WESTERN BALKANS (2011)

http://www.etf.europa.eu/web.nsf/pages/Teacher_for_the_future_-_Teacher_development_for_inclusive_education_in_the_Western_Balkans

SCHOOL-BASED IN-SERVICE TEACHER TRAINING IN MONTENEGRO: A HANDBOOK FOR POLICY MAKERS AND PRACTITIONERS (2013)

http://www.etf.europa.eu/web.nsf/pages/Teacher_training_Montenegro

LEARNING FROM LEARN: HORIZONTAL LEARNING IN A COMMUNITY OF PRACTICE IN SOUTH EASTERN EUROPE (2013)

http://www.etf.europa.eu/web.nsf/pages/learning_from_learn



FOR FURTHER INFORMATION

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