



DOCTAE : Development of Key Competences for Trainers' Antennas in Europe

Progress Report

Public Part

Project information

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Executive Summary

DOCTAE is first of all a network whose members are education and training's professionals who share one of the core statements assumed by EU strategies and policies in VET, that is “**teaching and training are the heart of the knowledge society**”. The DOCTAE Network moves along this key message by focusing on the fundamental role that trainers and teachers play in the modernisation and EU integration process of VET national systems. The professional development of vocational teachers and trainers remains a real challenge for most EU countries: therefore the need for a new professionalism, which must be oriented, among the others, towards the acquisition of new key competencies and of a European dimension and awareness in their daily activities.

According to these issues, the specific, concrete objectives of the DOCTAE network are:

- **Pooling of VET transnational, multi-stakeholder expertise** to foster trainers changing role towards a well-qualified, mobile profession, placed within the context of European lifelong learning.
- Identification of needs and requirements, and development of practical approaches and tools for the **establishment of European Training Antennas**, capable to anticipate and manage European (and global) VET changing scenarios, to convey new key competencies and European awareness in training activities, to promote transnational mobility and partnerships towards VET stakeholders.
- **Promotion, exploitation and sustainability of DOCTAE Network** outputs and project results throughout the Union, by generating multiplier effects such as: further collaborations among partners; transfer of the European Training Antenna profile; enlargement of the network to other members, cooperation among VET and employment stakeholders, other networks, local and national decision-makers.

The above objectives are pursued through the following activities:

- **Survey** of up-to-date EU sources on quality of VET trainers' competences and qualifications and transnational **analysis** of trainers' competencies needs (WP2)
- **Profiling of the European Training Antenna**, consisting of a detailed job description and the provision of guidelines for competencies certification (WP3)
- Development and testing of a multi-language **training pathway** (collected in the EuTA CD-ROM), including the 2 main areas of new key competencies of trainers and European awareness (WP4)
- Enhancement of **dissemination, exploitation** of results and **sustainability** of the Network outcomes (WP6)

The network is nowadays composed by a set of institutes, schools, other networks that are representative under the geographical point of view (10 European Countries represented); under the technical point of view, having experience both of educational and vocational related subjects, and of international projects; and also under the political point of view, having liaisons with VET and employment stakeholders in the territories concerned.

Project main **target groups** are therefore:

- at a more direct level, **teachers and trainers** in upper secondary vocational education and initial vocational training and **their organizations**: the former group benefits from a human and professional enrichment, whereas the latter group benefits of the development of its personnel, of a new professional profile which conveys a new dimension in the daily teaching activities, and of opportunities cooperation;
- at an indirect level, other beneficiaries of project outputs are **students** and **decision makers**: the former should acquire from their trainers a new European awareness, new key competences and get to know better mobility opportunities in Europe; the latter should mainstream results into their policy making process

Three main concepts inspire the **methodological approach**:

Sharing: The Training pathway will be the outcome of a strict cooperation among all partners in order to allow comparability, transferability and mutual recognition among partners/different VET systems (e.g. TU template). The process will also involve external stakeholders by the provision of a web open forum for the survey of trainers' needs, and the dissemination of the outputs along the project cycle.

Circularity: The making of the training pathway is based on a simple but efficient/effective process: analysis/survey – product development – testing – revision, in the spirit of quality management (PDCA). Starting from a desk and on the field survey of guidelines and needs, which involve other European stakeholders through the web open forum, the partners profile the European Training Antenna and develop the training pathway accordingly. The product is tested through ad hoc workshops, where a feedback on the quality of contents is expected from the beneficiaries, which could lead to a revision of the product.

Practical approach: The Training pathway will be designed upon real needs and reliable sources, and tested by the final beneficiaries themselves, in order to guarantee a fair level of correspondence to their needs/expectations. All project outputs and processes are concrete, usable and replicable, and will be developed for having a practical impact on the trainers and organisations involved as well as on other long-term beneficiaries.

Up to now, the following outputs have been achieved:

- WP1: organization of **two Networking meetings**: one in Italy (Reggio Emilia) in December 2007, one in United Kingdom (Birmingham) in September 2008. Next meeting will be in Brussels, in May 2009.
- WP2: 2.1 **Reference Framework** collecting the existing EU sources and guidelines on quality of VET teachers/trainers' competences and qualifications. In practice, a summary of EU strategies and related programmes/initiatives and tools available in the field of Vocational Education and Training; 2.2 Tools for the analysis of teachers'/trainers needs of new competencies: design of the **questionnaire** to record point of views, needs perceived, opinions on EU guidelines, expectations of

trainers regarding their professionalism in a European dimension and knowledge society. The questionnaire can be found in the DOCTAE website – Section Documents_Trainers' Needs_Competerences Survey - so that anybody can fill it in

- WP5: **Quality and Evaluation plan and reporting**: up to now, the Plan has been drafted and submitted to partners at Kick Off meeting (Italy, Sept 2007) and on occasion of the second project meeting, the LP described to partners the state of play with the first progress reporting. All documents are uploaded in the website of the project under the Section Documents and subsection Monitoring.
- WP6 – Dissemination: 6.1 **DOCTAE Official Website**: it has been registered under the address www.doctae.eu , it is in two languages (IT and EN) and it is split into following sections: Project, News, Documents, Open Forum, Links, Partners, Contacts. The section Documents contains all outputs produced (except for events, whose materials are under the section News), organized in following subsections: trainers' needs; antenna profile; training pathways; monitoring; promotion. All interested people can register to the forum and contribute to the topics launched and above all, to the needs analysis by filling the questionnaire in. Also leaflets of the projects have been designed, translated in all partners' languages (9 in total) and printed in 2.000 copies.

In the next months, the network will be strongly committed to implement all project activities, with a special view to the core ones, that is, WP3 and WP4. The needs' analysis conducted on the field through questionnaires and web open forum is under way and will be ready by the next meeting, in May 2009 – Brussels. The remaining 12 months will be dedicated to the final profiling and certification of the European Training Antenna (WP3); to the definition of a pattern of training pathways and its testing with a peer to peer methodology (WP4) and of course to dissemination of project outputs and outcomes (collected in the DOCTAE CD-ROM) and above all the enlargement of the network.

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1. Project Objectives

The general aim of the DOCTAE Network is to contribute to the modernisation and EU integration process of VET national systems by fostering the key role of VET trainers and teachers at a European level.

The specific, concrete objectives of the Network are:

- Pooling VET multi-stakeholder and transnational expertise to support a **new professionalism for trainers** for fostering their changing role towards a well-qualified, mobile profession, placed within the context of lifelong learning, according to the guidelines defined by the *Working Group A - "Education & Training 2010" Work Programme* on a European framework for the Quality of VET teachers/trainers' competences and qualifications.
- Identification of needs and requirements, and development of a model (practical approaches and tools) for the profiling and establishment of **European Training Antennas** in partner organisations, that is trainers capable to anticipate and manage European (and global) VET changing scenarios, to convey new key competencies and European awareness in training activities, to promote transnational mobility and partnerships towards VET stakeholders
- **Promotion, exploitation and sustainability of Network** outputs and project results throughout the Union, by generating multiplier effects such as: further collaborations among partners (joint curricula development, exchanges, common projects, etc. at a local, national and EU level); transfer of the European Training Antenna profile and competencies; enlargement of the network to other members, cooperation among VET and employment stakeholders, other existing networks, local and national decision-makers.

Therefore, the main **target groups** of the DOCTAE project are **VET teachers and trainers** (in upper secondary vocational education and initial vocational training): DOCTAE intends to support their changing role and professionalism in the united Europe and in the context of a globalizing and multicultural world. These challenges do put a request of modernization into the teachers and trainers, who are called to strengthen their European awareness and to acquire new competences and

experiences, to face the changes in the pupils of today (diversified classrooms, new languages, new and fast changing tools etc).

The DOCTAE project should impact on the daily work of VET teachers and trainers, helping them to develop key competences and a European dimension, necessary to work effectively in this ever-changing scenario. Target group will be directly involved in project activities collecting its direct voice, through questionnaires and interviews. Partners for the most part are relevant colleges and business schools, and as such, can give significant representation to them.

VET teachers and trainers will benefit of a renovated professionalism and of mobility opportunities.

As a second step, also the **VET organisations** are a target group of the DOCTAE project: they will in fact benefit of the development of their human resources, they will have new opportunities for cooperation, and they will dispose of a new professional profile (the European Training Antenna) and of a pattern training path.

Furthermore, and last, as long term beneficiaries of the DOCTAE project are no doubt **students**, who will benefit in terms of personal development thanks to the new professionalism of their teachers/trainers; and **decision makers**, when working on the planning of teachers/trainers education.

2. Project Approach

Project Methodology

In order to pursue the aims described above, which in general terms consists in bringing a new professionalism and a European dimension in trainers and training activities, the DOCTAE network foresees the implementation of following activities:

1) Survey and analysis of needs

- 1.1) Survey of existing, up-to-date EU sources and guidelines on quality of VET teachers/trainers' competences and qualifications and devise of a usable Reference Framework for beneficiaries.
- 1.2) Analysis and mapping of trainers' new key competencies needs, with respect to the establishment of the European Training Antennas, through interviews, questionnaires, focus groups, web open forum.

2) Profiling of the European Training Antenna

- 2.1) Job description of the profile by matching the outcomes of the surveying phase with respect to new key competencies and European awareness.
- 2.2) Drafting of a Certificate of European Training Antenna (EuTA Certificate), a framework for the recognition of competencies standards to be promoted transnationally at VET level and towards institutions (e.g. EU, Working groups of the Commission, CEDEFOP, National and local VET authorities, etc.).

3) Training pathway for European Training Antennas

- 3.1) Development of the multi-language training pathway (collected in the EuTA CD-ROM), organised in training units including 2 main areas:
 - a. New key competencies of trainers: *e.g. intercultural dialogue, European citizenship, entrepreneurship, etc.*
 - b. European awareness: *e.g. knowledge of European fundamentals (institutions and policies, etc.); management of EU tools and opportunities (programmes, ECVET, Europass, CQAF, project drafting and management, etc.).*

- 3.2) Test of the training pathway through peer-to-peer workshops, where a sample of expert members of the DOCTAE Network “train” the partners.

4) Dissemination and Sustainability

- 4.1) Promotion of DOCTAE outputs towards projects, EU and other relevant networks channels (e.g. CEDEFOP, National and local VET authorities, Working Groups of the Commission, Europe Direct Networks, etc.): through the Network website (particularly the web open forum), workshops and events, deliverables (leaflet, EuTA CD-Rom and Certificate), etc..
- 4.2) Empowerment of Network potentialities: strengthening of the cooperation among DOCTAE partners (implementation of joint activities, common projects and exchanges); widening of the network through the enlargement to other partners, and collaborations with other networks (e.g. projects selected in the current LLP call), *liaisoning* with institutional players and embedding of outcomes into VET policies and initiatives (by starting from the institutional Supporting partners).

Project Approach

The main pedagogical material of the project is the **Training pathway for European Training Antennas**. From a didactical point of view the Training Units (TU) organising the pathway will be realised according to the following features:

- European Training Antenna profile: it is based on common standards of competencies agreed and mutually recognizable by the partners and institutions.
- 2 main Thematic areas: 1) New key competencies of trainers; 2) European awareness.
- Joint TU Template: it will be agreed by the Network.
- Fields of TU Template: according to EU and national guidelines a TU may include at least: *title, description, achievements, prior knowledge, links with other units, competencies, duration, training and assessment methodology, supporting material*.
- Multi-lingual: TUs will be translated into all partners' languages.

Three main concepts inspire the methodological approach:

Sharing: The Training pathway will be the outcome of a strict cooperation among all partners in order to allow comparability, transferability and mutual recognition among partners/different VET systems (e.g. TU template). Each partner will contribute to the contents according to its specific expertise, but always by sharing objectives and recognizing outputs and decisions within the Network. The process will also involve external stakeholders by the provision of a web open forum for the survey of trainers' needs, and the dissemination of the outputs along the project cycle.

Circularity: The making of the training pathway is based on a simple but efficient/effective process: analysis/survey – product development – testing – revision, in the spirit of quality management (PDCA). Starting from a desk and on the field survey of guidelines and needs, which involve other European stakeholders through the web open forum, the partners profile the European Training Antenna and develop the training pathway accordingly. The product is tested through ad hoc workshops, where a feedback on the quality of contents is expected from the beneficiaries, which could lead to a revision of the product.

Practical approach: The Training pathway will be designed upon real needs and reliable sources, and tested by the final beneficiaries themselves, in order to guarantee a fair level of correspondence to their needs/expectations. All project outputs and processes are concrete, usable and replicable, and will be developed for having a practical impact on the trainers and organisations involved as well as on other long-term beneficiaries.

Monitoring and Evaluation

The network follows a **Monitoring and Evaluation (M&E)** process, conducted through the **Quality and Evaluation Plan (Q&EP)**, representing a strategic tool for project efficiency (ratio between actual results and the amount of human and financial resources involved), effectiveness (capability of reaching planned objectives), transparency and quality. It fulfils three basic needs: a) rationalise activities, to allow an effective resource allocation; b) improve the quality of results; c) ease the mainstreaming process.

M&E applies to the following processes: 1) implementation of activities; 2) project management; 3) financial management.

3. Project Outcomes & Results

This paragraph lists the outcomes realized up to now.

WP1 – General Coordination and Management

1.1 Networking and Development Committees **meetings**: agenda and minutes

Up to now, two meetings have been organized:

1. the former in Italy (Reggio Emilia) in December 2007: all partners were present to the official launch of the project. During the two days meeting, the LP explained the project steps to take, the financial and administrative rules of management, and partners started working on the first activities to perform. Partners also agreed on adding an output not foreseen in the application form, in WP2 (see next meeting)
2. the latter in United Kingdom (Birmingham) in September 2008. Partners presented the first results of work done, that is: the reports on the analysis of respective national systems on the recognition and certification of trainers' competences (an additional output not foreseen by project application form); the promotional actions taken: design of logo, leaflet, and website (www.doctae.eu). Moreover, partners started working on the definition of the domains of competencies of the European Training Antenna (see WP2) brainstorming in two groups and putting together results produced in a single framework.

The agendas, the minutes and the presentations of both meetings are on the website of the project www.doctae.eu – Section News

WP2 – Survey and analysis of trainers' needs

2.1 **Analysis of national systems of recognition of trainers' competences**: all partners carried out a report describing their respective national systems of recognition of trainers' competences, following a common template given by the LP;

Reference Framework collecting the existing EU sources and guidelines on quality of VET teachers/trainers' competences and qualifications. In practice, it is a report summarizing the EU strategies and related programmes/initiatives and tools available in the field of Vocational Education and Training

2.2 Tools for the analysis of teachers'/trainers needs of new competencies: partners realized and translated in respective languages a **questionnaire** to record points of view, needs perceived, opinions on EU guidelines, expectations of trainers regarding their professionalism in a European dimension and knowledge society. The questionnaire in all the partnership languages can be downloaded and filled in also through the **web site** of the DOCTAE project (Section Documents_Trainers' needs_Competerences survey)

All these outputs (national analysis, reference framework, questionnaire) are uploaded in the website of the project www.doctae.eu , under the section Documents, subsection Trainers' needs.

WP5 – Quality and Evaluation Plan

5.1 **Quality and Evaluation plan and reporting:** up to now, the Plan has been drafted and submitted to partners at Kick Off meeting (Italy, Sept 2007) and on occasion of the second project meeting, the LP described to partners the state of play with the first progress reporting. All documents are uploaded in the website of the project under the Section Documents and subsection Monitoring.

WP6 – Dissemination

6.1 **DOCTAE Official Website:** it has been registered under the address www.doctae.eu , it is in two languages (IT and EN) and it is split into following sections: Project, News, Documents, Open Forum, Links, Partners, Contacts. The section Documents contains all outputs produced (except for events, whose materials are under the section News): trainers' needs; antenna profile; training pathways; monitoring; promotion. All interested people can register to the forum and contribute to the topics launched and above all, to the needs analysis by filling the questionnaire in.

6.2 DOCTAE leaflet: the leaflet of the project has been translated in 8 languages and printed in 2.000 copies. It is uploaded on the website in electronic version in all languages of the partnership. Its distribution began during the first half of the project life towards teachers and trainers on occasion of events, meetings, personal contacts etc and will go on especially during the second half of the project, in parallel with needs' analysis.

6.3 Publication of news in Europe Direct newsletter and website: on occasion of the Kick Off Meeting of the Project, held in December 2007 in Reggio Emilia, a news has been published in the Europe Direct newsletter (sent to more than 5.000 email addresses). In precedence, when the project has been approved, the news of the project start (objectives, target groups etc) has been published on the website of the Europe Direct Emilia, a reference point for the whole 47 Italian relais (section events).

Other activities described in WP6 have already started by the time this Report has been produced, but refer to the second half of the Project and will be described in the Final Report (eg: participation to SPACE convention, April 2009).

4. Partnership

Four main criteria have guided the setting up of the DOCTAE Partnership:

- 1) **Representativeness in VET local systems** and liaisons with VET and employment stakeholders in the territories concerned: in order to allow a satisfactory degree of dissemination and mainstreaming of network outcomes.
- 2) **Experience and expertise in the specific issue of education of trainers and teachers:** in order to guarantee the pooling of a valuable know-how and a profitable development of the activities and products foreseen.
- 3) **Experience and expertise in transnational projects and networks:** in order to have a smooth management and development of the operations and ease the enlargement of the network.
- 4) **Balanced European dimension:** the partnership represents needs, experiences, perceptions, awareness both of EU traditional and new Member states.

COLLECTIVE EXPERIENCE OF THE PARTICIPANTS

Experience and expertise in VET policies and activities: all partners deal, at different levels, with lifelong learning and employment issues addressed to youngsters, adults, disadvantaged groups, companies and public authorities.

Networking capacity: all partners are part of local, national and European networks (e.g. Ulixes Consortium, EUROPE DIRECT - Carrefour Europeo Emilia, and SPACE, as described in the previous section), and boast valuable relations and collaborations with a large public of stakeholders such as public institutions and decision-makers, non-profit organisations, training and education bodies, companies and other economic actors, e.g. chambers of commerce.

Multi-stakeholder partnership: training agencies, higher education institutes, chambers of commerce, non-profit and cultural organisations, associations are gathered together in order to take advantage of and valorise their specific characteristics and expertise as to the education of trainers, lifelong learning issues, European dimension and mobility.

Experience in transnational cooperation: the partners boast either a lasting and

profitable joint cooperation on EU funded initiatives or has gained individual experience on transnational activities such as ESF Art.6 Innovative Actions, Leonardo da Vinci, Equal, INTERREG, etc.. It is worth to mention that 5 of DOCTAE partners have been already engaged in a Leonardo da Vinci project (K-Competencies I-04-B-F-PP-154061) dealing with the issue of basic competencies for all in the knowledge society. Furthermore, some of the participants are already members of a European Economic Interest Group – Ulixes Consortium; while another important European association is involved: the SPACE Network grouping 75 Higher Education organisations in 25 countries. Finally, Europe Direct – Carrefour Europeo Emilia is an information relay acting as an interface between EU and its citizens at local level.

This valuable experience, which has been one of the main criteria for the setting up of the Network, is an indicator for the reliability, efficiency and effectiveness of the Network with regards to: the sharing of a common “language” in the management of transnational cooperation and joint product development; a sound understanding of the European scenario, criticalities, objectives, activities; a better capacity to identify constraints, share solutions and solve problems.

THE PARTNERSHIP IN A LIST:

LP (P1): IFOA – Istituto Formazione Operatori Aziendali (IT)

P2: Vuste Envis, spol. r.s.o. (CZ)

P3: Zweckverband Volkshochule Passau (DE)

P4: Oviedo Chamber of Commerce (ES)

P5: Groupe Ecole Superieure de Commerce et de l'Industrie de l'Ain (FR)

P6: Artemisszio Alapitvany (HU)

P7: Hungarian Institute of Culture and Art (HU)

P8: V.A. Graiciunas School of Management (LT)

P9: School of Economics and Administration (PL)

P10: North West Institute of Further and Higher Education (UK)

P11: SPACE (BE)

P12: Europe Direct Emilia (IT)

P13: Sandwell Adult and Family Learning (UK)

OTHER SUPPORTING PARTNERS:

The DOCTAE Network is assisted by a group of **Supporting partners**, which are mainly involved in the dissemination activities and in ensuring an effective and profitable exploitation and sustainability of project achievements. All partners listed below have demonstrated a great interest in the goals of the Network and represent different stakeholders committed in VET and employment policies at a territorial and national level: public authorities, social parts, other VET organisations.

- **Hungarian Ministry of Education and Culture** – Dept. of Community Culture of Ministry of Education and Culture
- **Regional authority of Emilia-Romagna** - Dept. Of Culture, Education and Employment
- **Province of Reggio Emilia**– Dept. of European Policies and International relations
- **Kaunas Chamber of Commerce, Industry and Crafts**: Chamber of Commerce

5. Plans for the Future

The project will in the next months fulfil the tasks not yet realized. In particular, it will implement following activities:

WP1 – General management and coordination:

Organization of another three partners' meetings: the next in May 2009 in Brussels, next autumn in Lithuania and a last one at the end of project activities, in Italy.

WP2 – Survey and analysis of trainers' needs

2.3 The survey on the trainers' needs is already under way, using the questionnaire developed, but final results will be available only in next months: at the moment of the drafting of this Progress Report, all partners are waiting for the questionnaires filled in from teachers and trainers interviewed (20 per partner as a minimum). Within the summer output 2.3 - **Matrix** summarizing the results of the analysis and mapping the new competencies needs emerged – will be realized

WP3 – Profiling of the European Training Antenna

3.1 **Table** summarizing the new competencies and European dimension and awareness: the table matches the results arising from the surveying phase (2.3) with the Reference Framework (2.1) and gives a complete view of the topics related to the profile of the European Training Antenna

3.2 **Job description** of the European Training Antenna. The Antenna is a trainer/teacher who wants within its own organization and territory to be the reference person for exploiting and managing EU opportunities and conveying European dimension towards students and other VET stakeholders.

3.3 **Certificate** of the European Training Antenna (EUTA): it is a model for the recognition of competencies' standards, for the promotion and establishment of

EUTA. It will promote a process for the certification and standardization of the professional profile.

WP4 – Training pathway for the “European Training Antennas”

4.1 Training Pathways for European Training Antennas: the EuTA will have to be trained in the two main areas characterizing its profile, the new key competencies of trainers, and the European awareness. Partners design a common template of training pathways, organized in units and multi-language

4.2 Peer-to-peer workshops: the pathways designed are tested in workshops aiming to improve quality and effectiveness of the methodology developed. The final tested and revised product is part of the CD-ROM containing all the material of the European Training Antenna (job description, certificate, training paths, tools etc)

WP5 – Quality and Evaluation Plan

Another two progress reports will be delivered to the partnership, on occasion of the next project meetings

WP6 – Dissemination

Project outcomes will be collected in a **final CD-ROM**, containing in the 9 languages of the partnership, all the material produced and all the tools necessary to upgrading trainers competencies and deepening the issue addressed. The CD-ROM and the experience done in general will be disseminated as described in the application form, that is: through the Europe Direct network (422 points in Europe), through the SPACE network (partner of the project, it comprises 75 higher education organizations in 25 countries), and through the DOCTAE final event.

6. Contribution to EU policies

The political priorities addressed by the DOCTAE Network are recently well remarked both at a EU and Member states level:

- The Commission, in its communication “**A coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in education and training** (Brussels, 21.2.2007 COM(2007) 61 final)”, clearly underlines, among the others, the needs to: modernise vocational education and training; foster the professional development of teachers/trainers; promote cross-national mobility of VET stakeholders; provide with new key competencies for all.
- The **Helsinki Communiqué** of the Ministers of Vocational Education and Training, the European Social partners and the European Commission on the Future Priorities of Enhanced European Cooperation in VET (5 December 2006) refers to: the importance of the continuous professional development of highly qualified teachers and trainers; the need to continue towards a European area of VET; the strengthening of mutual learning, cooperative work and the sharing of experience and know-how of VET stakeholders.
- The Working Group A dealing with the “Education & Training 2010” Work Programme sets the **Common European Principles for Teacher competences and qualifications**, where key issues are: a well-qualified profession based on continuing professional development, innovation and multidisciplinary approach, and a mobile career (trainers should be encouraged to participate in EU projects and spend time abroad).
- Finally, the importance of focusing on the *liaison* between human capital development and European dimension is one of the pillar of the **new ESF programming period 2007-2013**. In the operational and regional programmes of the Member states, the transnational and inter-regional co-operation with regards to training and education is supported by ESF specific priorities and budgetary lines.