

**PRESIDENCY VIDEO CONFERENCE**

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Teachers and trainers for the future –Towards the “New Normal”  
**Evolving roles of teachers and trainers in VET and AL**

# Challenges and Support for **VET Teachers and Trainers**

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European Centre for the Development  
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# Working context for VET teachers and trainers



Advancement of  
digitalisation



Expansion of  
apprenticeships



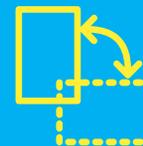
Focus on  
learning outcomes



Increased  
diversity of learners



Promotion of  
lifelong learning



Changing and emerging  
jobs



COVID-19

# New challenges towards the “new normal” for VET teachers and trainers



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



Lack of experience on e-learning and other distance learning effective pedagogies in VET, especially for teaching practical components

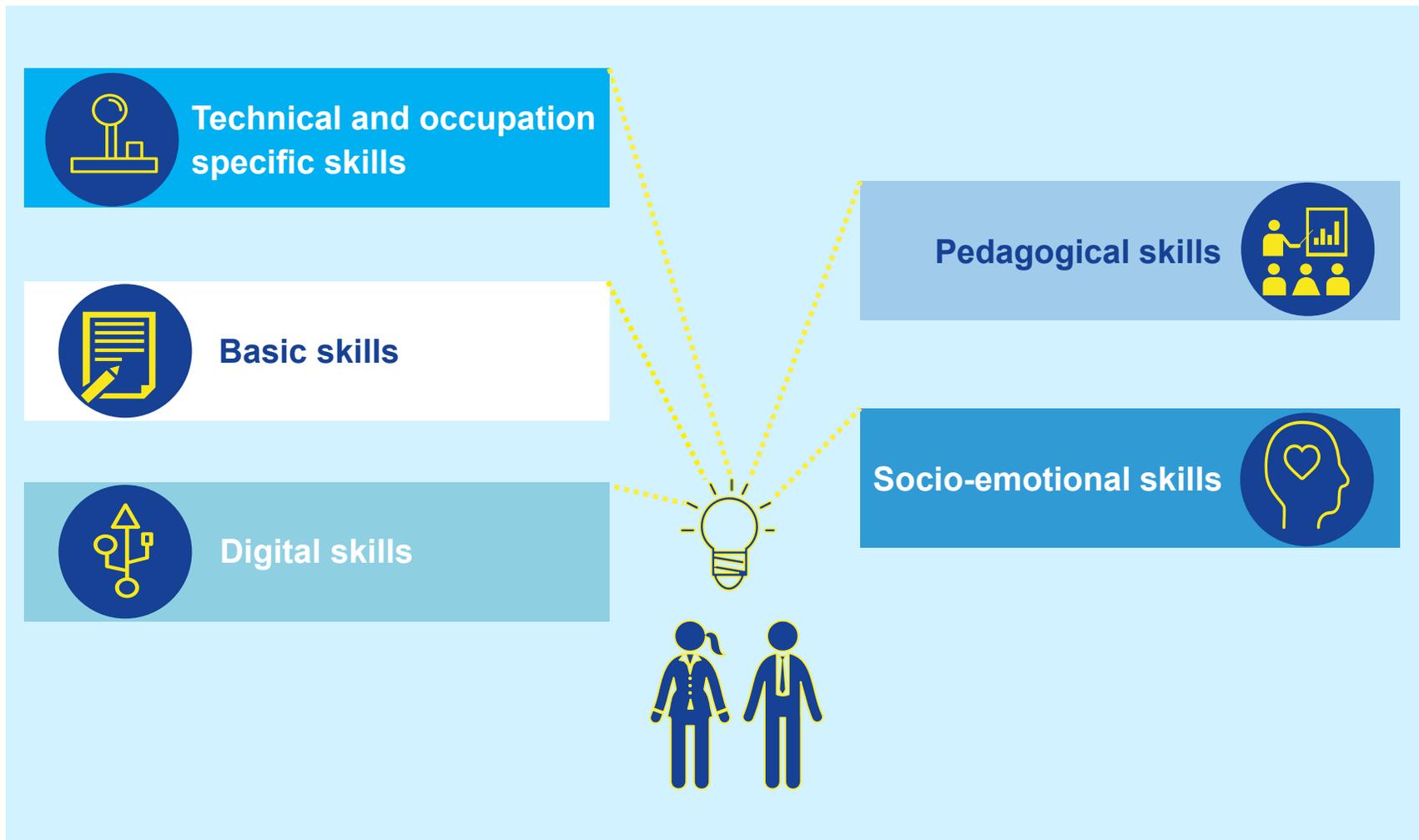


Concerns over privacy issues, copyright and data protection



Source: [Cedefop, 2020. Digital gap during COVID-19 for learners at risk in Europe](#)

# Skills and competences required for VET teachers and trainers



# New demands towards the “new normal” for VET teachers and trainers

To promote self-learning and practical learning that can be undertaken at home

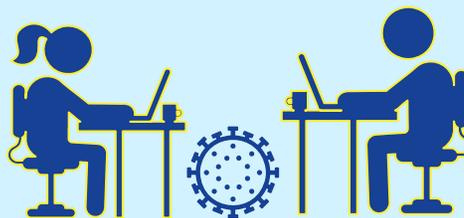
To consider intelligent systems using learning analytics that adapt to learners’ needs and progression

To create occasions to interact and cooperate remotely among them and with learners

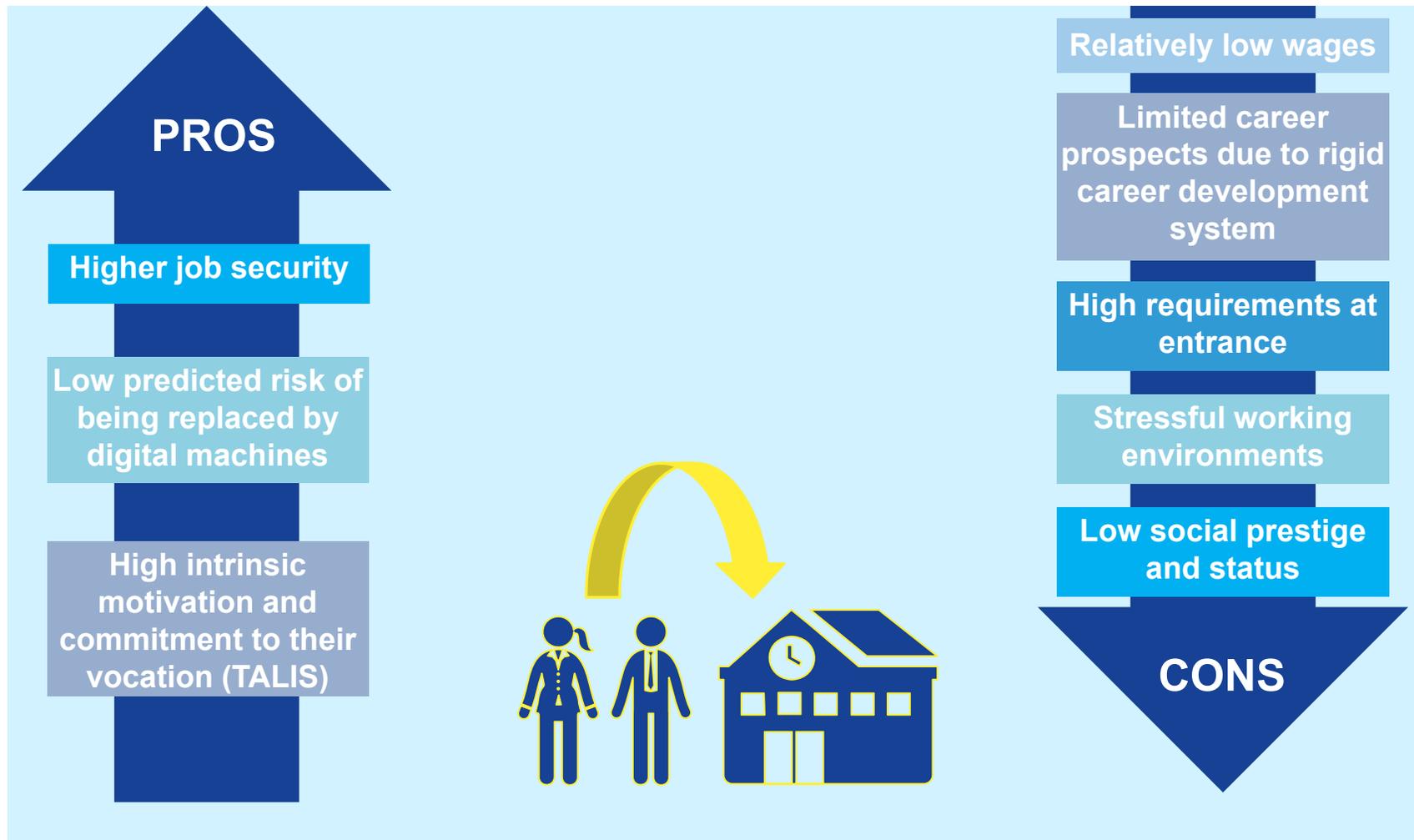
To develop simulation environments and virtual reality to train the specific practical skills

To remain vigilant for increased cyberbullying and students’ disconnection from “real world”

To develop assessment remotely in a creative and interactive way



# Challenges in attracting VET teachers



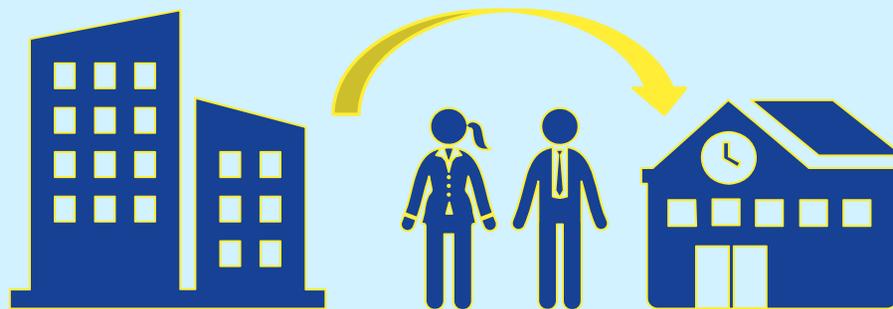
# Challenges in attracting VET trainers into teaching profession

## From enterprises into VET schools

How to assure quality and certification equivalence?

To whom are they accountable: parents, school or company?

How to incentivise them to equip learners with key competences along with technical skills?



# How countries attract and maintain VET teachers and trainers

## Initiatives related to T&T– MTD5

- ✓ Recruit trainers to address increase demand of apprenticeships
- ✓ Introduce training programmes
- ✓ Offer learning opportunities through school visiting schemes

- ✓ Address insufficient preparedness in relation to challenges they face
- ✓ Redefine access requirements
- ✓ Update training programmes
- ✓ Attract new teachers

- ✓ Extend career development opportunities
- ✓ Promote work placements in companies
- ✓ Innovative provision of CPD using digital resources

- Access to VET school teaching
- Becoming mentors and trainers in companies
- CPD of VET school teachers
- CPD of in-company trainers
- Monitoring and evaluation of CPD processes

# Opportunities post COVID-19 times for VET teachers and trainers

To take advantage of the catalyst for the digitisation of schools and the transition to distance learning

To use the most effective crisis-recovery strategies as the basis for long-term improvements

To focus efforts on maintaining and building a highly qualified workforce

To grant them more autonomy along with training in soft skills (flexibility, adaptability, social empathy and responsibility)

To evaluate response to the impact on learners at risk and on increasing early leaving rates

To promote public-private partnerships

Are we entering a new era where distance and digital supported learning will be equally recognised and accepted as the traditional format?



# Thank you



**VET toolkit for  
tackling early  
leaving**



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