General Experience Report:

Main Findings

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1. The meeting in Stuttgart and the upcoming project activities

- **Comparison** of the national reports by means of the following criteria**:**

    - The curriculum of VET teachers education

    - Competencies of VET teachers

    - Quality Assurance

    - Actors involved in VET teacher education and its improvement, especially focusing on the tutors' role

    - Needs for tutors' training

- Development and piloting of the **training programme for tutors**

2. The curriculum of VET teachers' education

- Creation of the curriculum

  - according to standards (Lithuania, Romania and Italy)

  - according to a core curriculum stipulated by law (Finland)

  - on the basis of historical grown study contents (Germany and Italy)

- Concepts of the curricula

  - narrow concepts (e. g. Germany)

  - broad concepts (e. g. Finland, Romania)

- Common elements

  - practice-oriented elements (e. g. placements)

  - aim to connect theory and practice

3. VET teachers' competencies

- Scope of the concepts

  - specific concepts (competencies for *vocational teachers*, e. g. Lithuania)

  - general concepts (competencies for *teachers*, e. g. Germany or Romania)

- Basis of the concepts

  - What aspects influence the VET teachers' decisions and actions? (e. g. Germany)

  - Which competencies does a VET teacher need? (e. g. Lithuania)

- Common elements

  - instructing skills

  - organisational and management skills

  - consulting and self-regulation/self-evaluation skills

4. Quality Assurance of VET Teacher Education

- External evaluation

  - governmental institutions

  - accreditation organisations

- Internal evaluation

  - theoretical knowledge

  - practical issues

  - occupational performance

- Problems

  - Which criteria are appropriate to judge the quality of an organisation?

  - How to judge whether the criteria are fulfilled?

5. Actors involved in VET teacher education

5.1 General Aspects

- Training place

    - University (Germany, Lithuania, Romania, Italy)

    - Second stage (Germany)

    - University of Applied Science (Finland)

    - Training Centre (Italy)

- Teaching Staff

    - Professors, Lecturers, Assistant Professors (rather theoretical input)

    - Professors, Mentors, VET Teachers (rather practical input)

    - Tutor

5. Actors involved in VET teacher education

5.1 Tutor

- Definition

    - University, initial and continuous training

    - Support of students (supervsion, consultations)

    - Teaching (study programme and didactical education of the VET teachers)

- National situations

    - Development of the teachers competencies and support of the students (Italy)

    - Teacher education process, support of the students, bridging theory and practice (Finland)

    - Expert in subject-specific didactics, teaching experience, theoretical knowledge (Germany)

    - Implementation of a more specific education for VET teachers (Romania)

    - Education of VET teachers, development of study programme, key players of improvement processes (Lithuania)

5. Actors involved in VET teacher education

5.1 Tutor

- Common elements

  - Fostering the future VET teachers competencies

  - Minimising the gap between theory and practice

  - Relevance of teaching-learning-processes

6. Needs for tutors training

- General Problem

    - Gap between theory and practice

- Suggestion for the tutors' training

    - Curricular approach (e. g. courses in subject-related didactics)

    - Teaching approach (e. g. teaching-learning-processes)

Thank you very much
for your attention!

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