

ROUNDTABLE Minutes Template

Summary

- 21st of February, 2013
- Participants in roundtable discussions - 12
- Most significant aspects covered in roundtable discussions was usefulness of methodology and manual for participant's professional life and whether they think trainers and teachers currently need such continuous training and improvement of their professional and personal skills. Also how the methodology could be promoted and disseminated was discussed, ideas and experiences shared and feedback given about the training. Discussion led all participants to Professional education system in Latvia and its current activities.

Issues covered

Usefulness of PAC methodology and tool box for professional life

PAC methodology was found useful, especially now when being a teacher and trainer presents new challenges on every corner and if you are not constantly updating your skills, you may lose your value as a teacher or trainer. Participants stated that demands are high and teachers/trainers must be up to level to meet them. National pilot session`s chosen 3 modules were touched to better describe the benefits and older participants agreed that Power Point module couldn`t be more related to what they need, as they are constantly trying to avoid using it and ask their relatives, friends and colleagues to create presentations for them, but they know that their students/pupils are expecting a PP presentation in the lecture or training. Trainers without pedagogical background described these 9 Modules as a faster way to intensively gain all the knowledge necessary for teaching – it includes pedagogical aspects, professional competencies and set of skills you may not acquire anywhere else, because there doesn`t exist such comprehensive methodology that includes all aspects related to teaching. In this case they agreed that a sequence of modules and chosen topics are very relative to what a person without pedagogical background working with students/adults might need and they expressed gratefulness for being a part of it. All participants agreed that PAC methodology was very appropriate for them during the 2 day training and will continue to be suitable in their professional life. Experience exchange during the training was mentioned as one of the aspects how to take the best example and use it in professional

life, especially with strong background of topics covered in training.

Aspects related with the adaptation to national needs

It was discussed that one of the main planned activities in Latvia is development of sectoral qualifications system and re-structuralization of vocational education. Its aim is to improve vocational education quality and efficiency regarding the sectoral economic needs by introducing structural alterations in vocational education system, by developing sectoral qualification system, by carrying out sectoral research, by developing or improving occupational standards and basic requirements for professional qualification, as well as developing validation of informal/non-formal learning. As for now there is no concrete qualification system and working group has been established to work on a new vocational education law, some issues arose and it was indicated that these actions will not be finished earlier than 2014.

It was discussed that currently Latvia is trying to implement Latvian qualification framework, that is divided in 2 phases, second of which is forecast to be finished in 2015.

Participants stated that national needs are hard to formulate as there are no laws that would be currently fully working. Everything is in the process of development and all we can do is to follow it and wait for the qualification system to be developed. When it's developed and confirmed we will be able to adapt methodology to national needs.

Further involvement in dissemination of PAC methodology and tool box

Some participants representing certain organisation (Alberta College) were interested in further usage of this PAC methodology in their institution. A lot of their teaching staff needs an improvement of pedagogical and andragogical competences and this methodology seem to be the right decision for solving this problem, as it contains various modules that develops different competences required to perform their job. Also rest of participants who took part in the national pilot session stated gratitude for the given opportunity to learn more about this methodology and expressed willingness to spread it to wider audience and introduce it to more people who might be interested.