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PART 1

Role of education

European growth strategy

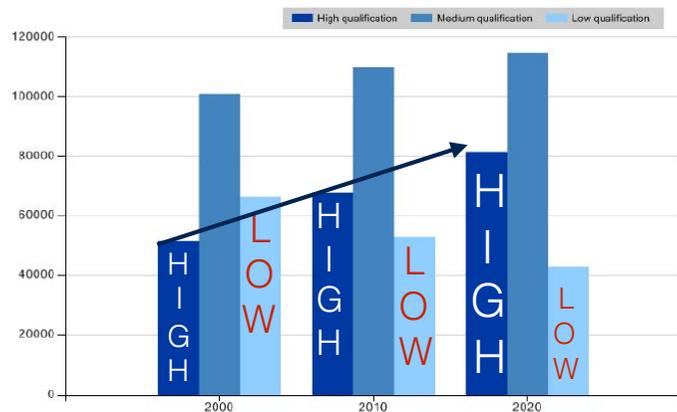
ET2020

education policy levers

What qualifications will Europe need by 2020?

CEDEFOP European Centre for the Development of Vocational Training

Skills forecast: Employment trends by qualification (in 000s), EU27+



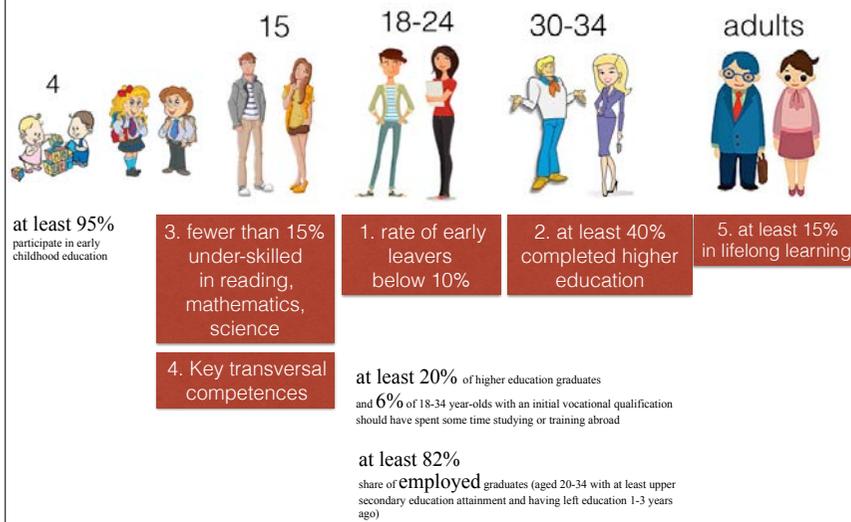
Challenges?

skills mismatches



- Which skills?
- How to provide the right skills for employability?
- How to work adequately with business?

KEY OUTCOMES FOR EDUCATION



What to do?

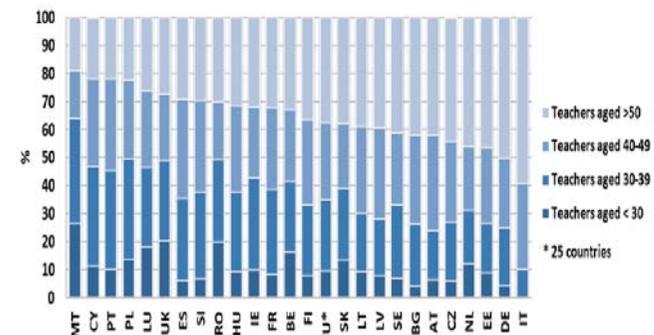
1. revise teaching professions
2. strengthen transversal skills
 - (1) entrepreneurial initiative
 - (2) digital skills
 - (3) foreign languages
4. improve performance of students at risk of early school leaving
 - (1) increasing inclusiveness
 - (2) low-skilled adults
4. develop world-class vocational education and training
6. promote work based learning
 - (1) quality traineeships,
 - (2) apprenticeships
 - (3) dual learning models
4. increase the efficiency of funding in education

Focussing on the teaching profession a priority for the next years

*"The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires."
~ William Arthur Ward*

Teachers are an ageing profession in most countries

Age distribution of teachers in lower and upper secondary, 2010



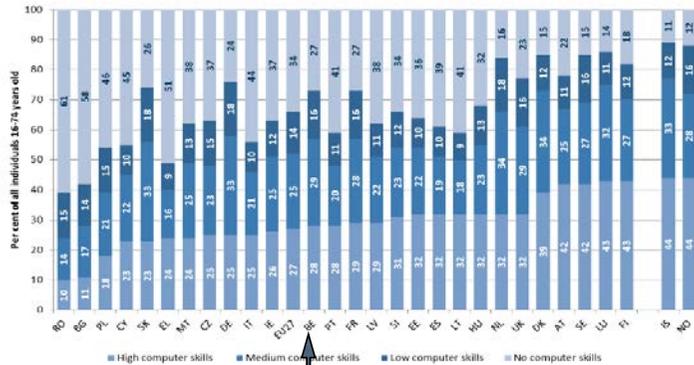
Source: Eurostat, UOE; in Eurydice Key Data on Education, 2012.



Key transversal competences
Combine innovative pedagogies
with an effective use of digital tools and content

ICT skills levels vary greatly between countries

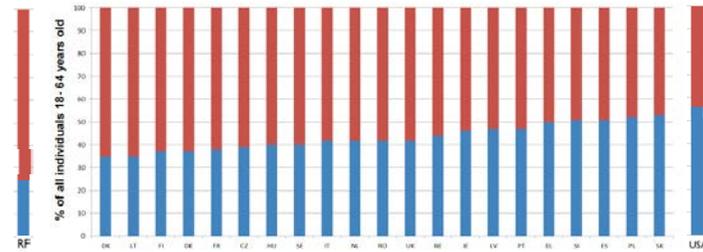
% of individuals with low, medium and high computer skills (2011)



Source: Eurostat, Information society Statistics, 2011

How to become more entrepreneurial?

Percentage of individuals aged 18-64 who believe they have the required knowledge to start a business (2011)



Source: Global Entrepreneurship Monitor 2011 Note: Italian result is from 2010 www.gemconsortium.org/key-indicators

- + United States of America
- + Perceived Capabilities (description)
- + Multiple Years

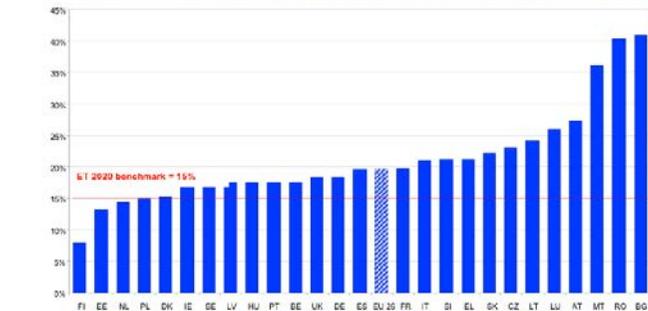
Variable	2006	2007	2008	2009	2010	2011	2012
Perceived Capabilities (description)	31	40	30	36	60	36	30

- + Belgium
- + Perceived Capabilities (description)
- + Multiple Years

Variable	2006	2009	2007	2008	2009	2010	2011
Perceived Capabilities (description)	44	20	27	36	27	40	44

Basic skills levels are still lacking in many countries

Percentage of low achievers in reading (15 year-olds, %), 2009



Source: OECD (PISA)

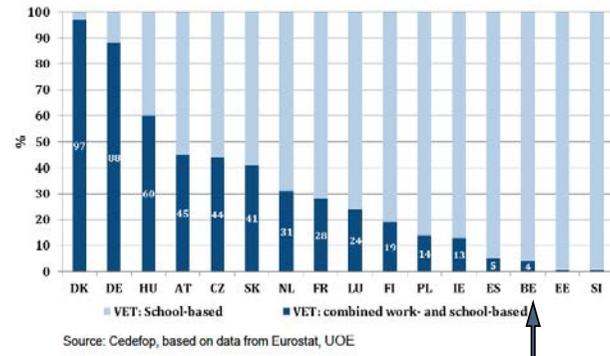
VET, work-based learning and apprenticeships
key role in tackling youth unemployment
and facilitating the transition to the labour market

= linking more closely education and work



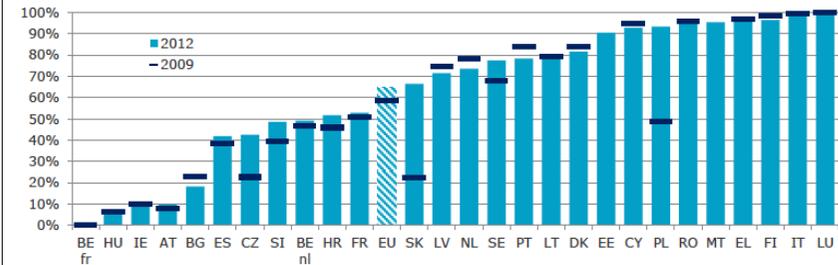
Work-Based Learning is still an exception

Proportion of VET students enrolled in combined work- and school-based VET, as a % of all students in upper secondary VET (2010)



Learn foreign languages

Figure 2.4.2. Percentage of pupils at ISCED 2 learning two or more foreign languages



Source: Eurostat (UOE). Online data code: *educ_lang*. Note: Data for UK and DE not available. Only languages in the curriculum drawn up by the central education authorities are included. Languages taught outside the curriculum as optional subjects are not included.

Continued learning after initial education crucial for

- raising productivity levels of working-age population
- tackling skill mismatches and bottlenecks on the labour market



NATIONAL education policy response: Flemish Community of Belgium

Academic year 2019-2020

Why reforms were/are needed?

IMPROVING STUDENTS

AIM?

to improve the **quality of students entering** teacher education

HOW?

obligatory non binding entrance exam

„strengthen the study choice not to limit the inflow“

WHY? +

no students with insufficient **abilities**

larger percentage earn a diploma

more recognition for the teaching profession

Critics?

some students being excluded

fear for a shortage of teachers, especially in urban areas

IMPROVING TEACHER EDUCATION

- **qualitative** education
- **qualitative** research
- **qualitative** staff
- **quality** infrastructure

Initial teacher training professional bachelor

**Level 6 in the Flemish Qualification Framework / EQF
trained at university colleges**

Educative master

**Level 7 Flemish Qualification Framework/EQF
university-trained teachers**

- secondary education teachers - university trained
- secondary teacher-training centers - integrated in universities / no longer exist autonomous post-secondary non-university institutions
- diploma awarded equals an educative master - before specialist subject teachers needed a postgraduate diploma in education including a traineeship in a school
- courses include:
 - thorough pedagogical training,
 - thorough didactic training,
 - large amount of practical training
 - teaching of a philosophical or ideological vision on education, education law, or other additional subjects
- no postgraduate training for mentors of future teachers
- not any special career track for coaches or mentors of teachers
- non-binding entrance examination

Post-graduate education for secondary education

Level 5 Flemish Qualification Framework/EQF

- inflow of students with a particular technical professional expertise
- students have a secondary education diploma and can demonstrate at least three years of useful professional experience
- focus the training is solely on the basic competences of teacher
- no subject content in the training program

PART 3

Critical remarks about the reforms



1.

Classroom placement in the educative master starts at master level



- more collaboration
- be drilled in the craft of the classroom
- techniques practised, coached and relentlessly assessed



2.

No didactics on teaching common values

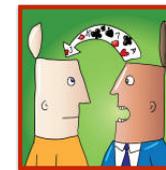


- equality, integrity, respect for others, ...



3.

No mentorship training of teacher training staff by outsiders



- Mentoring *by an outsider in particular* to view the wider context of change in which teaching is operating



4.

No didactics on project based learning



- to teach systematically problem solving using tools rather than just about the tools



5.

No course on understanding cultures



- to teach to understand other cultures
- to teach to think globally



6.

No didactics in flexible and mastery-based learning



- to cater the education to match the aptitudes and abilities of students
- to make the actual classroom again a place for Socratic dialogue



7.

No didactics in new ways of providing teaching and providing education for adaptive-learning techniques

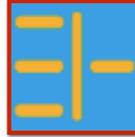


- the rise of artificial intelligence could transform educational practices and with adaptive learning, offering a way of doing so



8.

Often no basic law course in teacher education



To conclude

***train teachers for the world we live in,
not the world we grew up in
&
improve good lawyer-educator collaboration***



Law and Rights Modules in Teacher Training Programmes

Erasmus+ Programme 2016-2019



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