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Pro-VET – Professional Development of
Vocational Education Teachers with
European Practices



Institutional training and dialogue workshops for mission statement of VET-ETN

The basics for Mission Statement



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Abstract	Each Russian and Serbian Partner Institution involved in the VET Educators' Training Network (VET-ETN) implemented an institutional training and dialogue workshop to consolidate its role in the training network, their key stakeholders in VET, and the focus of the in-service training programmes. The outcomes of institutional training and dialogue workshops are consolidated as a Strategic Framework for the VET-ETN to outline the aim, task and operations of the VET-ETN in a Mission Statement published on the website. The consolidation was handled at the second transnational meeting in Finland (June 2019).
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Abstract

Each Russian and Serbian Partner Institution involved in the VET Educators' Training Network (VET-ETN) implemented an institutional training and dialogue workshop to consolidate its role in the training network, their key stakeholders in VET, and the focus of the in-service training programmes.

All these workshops were used to organize Co-creation and Policy dialogue workshops in Russia (RSVPU) and Serbia (UNS), which served also for identification and discussion on the best European practices and pedagogical approaches in vocational education and training (see the report on WP1.4 deliverable).

The outcomes of institutional training and dialogue workshops are consolidated as a Strategic Framework for the VET-ETN to outline the aim, task and operations of the VET-ETN in a Mission Statement published on the website. The consolidation was handled at the second transnational meeting in Finland (June 2019).

Programme Country Partners facilitated the workshops and used the results for further training based on the description of selected European policies, pedagogical approaches and practices in VET and the framework for development (see the report on WP1.3 deliverable).



Russian Workshops

Russian State Vocational Pedagogical University



Russian State Vocational Pedagogical University implemented an institutional training and dialogue workshop to consolidate the role in the training network of key stakeholders in VET on May 30, 2019 at the RSVPU' classroom with multimedia and Internet facilities to engage partners from different regions in the panel discussion "European policies and practices of VET development within the framework of the Erasmus + programme" included in the university's 40th anniversary celebration programme.

Thanks to modern digital technologies, well-known experts in the development of international cooperation in VET from the Liepaja University (Latvia), Tver State University (Russia) and Orel State University (Russia) were able to participate remotely.

Participants represented key stakeholders for project: students and teachers in HE/VET and VET secondary schools, administration staff of the university, representatives from industry and IT.



The stated topic of the discussion was attractive for teachers and senior students of the RSVPU. The classroom was filled with students, teachers and practitioners; participants asked experts questions not only during the event, some of them remained afterwards - for negotiations on further cooperation within VET network. Briefly, the messages of the speakers can be summarized as follows. Dr. Patricks Morevs from the University of Liepaja, RUECVET Project Coordinator, spoke about public policy and the dynamics of the introduction of the European policy in secondary and post-secondary vocational education in Latvia and necessity to sustain the project results via VET Educators' Training Network (VET-ETN). He also noted that the University of Liepaja takes an active part in the Erasmus + academic mobility programmes, exchanging students and teachers from universities in Europe, Russia and the world. By the way, this year the university will host the first teacher from the RSVPU with an author's course on innovative marketing in Vocational education and training. T.A. Golubeva, Associate Professor, Tver State University, and Irina Maslova, professor, head of the Centre for Economics and Business of Orel State University, shared their experience in implementing international projects at their universities and spoke about the benefits that universities receive from international cooperation and networking.





The key message of the panel discussion was undoubtedly about improving the image and increasing the reputation of the university in the international professional community, strengthening the links between higher and vocational education and training, as well as the fulfilment of the indicators of the university's performance. Speakers from the RSPPU not only talked about their experience in implementing international projects, but also addressed the participants with a proposal for cooperation within the main goals and the mission of the Pro-VET project – to establish VET Educators' Training Network pointing out the importance of further professional development of VET teachers.



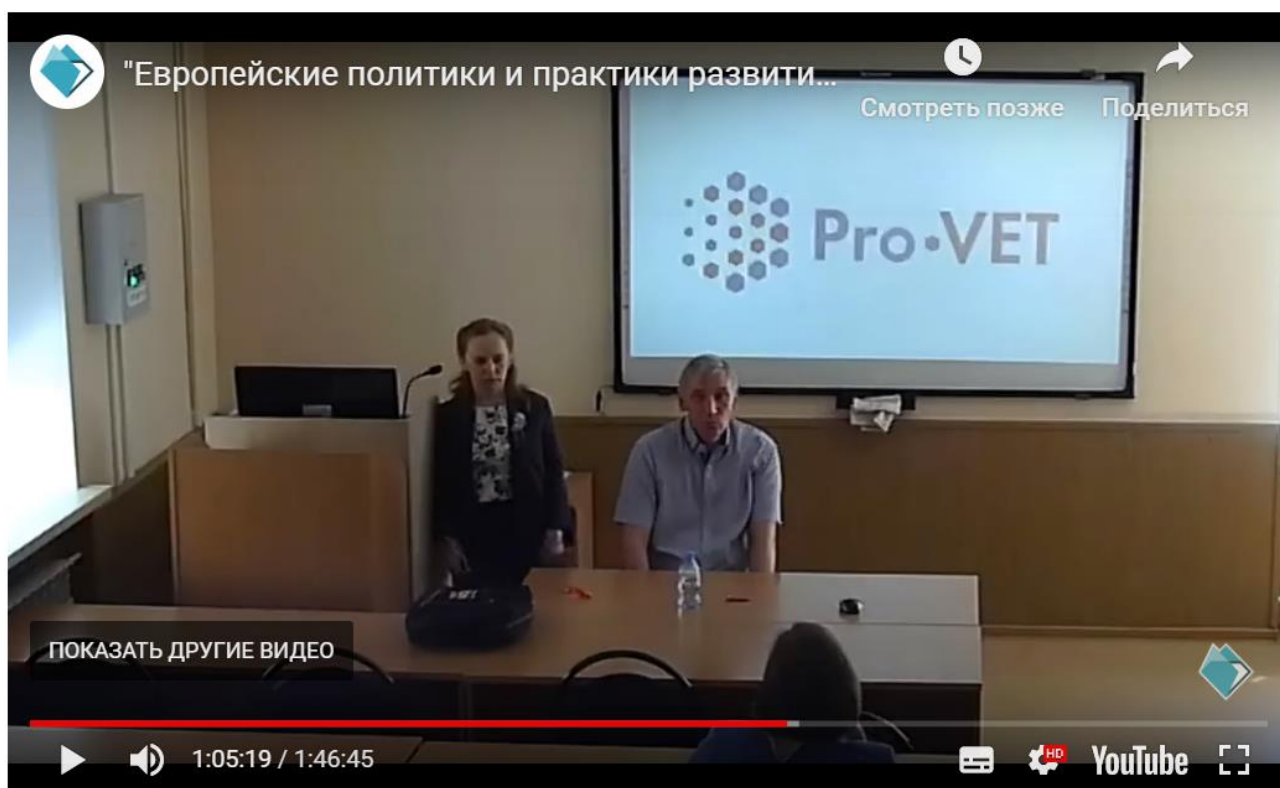
The panel discussion ended with a proposal to formulate a goal of VET-ETN as

Development of a community of educators focused on advanced training and sustainable professional development in the context of European policies, pedagogical approaches and practices in the field of vocational education and training

A global idea for VET-ETN establishment was formulated as the movement towards sustainable social partnership:

Creation of a space for pedagogical interaction of the main subjects of vocational education and training, taking into account European policies, pedagogical approaches and practices:

- **Learners**
- **Teachers, managers, tutors, facilitators**
- **Employers and Associations**
- **Parents**



Panel discussion participants and speakers thank Dr Natalia Lomovtseva, the Director of the Institute for Lifelong Learning of the Russian State Pedagogical University, for the excellent organization of the event and the creation of a creative friendly atmosphere.

RSVPU's website link – News on International Cooperation

<https://www.rsvpu.ru/kultura/kulturno-obrazovatelnyj-centr/novosti-koca/diskussiya-workshop-evropejskie-politiki-i-praktiki-razvitiya-obrazovaniya/>

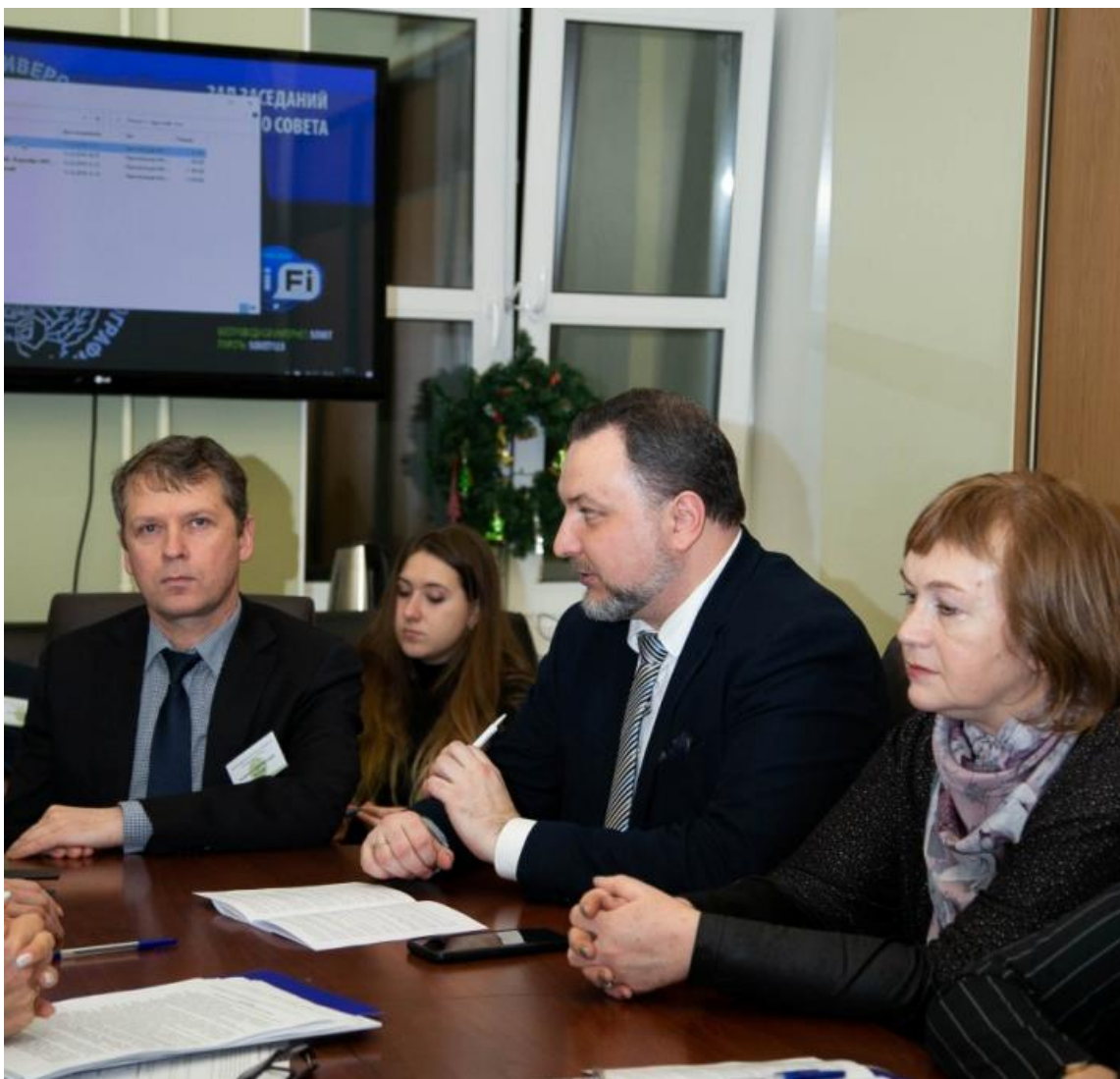
YouTube link - https://www.youtube.com/watch?time_continue=3919&v=CoR7FWecBdo

Moscow State university of geodesy and cartography

Moscow State university of geodesy and cartography provided an institutional training on blended learning approaches in October 2019.

Participants represented key stakeholders for project: teachers in HE/VET, technical and administration staff.

At the beginning of the training Aliya Myrsalieva presented the main objectives of the Pro-VET project and importance of the professional development for the university and VET schools teachers. Aliya Myrsalieva shared the information about the project partners, tasks and activities foreseeing during the project. Also, there was discussed different kind of existing approaches and practices in continuous professional development and development of online courses for the university and VET teachers. The participants discussed the issues of development and implementation of online educational resources for educational institutions that requires careful consideration of some features of working with students.



The main goal in developing teaching methods and developing an educational program, it is necessary to consider many components that are characteristic of various groups of students, namely: age, nationality and social aspects of students. Its important to realize that culture, language, and socio-economic components can influence the process of teaching and learning. During the training teachers from MIIGAiK shared with the participants information on state of play with blended learning in the university. Teachers stated that blended learning curricula includes the following disciplines and implemented at the faculty of distance learning:

- study based on the online platform;
- study at the university during mandatory preliminary preparation for the lesson; preliminary preparation includes the student's individual study of the theoretical and practical approach and implementation of test; there is an analysis of typical and individual errors during the lesson, lectures and practical exercises using the university's equipment. Also, pre-training phase uses an online platform for communication. The teacher individually works with students who needs help.

Such provision of the curriculum includes elements for individual study of the student the educational approach, time, place and pace of learning, as well as integration of learning experience with the teacher and online.



Curricula [Curricula for 21.05.01 specialty Applied geodesy \(distance learning with online learning approaches\)](#)

Distance learning subjects – subjects that study on online platform under teacher supervision;

Intramural learning subjects – subjects that study within the university during compulsory pretraining.



Online learning faculty provides flexible blended learning approach. The basis of flexible blended learning approach is that students are not limited in time by educational activity. Students independently choose sequence and pace for learning. This model uses online approach.

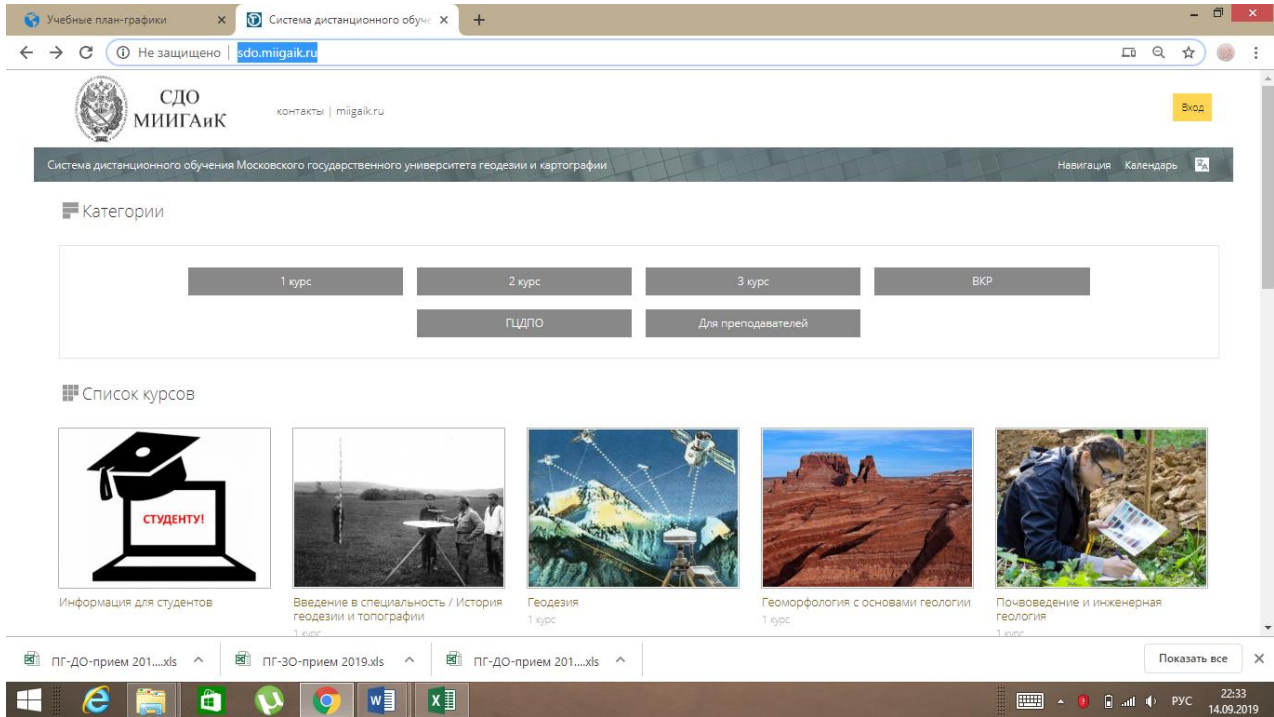
Online learning faculty provides flexible blended learning approach. The basis of flexible blended learning approach is that students are not limited in time by educational activity. Students independently choose sequence and pace for learning. This model uses online approach. These are more issues that we need to resolve for effective provision of learning process by students:

Organizational and methodological – development of clear instructions, recommendations, timetable of learning activity (e. recommended timetable for subjects by weeks) that helps students move towards educational route in planning their learning activity. In this regard, teachers make notes frequently asked questions by students – and replies convert to instructions, recommendations and graphics. We use faculty's website and online platform for information.

Faculty's website <http://miigaik.ru/fdfo/plans/>:



Online platform <http://sdo.miigaik.ru/>:



- 1) educational and organizational - increasing the level of ICT knowledge both for students and teachers. Even during ICT development century this obstacle is really felt while introducing a mixed learning model. What are we doing to increase ICT ownership? -
- 2) teachers:
 - continuing education courses in the field of ICT and electronic information and educational environment of the university,
 - seminars and master classes on distance learning system,
 - individual consultations to teachers.
- 3) students:
 - intramural introductory lesson on work with the distance learning system,
 - introduction to the curriculum or parts of the curriculum that develop the competencies of ICT.



In addition, blended learning requires ongoing technical support and certain expenses for development of training materials, training programs and tests.

Kazan Institute of Psychology, Pedagogy and Social Problems



Институт педагогики, психологии и социальных проблем

On July 29, 2019 at the multimedia classroom of the Kazan Institute of Psychology, Pedagogy and Social Problems (IPPSP) held (online and offline) an institutional training and dialogue workshop with its Russian partners. The panel discussion was devoted to the following topic "European policies and practices of VET development within the framework of the Erasmus + programme" and the role of Russian institutes in international cooperation, training network organization, options of engaging VET partners from different regions.

The training was spent in accordance with the coming Worldskills Championship (August 23-27, 2019), the greatest event in the VET-system, that was going to take place in Kazan.

Participants represented key stakeholders for project: students and teachers of VET secondary schools, administration and professor staff of the universities and institutes, representatives from industry and IT from the region.

Associated partners of IPPSP and stakeholders sent their representatives to take part in the discussion:

- The Institute of education development in the Tatarstan Republic;
- The Board of High Education Rectors, the board of directors of educational institutions of vocational education;
- Kazan National scientific research technical university;
- The Academy of Social Science;
- Economics, Management and Law university;
- The Ministry of Education and Science of the Tatarstan Republic;
- The Ministry of work, employment and social care of the Tatarstan Republic;
- The Ministry of Youth;
- The State Council of the Tatarstan Republic (Parliament members)/

During the greeting speech given by **Kozlov Vadim E.**, Ph.D., Director of the Institute, the main goals and the mission of the international cooperation and ERASMUS+ programme were clarified and set up paying attention to the need for continuous qualification training of VET-teachers and administrative staff.

Tregubova T.M., lab.chief of IPPSP, D.Sc., professor, opened the session and introduced the participants to the objectives and mission of the project, its main partners from Russia, Serbia,

Finland, Ireland, Netherland, and Germany, represented her own insights from a trip to Finland meeting devoted to acquaintance with European practices of training in technical and business schools.

Maslennikova V.Sh., lab.chief of IPPSP, D.Sc., professor described public policy of Russian Federation and the European Union in secondary and post-secondary vocational education, made the accent on the differences in the leading approaches, necessity to sustain the project results via VET Educators' Training Network (VET-ETN).

Mukhametzhanova L.Y., senior research fellow of IPPSP, PhD, spoke about development tendencies of additional vocational education in Russia: meeting European requirements; increasing regionalization of additional professional education; staff competence development within the education sector aims at shaping an individual educational trajectory for further professional, career and personal growth. All speakers agreed that European VET practices could be the perfect resource for creating retraining programs for secondary school and institute teachers and lectures.

Head of the IPPSP's IT department **Kostrov E.N.** shared the institute's experience in implementing international projects at Kazan schools and universities and spoke about the benefits that they receive from international cooperation and networking.

Palekha E.S., senior research fellow of IPPSP, PhD, made a report about the results of the June activities in Finland and made some conclusions about the problem of professional development of VET teachers. She announced the mission of the project: the development of a community of educators focused on advanced training and sustainable professional development in the context of European policies, pedagogical approaches and practices in the field of vocational education and training.

Ainoutdinova Irina, N., Ph.D. in Pedagogy, presented Massive Open Online Courses (Moocs) and Vocational Open Online Courses (Voocs) as a key resource leading to digital transformation in Russia and supporting course to the Digital Economy.

Speakers from the IPPSP, project team members who were engaged in network development activities, while talking about their implementing international projects experience, proposed the participants to be in cooperation within the main goals and the mission of the Pro-VET project – to establish VET Educators' Training Network pointing out the importance of further professional development of VET teachers.

The participants came to the conclusion that active participation of key stakeholders, consolidation of VET-teachers and students will lead to the improvement of the online-courses and promote VET-students' interest.

Finally, VET-students could ask their questions about the VET-system development in Russia and abroad, their future career as high-quality professionals to the keynote speakers and key stakeholders, they got clear and definite answers on the future of vocational education specialists.

As far as the atmosphere of the training was concerned, everybody was engaged and motivated for co-work and cooperation. Everybody was inspired by the coming Championship and waiting for



great results so that co-work of key stakeholders, keynote speakers and students was organized sufficiently, all the subjects of training were satisfied.





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Tver State University

Tver State University implemented an institutional training and dialogue workshop to consolidate the role in the training network of key stakeholders in VET on March, 29th, 2019 at the Institute of Pedagogical Education and Social Technologies (Tver State University).

Participants represented key stakeholders for project: teachers in HE/VET and VET secondary schools, students, technical and administration staff, representatives from companies and IT companies.

After the welcome speech given by the Acting Rector Professor Lyudmila Skakovskaya, coordinator of Tver project team the Director of the Institute of Pedagogical Education and Social Technologies, Professor Igor Lelchitsky presented the main goals and the mission of the Pro-VET project while pointing out the importance of further professional development of VET teachers (see Annex 1).



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Pavel Kratovich, rector's adviser for IT of TvSU, presented the web site of the project, provided information about the partner institutions, and the role and task for all the partners in Russia. He also outlined the aim, task and operations of the VET-ETN in a mission statement published on the website. Furthermore, he put attention on explaining the European policies considering the VET teacher education and professional development.



Final part of the workshop referred to pedagogical approaches and practices in VET and the framework for development of on-line courses for VET teachers. Representative of stakeholders of Tver region presented the Digital transformation matrix which was developed during the project, and she highlighted the topics and goals of the training courses which will be developed as the project outcomes.



After the presentations, stakeholders participated in the discussion about the VET teacher training courses, providing their own ideas, suggestions and comments for improvement of on-line courses. The focus was on initiation for continuous dialog and cooperation between the stakeholders and project team members in order to improve the quality of courses by providing the feedback from stakeholders.



Serbian Workshops

Novi Sad School of Business and University of Novi Sad

Novi Sad School of Business and University of Novi Sad implemented an institutional training and dialogue workshop to consolidate the role in the training network of key stakeholders in VET on July 4th, 2019 at Novi Sad School of Business.

Participants represented key stakeholders for project: teachers in HE/VET and VET secondary schools, students, technical and administration staff, representatives from banks and IT companies.

After the welcome speech given by Nataša Papić-Blagojević, coordinator of Serbian project team professor Mirko Savić presented the main goals and the mission of the Pro-VET project while pointing out the importance of further professional development of VET teachers.



Nataša Papić-Blagojević presented the web site of the project, provided information about the partner institutions, and the role and task for all the partners in Serbia. She also outlined the aim, task and operations of the VET-ETN in a mission statement published on the website. Furthermore, she was focused on explaining the European policies considering the VET teacher education and professional development.



Final part of the workshop referred to pedagogical approaches and practices in VET and the framework for development of on-line courses for VET teachers. Biljana Lungulov presented the Digital transformation matrix which was developed during the project, and she highlighted the topics and goals of the training courses which will be developed as the project outcomes.



After the presentations, stakeholders participated in the discussion about the VET teacher training courses, providing their own ideas, suggestions and comments for improvement of on-line courses. The focus was on initiation for continuous dialog and cooperation between the stakeholders and project team members in order to improve the quality of courses by providing the feedback from stakeholders.



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University of Belgrade and VISER School of Electrical Engineering and Computer Science

The representatives from Teacher Education Faculty (University of Belgrade - UB) and VISER School of Electrical Engineering and Computer Science had a meeting on July 9th, 2019 at Teacher Education Faculty with an aim to reflect and analyze network (of key stakeholders in VET) development activities which have been realized during the few past months.

Aleksandar Tadić (UB) had a meeting with professional associates (Republic Section of Professional Associates) in April, 24th 2019 in Belgrade and presented the main goals of the Pro-VET project. The very important feedback about pedagogical and psychological education of teachers he got from pedagogues and psychologists employed in secondary schools.



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Danijela Kostadinović and Vera Radović had meeting with Gabrijela Grujić, assistant minister for dual end entrepreneurial education in the Ministry of Education, Science and Technological Development. It was discussed about european policies in VET teachers education and how Pro-VET project will be in function of improvement of their professional, especially pedagogical, competences.

Vera Petrović (VISER) had a meeting with managers and professors of electro technical schools (Assembly of Professional Associates of Electro technical Schools in Serbia) and also presented main goals and the mission of the Pro-VET project while considering contents and strategies of profesional development of VET teachers.



At the meeting which was held on July, 9th project team members who were engaged in network development activities, discussed about the results of these activites and made some conclusions in the form of further activities in network (of key stakeholders in VET) development activites and professional development of VET teachers, such as:

- 1) Using more ideas and suggestions from VET teachers what do they need in their professional development (which is in accordance with the results of research which was done by team from TEF, Belgrade)**



- 2) Provide more support from Ministry of education, especially in dissemination of main goals and activities of project while thinking about accreditation program for professional development of VET teacher in secondary education.
- 3) Develop the cooperation with pedagogues and psychologists employed in VET education.
- 4) Continue with collecting email addresses of vet teachers





Annex 1. Mission Statement

See the presentation “WP1.5&WP4.5_Mission statement of VET-ETN.pptx” in the Folder WP1.5 developed on the base of all institutional workshops and approved at the meeting in Jyväskylä.



Mission statement of VET-ETN & Partner Institutions

Igor Lelchitsky, TSU

29 March, 2019



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Final VET-ETN Mission

Final Mission Statement

- Improving VET in Russia and Serbia through the professional development of teachers via knowledge-building and practice, reflecting the European VET experience

