

“Reshaping the focus and structure of teacher/trainer training (TTT) in Latvia and Lithuania”

**Ministry of Education and Science
Latvia**

**Ministry of Education and Science
Lithuania**

**Educator Training Support Centre
Latvia**

**Vytautas Magnus University
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A three-year project supported by:

- Danish Ministry of Education
- National Board of Education in Finland
- European Training Foundation

Development objective

To enhance the innovative capacity of the VET systems in Latvia and Lithuania to re-design one of the key components, the training of teachers and trainers (TTT).

Project objectives and expected outcomes

1. *To open the VET schools to the world of work*
 - representatives of companies involved in the activity of pilot VET schools boards;
 - company participation in training delivery at schools;
 - program for mentors training developed;
 - electronic network between universities and pilot VET schools established, to promote the rapid dissemination of innovation and experiences derived from the ETF project.
 2. *To enhance organisational development within schools*
 - shared vision and strategy for pilot VET schools designed according to national, regional and local pre-conditions;
 - HRD plans designed in the 5 pilot VET schools according to shared vision and strategy of pilot VET schools;
 - learning potentialials identified in schools;
 - structures for the development of in-service training supported, links between school and buisness, and school and social partners created.
 3. *To reshape the structure and content of training of teacher educators*
 - Proposal for national policy and strategy for initial and in-service vocational teacher training prepared including recommendations on changing role of VET schools in TTT process;
 - Active learning methods incorporated as an approach in initial and in-service vocational teacher training ;
 - New teachers provided with better knowledge and skills of various teaching methods that promote active participation of students
 4. *To modernise the methods of teaching/learning in teacher training and in VET schools*
 - Increased awareness among vocational teachers about need to expand teaching methods;
 - Pilot school teachers are able to implement new pedagogical approaches in their teaching in order to promote active participation of students;
 - Documents prepared that enable the dissemination of new teaching methods to all vocational schools;
 - New tools to assess knowledge and performance of pupils prepared available for vocational teachers.
 5. *To build up national TTT networks in Latvia and Lithuania and between them and plan to join CEDEFOP TTT network*
 - design of building up of national network;
 - the partner countries' national networks linked;
 - common TT network between partner countries' national networks and CEDEFOP network planned.
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Mentoring – Integration of theory and practice in VET teacher education by Laima Sajiene

The main goal of the project “Reshaping the Focus and Structure of Teacher/Trainer Training in Lithuania and Latvia” is to reveal the main directions for the activity of VET schools whose development enables better realization of VET teachers’ potential, enlarging their role in initial and in-service VET teacher training.

In initial training of VET teachers, moving from an academic training model to a competence based training model which is based on school practice raises a question: are the agents (especially the schools) of the VET teacher training system ready for the practical implementation of this model? Are there any experienced teachers, able to effectively perform mentoring functions in these schools? The mentioned aspect is the essence of the competency-based model. This is a very urgent problem, thus mentor training requires more attention.

The point of mentoring is to ensure the effectiveness of interaction between theory and practice. Mentors are experienced teachers who help VET teacher trainees develop practical teaching skills through the teaching and learning process as well as help them integrate into the school environment, develop pedagogical ethic-based relationships with colleagues, school administration, learners, parents of learners and the social partners. During the pedagogical practice, the mentor helps the inexperienced teachers to get the hang of overall pedagogical activity. The mentor is supposed to be able to develop new traditions of the school, initiate change processes in the school as well as consult and support less-experienced teachers.

One of the objectives was oriented towards mentor training, as an important part of the VET teacher training system. The Lithuanian pilot schools got support from the Danish institute for vocational teacher training (DEL).

The curriculum for mentor training, based on the needs in Lithuania, stressed the most important competences in seven main areas:

1. Systematic observation of teaching and learning, the design of feedback and evaluation reports;
2. Demonstration of the methods of effective teaching and learning, as well as preparation of a report on the organisation of teaching;
3. Analysis and adequate presentation of school as an organisation, culture of school and evaluation of development possibilities;
4. Cooperation with social partners, evaluation of the particularity of an activity, labour market research in an occupational area;
5. Analysis of the situation of qualification upgrading, evaluation of qualification upgrading strategies and possibilities for career;
6. Consulting, planning;
7. Evaluation of adjustment of pedagogical innovations and perspectives of professional development, team-work and project results, carrying out school development activities.

With the help of experts from Denmark, 7 Mentor Trainers have been trained, a Mentor training programme has been adapted and 20 Mentors have been trained according to the program. The results of the Lithuanian and Danish experts’ activity and the gained experience were the basis in preparing the “**Mentor’s Handbook**”. Hopefully, this publication prepared by mentor trainers (tutors) will be an effective teaching tool, developing initial training of VET teachers in Lithuania.

Learning a method of continuing development

by Tarja Svard-Ylilehto

It is said that one of the common features of the people of the Baltic countries and Finland is the passion towards knowledge and knowing. Education has much to do with knowledge, but it also focuses on learning – learning to discover, to select and interpret, and learning to learn.

The project component was given the following objectives of organisational development in VET schools, participation in the development of vocational teacher and trainer training, and supporting the national and international networking of vocational education institutions.

In short, this exercise was done

- To benefit the participating schools and higher education institutions in areas that they themselves regard as most important;
- To teach a learning method that can be widely used at all levels;
- To demonstrate to the educational authorities the needs arising from the VET schools according to their own judgement;
- To learn co-operation: in teams, between VET school and university/ higher education institutions;
- To network nationally and internationally between Latvian and Lithuanian institutions;
- To prepare material that can be used for learning the same experiences in other schools.

The approach used in this case was a combination of these, with somewhat different emphasis in Lithuania than in Latvia. In Lithuania the emphasis was given to secondary vocational schools, whereas in Latvia the participating groups consisted prevalingly of teacher trainers. The work was done in the form Change Agent Teams (CAT), which consisted of the participants from one VET school and their partner university, which acted as a mentor for the VET school. The work was based on the method of using development tasks.

In practice this meant that each school defined its development priorities, and selected 1-2 tasks/ areas, which it was developing during the project independently, but in cooperation with the local partner university and with the support of Finnish mentors. The biggest part of the work was thus done in the schools. In spring 2001 the groups made a study tour to Finland to get familiar with the situation in respective Finnish schools and vocational teacher training.

Results

In the light of the given objectives the Finnish team evaluates that the results are good. Also the CAT's have given positive feedback about the used method and the work that has been accomplished. The balance of the project shows that:

- All the pilot schools have looked into their vision and strategy, and redefined it if necessary, according to the present national, regional and local pre-conditions.
- All the schools have also made surveys of the skills level of their staff, comparing them to the requirements of the school's study programmes, and have at least started to design a process of continuous Human Resources Development plans, based on their vision and strategy, and aiming at improving their future performance. These offer also material for revised plans for in-service training in the VET schools and in further teacher training institutions.

The project was also an attempt to strengthen the links between vocational education, local employers and social partners. Conditions for this have been improved and contacts made; new companies have especially been involved in the areas dealing with the new study programmes.

The work methodology and some of the concrete experiences were summarised in a Handbook. This material is available in English on the www-pages of European Training Foundation, and it will be translated and published also in Lithuanian.

Matters to be learned and supported

It is important to learn how to motivate others. This is true as much within any learning organisation as in the dissemination of good practices from one institution to another. And it regards as much the relation between the management and educational administration as those who work at the implementation level in the schools and in vocational teacher education. Learning to motivate is equally a part of good teaching methodology.

Discussions are going on to consolidate the outcomes and the learned methodology in further co-operation of the Finnish, Lithuanian and Latvian partners.

Parameters of the vocational teacher training strategy in Lithuania by Rimantas Lauzaskas

The purpose of the 3rd component was to set the frame for political guidelines for the change of vocational teacher education in Lithuania. This was done utilising the wealth of experience accumulated in this and other projects such as the Phare programme and the Professional standard of a vocational teacher (Leonardo da Vinci project). Thereby participants of the project have achieved a very concrete result – an interrelated package of documents consisting of:

- Concept of vocational teacher education in Lithuania;
- Professional standard of vocational teacher/lecturer;
- Regulation of initial pedagogical training of vocational;
- Implementation plan for the vocational teacher education concept.

This package of documents is published in a separate edition and similarly in the Website www.vdu.lt/PRSC. Nevertheless, it is worth emphasising the most important advantages of the results of this project component allowing to perceive their exclusive meaning not only for the education of teachers but for the common change of education on the whole.

CHARACTERISTICS	SCIENTIFIC ASPECT	PRACTICAL ASPECT	POLITICAL ASPECT
Contemporaneity	Founded on the currently dominating scientific theories (determining structure of objectives particularly behaviouristic and similarly humanistic psychology), contemporary methods of scientific research are applied	Contemporary and future challenges for vocational teacher qualification and its continual change are taken as a guide by providing characteristics for their training curriculum which assure lifelong development of their competencies	The attention is focused on the development of educational policy and of change tendencies on the whole including the possibility to transfer the results of this project to other fields of education (teachers' training primarily)
Systematization	Contemporary methods of social process and phenomena research are applied. During the research the methodology of stage projection taking objective as a guide is used: formulation of objective, analysis of present experience, formulation of hypotheses, decision preparation, experiment, assessment	Conception and documents related to it include all essential characteristics of vocational teacher education practice of systematic development (as elements of system) and similarly conditions and relations for planning, implementation and assessment of educational process	Conception is not a set of the grounding and theoretical description of desirable phenomenon. A set of documents (conception and documents related to it) – are the necessary prerequisites for decree of political decisions: determined education objectives (standard), described organization of process of institution and responsibility, provided resources for implementation of conception

CHARACTERISTICS	SCIENTIFIC ASPECT	PRACTICAL ASPECT	POLITICAL ASPECT
Compatibility-cohesion between other national and international projects	Different methodologies applied in projects of Phare, Leonardo da Vinci and ETF were combined supplementing each other by assuring participation of the same persons in all the projects as well as accomplishing effective assessment of separate project results	Developers of conception and other documents for vocational teacher education were representatives of various institutions (universities, vocational training institutions, education management institutions). Their practical participation was foreseen both in the project of conception implementation and further development plan	The development of conception was pre-scheduled in order the projects of various programmes (Phare, Leonardo da Vinci, ETF) could meet concrete tasks. Coordination of project topics, selection of principles including preparation of national experts are considered to be innovation expedient to implement politically into other education projects (international primarily)
Perspectivity – continuity	Preparation of conception for vocational teachers might be accepted as a methodical model to prepare conceptions for teachers representing other fields of education in Lithuania and other countries	Conception is oriented to its practical implementation. Content of conception and its package provide not only the conditions and resources of practical implementation but necessity of continual assessment and development as well	Conception of vocational teacher education and documents related to it are the grounding of research based educational policy implementation
Economy	The project applied those methods that ensure consistent, reliable, demanding minimum resources process of research and projection	Preparation of conception and its supplementing documents were assessed in the context of minimal financial resources. The use of accumulated designed potential is the main criterion for implementation of conception	The designed approach for grounding political decisions, with regard to economy, can be taken as an example for preparation of other political decisions

Teaching and learning methods – changing tendencies in vocational education by Margarita Tereseviciene and Genyte Gedviliene

A very important objective in vocational education and training is to implement active teaching and learning methods into the practice of vocational education and training. In the project special attention was paid to this component. Vocational teachers collaborated and had support from four university lecturers, an external consultant, David Oldroyd, and Lithuanian experts Margarita Tereseviciene and Genyte Gedviliene.

The structure of all the workshops was planned according to the principles of combining theoretical knowledge and self-dependent practical tasks as well as exchanging good teaching and learning experience. During the workshops the participants prepared their plans for mini-experiments. These plans were based on ideas gained during theoretical training. The plans were practically tested in the teaching practice of the participants. Thus, testing new ideas and trying various experiments planned by the school teams were organised in between the workshops.

The content of workshops was based on modern research on brain activity and the possibilities to apply their results in teaching and learning practice. The participants learned about the main principles of active learning, examined two main teaching and learning models:

1. "Accelerated learning", based on consecutive teaching and involving the learners into active practice;
2. "Problem Based Learning", based on applying the programme of critical skills.

The first two workshops aimed at presenting active learning methods to each other and then later trying them with own learners at schools. In other workshops, the participants of the teams from pilot VET schools were trained how to plan and lead the workshops on active teaching and learning for other vocational teachers. Gradually, after having tried the ideas gained in teaching the learners, the focus was shifted to organizing and leading the workshops on active learning for the colleagues from pilot schools. The roles of seminar participants have also changed. They became not only vocational teachers, able to apply active learning methods in teaching practice with the students, but they also became the trainers of VET teachers, spreading the ideas of active learning in their schools.

Teaching one's colleagues is a responsible and complex practice even for the experienced teachers. While working with adults the main attention should be paid to gaining skills such as planning, ensuring and evaluating the continuity of teaching and learning, identifying the needs of learners, appropriate use of technologies as well as creating positive learning environment and interpersonal relationships. A very essential feature in working with adults is self-confidence. During the workshops, the participants were developing the mentioned skills and performed all teaching actions from preparing the learning material to leading and evaluating the seminar. All this helped the teams to better prepare themselves for training of colleagues in pilot schools.

At the end of work in workshops the strategy for further activity was planned, based on the "Cascade teaching" strategy. According to their principle the team members of pilot schools will have to plan and convey 18-hours dissemination workshops on active teaching and learning methods for the colleagues in pilot schools. While preparing for the cascade workshops, team members from pilot schools with the help of university lecturers, Lithuanian and ETF experts prepared the learning material, which will help the team members in preparing and carrying cascade workshops for the colleagues at pilot schools. The learning material consists of various handouts, presentations, slides and development tasks, prepared by team members from pilot schools. Learning material was handed to each school team. Cascade workshops at schools will run till October 2002, the teams will be supported and consulted by the university lecturers, Lithuanian experts and D. Oldroyd.

Promoting national VET teacher training network

by Kestutis Pukelis

Various institutions take part in VET teacher training: universities, colleges, VET schools, teaching/learning centres, Chamber of Trade and Commerce, Chamber of Agriculture, enterprises and organisations of the world of work and its staff – professors, lecturers, teachers, mentors ("bridge-builders"), trainers, (both in schools and enterprises), education policy makers and other people. All of them have their own understanding about what is a good vocational teacher and why he (she) is meant to be good, because all of them are connected to different aspects of VET teacher training practice. In other words, VET teacher training involves both Education and Work areas, and the qualification of VET teacher comprises not only theoretical grounds, but the practical competencies as well. In order to get the practical competencies, the prospective VET teacher must gain practical experience in future work place. Consequently, the integration of education and the world of work is essential. Both sides should be represented in the network of VET teacher training network.

The purpose of VET teacher training network is twofold. First of all, to create the appropriate conditions for the participants of national networks to get the information on modern tendencies of change in VET teacher training latest practice and paradigms of change. Secondly, to organise the dialogue between the participants of change. Both goals are oriented towards the career development of VET teachers, initiating debates, looking for optimal problem solutions and formulating recommendations, which could enable the improvement of the quality of VET system. The main purpose of the VET teacher-training network is the mobilisation of the VET system participants for their professional development. Thus, the network of VET teacher training helps to emphasize essential problems and obstacles for VET teachers and leads to finding the most effective solutions.

VET teacher training network may function in different levels: local, regional, national and international. It is very important to ensure coherence between the lower level network and upper level network, as it ensures its viability. In our project we raised high claims for VET teacher training network: to establish national VET teacher training networks in Lithuania and Latvia, identify the optimal ways of their interaction and join the European VET teacher training network established in 1998 which is administrated by CEDEFOP (The European Centre for the Development of Vocational Training).

The main activities of the national VET teacher training network are:

- Dissemination of information about the latest tendencies in development of VET teacher training;
- Identifying the most urgent problems in vocational activity;
- Organising discussions and experience exchanges for the participants of the network;
- Collecting, analysing and disseminating the newest experiences in VET teacher training;
- Active participation in VET teacher training events;
- Maintaining relationship with national networks from other countries and EU VET teacher training network.

The main forms of VET teacher training network activities are: regular meetings, e-conferences and e-mailing, designing web sites, organising and participating in national conferences, publication of articles, publishing newsletters, etc.

A very important objective is to create the web site that enables to carry out the foreseen goals. Undoubtedly, the implementation of this goal requires relevant resources, therefore, developing national conceptions of VET teacher training this factors should be taken into account. Similar challenges will be met connecting the national network of VET teacher training in Lithuania and Latvia and in the future connecting them to European VET teacher training network. These are the multiplex project objectives, and their solutions require support from national Education policy makers and experts from EU as well.

New approaches in vocational teacher training in Latvia

by Inta Vadone

When the project “Reshaping the Focus and Structure of Vocational Teacher Trainer Training in Latvia and Lithuania” started, in Latvia some essential steps had already been made in this area. An initial teacher training programme had been devised and introduced in five national higher education establishments. The Law On Vocational Education and Training in Latvia stipulated that, beginning from the year 2004, it is compulsory for all teachers of vocational education and training establishments to have both the appropriate vocational and pedagogical training. What were the most serious problems and how were they approached in the course of this project?

First, the administrators of vocational education and training establishments did not fully realize the link between school development tasks and the necessity to develop professional competencies of their staff. Moreover, school administrators did not have a clear understanding how to devise institutional development strategies and how to implement them in their schools. The project focussed a lot of attention on these issues. Administrators’ teams of five pilot VET schools studied the potential of their schools to develop in relation to the possible developments of labour market, and they assessed their staff’s capacity and opportunities to implement these plans. Feasible and well-grounded development programs were devised, where human resource development plans formed an integral part. During the seminars new focuses emerged in the thinking of school administrators. The most essential conclusions were the need

to encourage the active involvement of school staff, to develop team work and to reshape management style in order to involve the whole school's staff in the school development planning. The attitude towards existing problems has changed – by realizing them as challenges for development, not as weaknesses that have to be hidden.

Second, such an extensive cooperation between vocational schools and universities providing vocational teacher training had not existed before, so that university teachers could understand the life of schools and their needs deeper. This project fostered real cooperation, where schools learnt how to place their orders to universities and universities learnt how to fulfill these orders. As a result of this project, five partner teams have been established. They consist of university teachers and pilot school representatives.

Third, the teaching/ learning process itself is developing both in schools and universities: the change of teacher's role is taking place in line with the global changes in life in general. New approaches and active learning methods encourage project participants to take the liberty to change their style of work that simulates their students to acquire learning skills.

Fourth, the activity of vocational schools in their cooperation with labour market has increased. The participation in this project fostered the acquisition of methods searching for new partners and involving labour market representatives in school life. The positive examples let us draw conclusions that schools are becoming not only providers, fulfilling the orders of employers for training new specialists, but a base for in-service training of workers already in the labour market.

And fifth, while working together in this project, solving problems, looking for their solutions, schools and universities have identified their strengths and weaknesses. They have become more open among themselves and they venture to cooperate by sharing information and consulting each other. We can say that a cooperation network between and among the involved institutions has developed. Thanks to joint seminars, the cooperation between educational institutions of Latvia and Lithuania is reestablishing. Further cooperation between vocational education and training institutions of both countries is being mapped out. At the beginning of this year, representatives of the Vocational Education and Training and In-service Training Department of the Ministry of Education and Science of Latvia visited Vytautas Magnus University in Lithuania and Ministry of Education and Science of Lithuania, to study the experience of Lithuanian colleagues in vocational teacher training and the course of vocational education and training reform in Lithuania. The established national cooperation network and the network between Latvia and Lithuania provide firm basis for Latvia to join the Cedefop TTnet.

The end of the project is approaching vary rapidly. We have to think about sustaining and disseminating the acquired experience. A very significant outcome is the devised strategy adopted by the Ministry of Education and Science. But the most significant current task is to help the people trained by the project to acquire methods and approaches for training those who have not been involved in the project in order to ensure the introduction of new approaches to the system in general. Also in future, Latvia's vocational education and training establishments and teacher training universities will be responsive partners in cooperation projects. Sharing experience and information among different countries helps to improve our work and fosters our development in the common European context. We think that the contribution of Finnish consultants and ETF advisors has been very successful, and that we have gained a significant support for the development of vocational education and training system in Latvia.

The present situation in Latvia and Lithuania – the end of the project by Kestutis Pukelis

It seems that everything started just yesterday: designing the concept of the project, evaluating the needs of VET system in Lithuania and Latvia, existing and foreseen results of international projects, discussions how to ensure active involvement of VET teachers and leaders of VET schools in the project, seeking to combine effectively individual development of VET teachers and qualitative changes within schools as organisations. Many meetings were organised in order to discuss the main objectives of the project with the contract institutions in Lithuania and Latvia, coordinating main activities of the project with the experts from Finland and Denmark, fact finding missions accomplished choosing and signing contracts

with pilot VET schools, incorporating university lecturers in the project activities, forming pilot VET schools Change Agent Teams. Many hours were spent with the ETF project leader Bernhard Buck and project manager Henrik Faudel, external advisors and national consultants in Lithuania and Latvia to determine the main principle of project management to get synergy of separate project components. The project management group and steering committee gave us constructive support, qualified and good-natured help... So, what has been achieved during these two and a half years?

Very important result of the project was the preparation of Mentors and Mentor Trainers. On one hand, the realization of this goal of the project enables to run the PHARE'97 modular programme for initial VET teacher pedagogical training. Without the mentor institution it loses sense. On the other hand, it corresponds to the requirements based on concrete pedagogical competencies for VET teachers, produced in the Standard, made in Leonardo da Vinci program. On behalf of Lithuanian project management group I would like to thank our partners from Denmark (DEL), who helped us to implement successfully the project goal.

Another significant achievement of the project is preparation of the Change Agent Teams in pilot VET schools. The exclusive feature of this project was that the Change Agents for schools were prepared according to the teamwork principle. The Final conference in Kaunas (December, 2001), aimed at summarising the results of the goal project, showed that the Change Agents are especially wanted in all the VET schools in Lithuania, and that the dissemination of the experience in this field is very urgent. Presently we are looking for the possibilities to prepare the trainers for Change Agents in school, and we hope, that the cooperation of Lithuania and Latvia with Finnish partners will continue. All this ascertains the high qualification of Finnish advisors and the significant results in project activity in Lithuania and Latvia.

The third significant aim of the project – modernisation of teaching and learning methods of VET teachers, emphasizing “student-centred” activities and skills of action reflection learning. The quality of “teacher-student” interaction determines the quality of specialist training and their abilities to compete in labour market. Change Agents, promoting modern teaching and learning methods were trained in this project. Now, using the cascade principle they deliver their experience to their colleagues in pilot VET schools and other schools in the region. While training Change Agents, promoting modern teaching and learning methods in Lithuania and Latvia, we were supported by very significant advice and experience of our consultants from ETF.

Results, achieved in separate components of the project as well as the results of other international projects enabled to implement the most important goal of this project: to prepare national strategies for VET teacher training in Lithuania and Latvia. For instance, the strategy for VET teacher training in Lithuania is composed of four documents. The documents, presented in the conception of VET teacher training create preconditions to begin systematic training of VET teachers in Lithuania and at the same time to develop the concept itself. In preparation of the mentioned concept, the whole Lithuanian national project management group worked hard.

Quite big work has been done to reach the fifth aim of the project: creating national network of VET teacher trainers in Lithuania and Latvia, unifying them together and later connecting them to VET teacher and trainer European network CEDEFOP. The development of international network of VET teacher trainers in Lithuania and Latvia is especially successful. Lithuanian and Latvian teacher trainers have meetings with each other for four times: they met in conferences, held in Lithuania and Latvia, spent the whole week together in Finland where they learned about the VET teacher training system. They had many opportunities and enough time to exchange their experiences and to establish not formal, but also personal relations based on trust and mutual benefit. Project coordinators from Lithuania and Latvia took part in the CEDEFOP conference, held in Helsinki (Finland), where they took a possibility to deepen their knowledge of the organisation, its goals and objectives.

The main goals for the final stage of the project are to consolidate the results in pilot VET schools, to disseminate project experience to teachers of other VET schools in both countries, to give recommendations for Education policy makers, aiming to develop VET teacher training in Lithuania and Latvia. To realize this aim it is foreseen to organize two conferences in Lithuania (Kaunas and Vilnius), on the 25th and 26th of April, aimed at developing VET teacher training and VET training in general. I would like to take the chance and to thank all the participants of the project: VET teachers, lecturers from universities, mem-

bers of project national management groups, advisors and consultants from ETF, foreign partners, who helped us to reach the mentioned project results. At the same time I would like to wish them endurance in continuing other project work.

Rethinking the dissemination strategy

by Asta Pundziene

Dissemination is one of the most significant factors assuring effectiveness and sustainability of the project results. Taking into account practical experience on project work, special attention should be drawn not only to the dissemination channels and levels, but also to the types of disseminators and specific characteristics of the project results.

Disseminators are understood as specific group of project beneficiaries interested in taking over the produced product. Disseminators comprise different levels of beneficiaries:

- *Users*, for example, pilot VET schools, teachers;
- *Suppliers*, national experts-counsellors, for example tutors, that usually provide that kind of services to the users;
- *Supporters or stakeholders*, politicians and social partners.

In order to enhance effectiveness of dissemination of the project results, outputs should consist of products urgently needed by different types of disseminators:

- *Tested innovative product*,
- *Methodology on development of the product*.
- *Recommendations* on political-economical conditions needed to facilitate the introduction of the product into the market.

As we can see in the picture 1, each level of the disseminators has their specific objectives and dissemination power. Only close collaboration between all three levels of the disseminators produce desired effect of dissemination.

Picture 1 Dissemination strategy

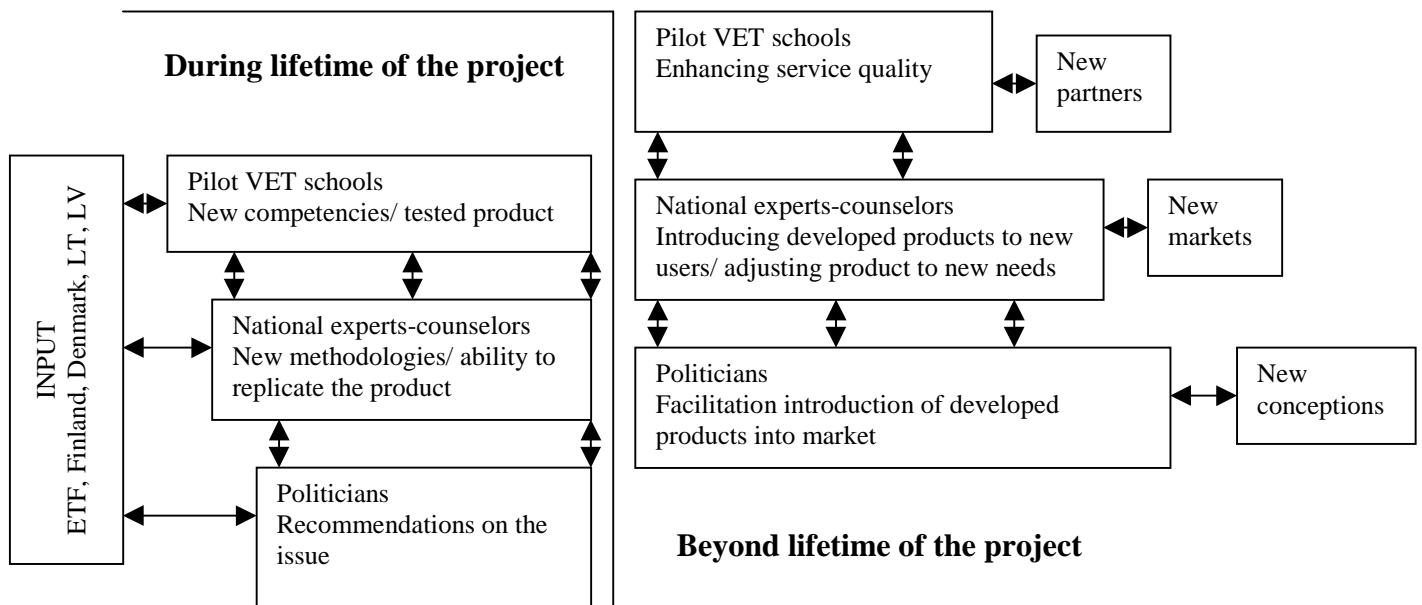


Table 1. Rethinking dissemination strategy of Donor Project of ETF, Finland and Denmark: “Reshaping the focus and Structure of TTT in Latvia and Lithuania”

Project components	Products to be disseminated by different types of Disseminators			Channels of dissemination	Levels of dissemination
	Pilot school Users	National experts-counsellors Suppliers	Politicians Supporters		
1 component <i>Mentor training</i>	Prepared 20 Mentors; Mentors Guidebook	Prepared 7 Mentors educators able to train new groups; Mentors training program; Guidebook	Recommendations on the mentors role in Initial TTT and legal support needed to continue training of new “mentors” groups	Guidebook, Students, Conference, Informational newsletter No2, 3 & 5 Web site, PR	National and international
2 component <i>School development</i>	15 teachers received new competences on school development; School Development Handbook	<i>To be developed.</i> 12 national experts-counsellors able to support schools on organisational development; in-service training program for VET personnel on organisational development	Recommendations on the role of school development and support needed	Handbook, Students, Conference, Informational newsletter No2, 3 & 5 Web site, PR	National and international
3 component <i>TTT</i>	<i>To be developed.</i> Informational newsletter to TT on interpretation of TTT conception;	Published TTT conception, available for all TT educators	Political documents containing recommendations on implementation project innovative ideas	Conference, Informational newsletter No2, 3 & 5 Web site, PR	National and International
4 component <i>Modern teaching/ learning methods</i>	15 teachers received new competences on modern teaching/ learning methods; Toolkit	New skills for National experts-counsellors on course planning and delivering skills	Recommendations on the role of modern teaching/ learning methods in the modern school	Toolkit Conference, Informational newsletter No2, 3 & 5 Web site, PR	National
5 component <i>TTT network</i>	National and bilateral Network of schools and universities comprising national experts-counsellors on relevant issues	National, bilateral and CEDEFOP TTT network. Promoting and sustaining links with CEDEFOP	Recommendations on the role and results of international communication among TTT	Conference, Informational newsletter No2, 3 & 5 Web site, PR	National and International