



## SUMMARIES OF THE SESSIONS

### Thematic Session 2 – Evolving roles of teachers and trainers in VET and AL

The main messages from the panel on Evolving roles of teachers and trainers in VET and AL:

1. COVID-19 has set out **new challenges** towards the “new normal” for VET teachers and trainers and they include absence of access to equipment and internet connection required to offer distance learning; lack of digital skills and competences to make efficient use of the online platforms; poor experience in creating digital teaching content. Furthermore, one of high relevance is lack of experience on e-learning and other distance learning effective pedagogies in VET, especially for teaching practical components. However, the COVID-19 crisis should be looked at as an opportunity.
2. COVID-19 crisis has made clear that not only attracting VET teachers is an issue, but also attracting **more companies** and involving them in the teaching process, as well as ensuring quality working conditions and sustainable retention tools. Some question that remain to be answered include, how to incentivise trainers from companies to equip learners with key competences along with firm-specific skills? To whom are they accountable: parents, schools or company?
3. Preliminary results of research and inquiries conducted in Finland have shown that both teachers and students managed well during the crisis but also that the crisis has shown the need for rising awareness of importance of **versatile learning environments, systematic teacher education, developing personal study plan** (in learning, feedback, support and guidance), developing **quality assurance system in VET** and development of **digital skills** both for students and teachers.
4. Due to confirmed shortages of teachers, including VET teachers, increasing attractiveness of the teaching profession, as well as developing tools for their retention became an important question. Key points to increasing attractiveness of VET teaching profession are **quality of continuous professional development** and support, giving teachers a full **role in policymaking process**, boosting of their **professional status** through pay increase and career prospects, ensuring quality **working conditions**. In addition, in order to boost attractiveness and connect **education and labour market**, there is a need to build the **role of trainers** in companies and to further define their position in the teaching and learning process.



5. When discussing the reaffirmation and development of new teacher competencies, in light of the COVID-19 situation, it is important to emphasize that it is not a question of rejecting any competence, but it is a matter of developing and upgrading existing ones. In that context, further development of **pedagogical and digital skills** is needed, as well as the **collaboration** on different levels: between sectors, between teachers and trainers in companies, social partners, etc.
6. VET, both initial and continuous, will play a crucial role in the recovery from the COVID-19 crisis. The growing need for **upskilling and reskilling** in present and near future in order to **alleviate unemployment** caused by COVID-19 situation.
7. The upsides of the **collaboration** of the VET system and the **labour market** have been recognized as well as the need for further deepening its relations through, for example, on-the-job learning periods for VET teachers, collaboration of teachers and companies on building social and soft skills for students, involving the stakeholders in the teaching and learning process.
8. Competences VET teachers and trainers need for successful teaching, include **versatile skills for teaching in versatile learning environment** (workshop, classroom, workplace, e-learning..), **student-centred pedagogical methods** that include teaching students with different abilities and needs, **assessment skills** and **social skills** needed for collaboration and deepening the relations with wide range of stakeholders.
9. COVID-19 crisis has put **work-based learning** in most countries on hold but in some countries modules have been shifted to teach more theory now and to do more work-based learning when conditions make it possible. It is necessary to find a solution how to integrate WBL in the future. One of the solutions presented is a closer collaboration with companies that can borrow their software for simulation exercises in VET in distance learning.
10. COVID-19 situation can be used as an **opportunity** because in 2 weeks countries have made fast advancement towards digital reforms of the education system. The next step is creating conditions for such approaches not to be only solutions of necessity.

**Relevant sources:**



REPUBLIC OF CROATIA  
Ministry of Science  
and Education



The importance of being vocational: challenges and opportunities for VET in the next decade

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/4186>

AMKE - <https://www.amke.fi/ajankohtaista/uutiset/uutinen/ammattipinnot-sujuivat-koronakevaana-jalkihoidossa-tuen-tarve-kasvaa.html>

ETUCE - <https://www.csee-etuice.org/en/news/etuice/3900-the-impact-of-the-covid-19-crisis-on-vet-teachers-and-schools>