From the 20th to the 21st century in 15 days: The sudden transition of educational practices to digital environments. Views-Perceptions-Scenarios-Perspectives- Suggestions

Digital gap during COVID-19 for VET learners at risk in Europe

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Cedefop's instant research on COVID-19

Digital gap during COVID-19 for VET learners at risk in Europe

Synthesis report
based on preliminary information on seven countries provided by Cedefop's Network of Ambassadors tackling early leaving from VET

4 June 2020
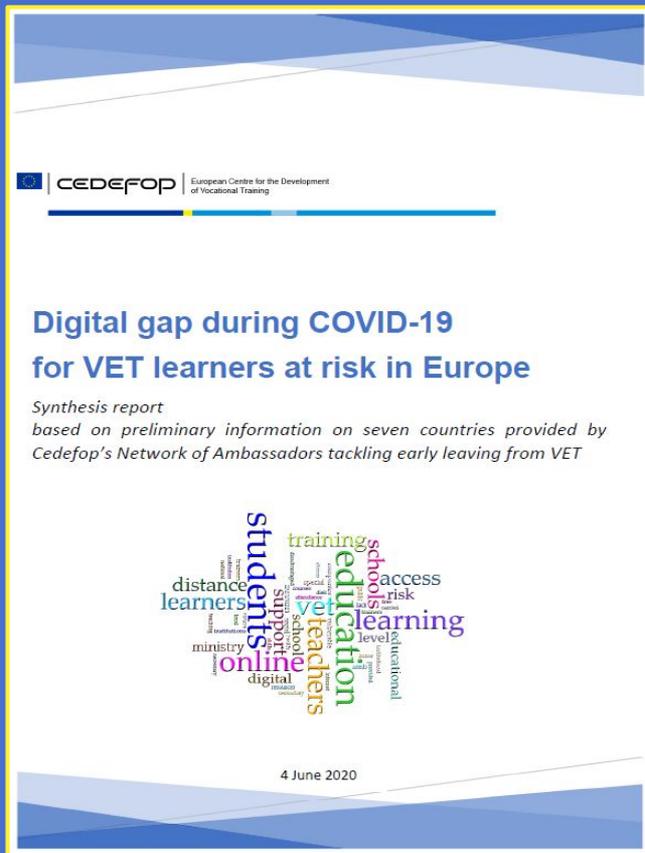
Ambassadors' inputs from 7 countries

Collected from 17 April to 8 May 2020

Summaries available in EL, EN, ES, FR and IT

https://www.cedefop.europa.eu/files/digital_gap_during_covid-19.pdf

Cedefop's network of
Ambassadors tackling early leaving from VET

Established in 2017 to support Cedefop's

VET toolkit for tackling early leaving

✓ **to maintain and disseminate it**

✓ **to enrich its resources**

✓ **to contribute to online discussions, web seminars and related events**

Policy makers, learning providers, experts and other key stakeholders involved in tackling early leaving from VET at national, regional or local level in Europe

Open to individuals from all EU Member States, EEA and candidate countries
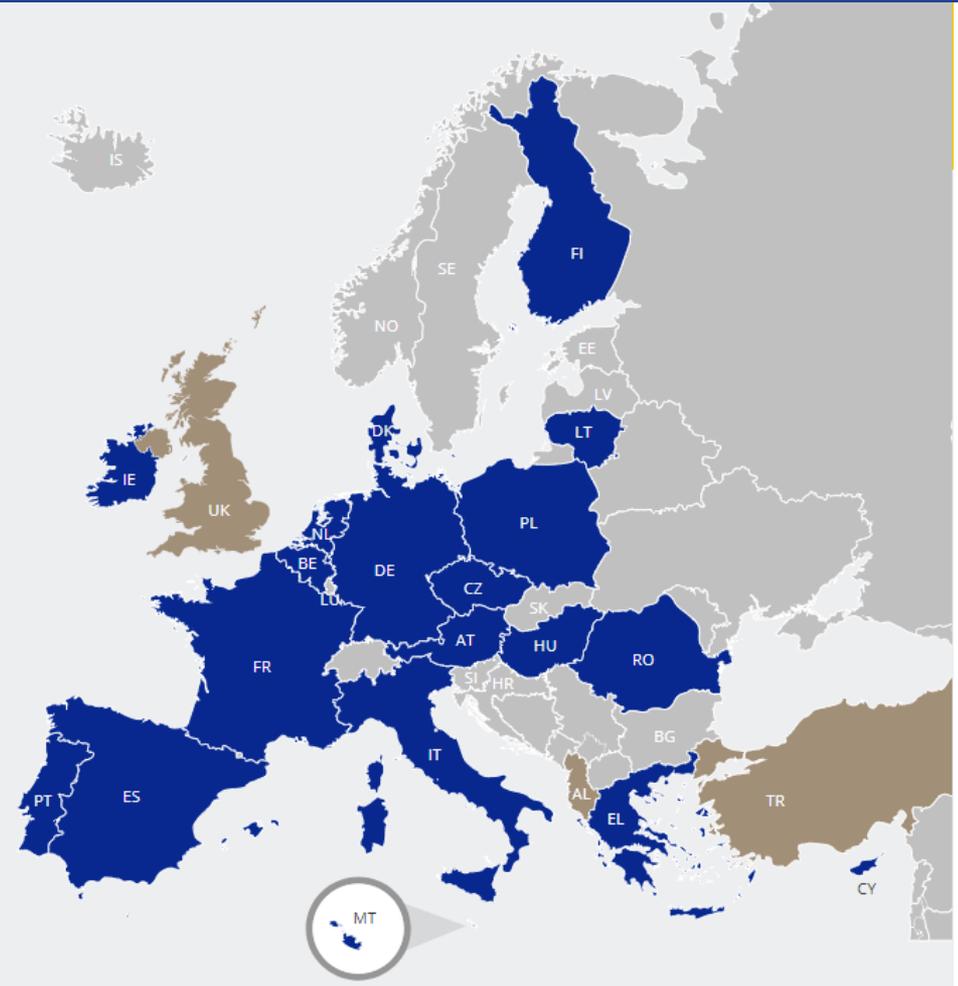
EUROPE

* For candidate countries Cedefop collaborates with the European Training Foundation

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Cedefop's questionnaire to Ambassadors tackling early leaving from VET

1 How is schools' closure due to COVID-19 impacting on learners at risk?

❑ Are there any supportive measures taken in your country or region to support learners at risk?

❑ Are you aware of good practices for ensuring equal access to e-learning for all VET learners? (including socio-economic disadvantaged or disabled students)

2 How are VET T&T responding to this challenge?

❑ Have teachers and trainers been supported with professional training on distance learning during the pandemic?

❑ Are there other effective professional resources to learn how to use the digital devices that are available to VET teachers and trainers?

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Activities to support learners at risk towards the "new normal"

Ensuring access to distance education with the free provision of the necessary equipment and free unlimited internet connection

Translating material into different languages spoken by ethnic minorities and refugees, including sign language for hearing impaired students

Offering training opportunities to learners on digital skills and competences

Providing individualised distance support to learners at risk and their parents, in both academic and mental health aspects

**Monitoring learners' engagement in online classes**

Activities to support **apprentices** towards the "new normal"

Incorporating online platforms to facilitate learning and assessment (e.g. engineering, IT, finance and insurance)

Offering the possibility for teleworking, e.g. in IT apprenticeships

Use of simulators, augmented/virtual reality, or artificial intelligence to train the specific practical sectoral skills

Learning switched from work-based learning to school-based learning if suitable

Platforms facilitate communication with dual training partners

Apprentices who still go to companies are occasionally allowed to make up for parts of learning meant to be delivered in schools
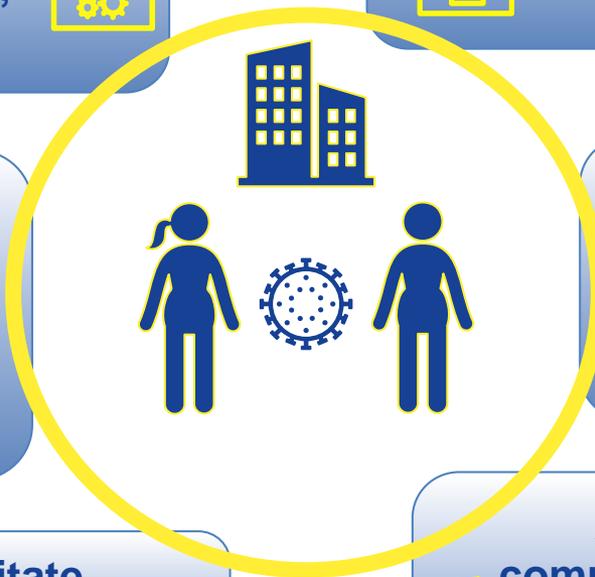
Find out more at Cedefop's paper on *How are European countries managing apprenticeships to respond to the COVID-19 crisis?*

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

COVID-19

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 develop assessment remotely in a creative and interactive way

To remain vigilant for increased cyberbullying and students' disconnection from "real world"
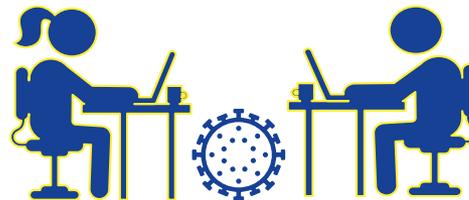
Activities to support VET teachers and trainers towards the "new normal"

Equipping VET schools with the necessary digital devices

Online training modules on digital skills and e-learning pedagogies
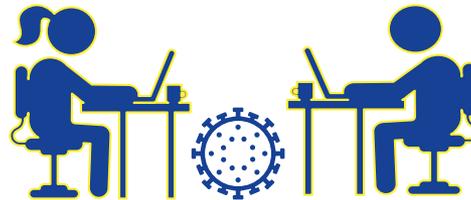
Caring for VET teachers and trainers' well-being

Lessons of COVID-19 times for VET teachers and trainers

- ✓ **Digital learning formats do have their limits and cannot bring the same social benefits as the physical space of schools and workplaces**

- ✓ **Teachers and trainers may not be replaced by technology but they can be supported**

- ✓ **There is no digital inclusion without social inclusion**

- ✓ **Achieving quality is as important as ensuring accessibility in distance learning**

- ✓ **Countries of smooth transition to distance education have good governance, close school-company cooperation and partnership, and information-sharing between stakeholders**

- ✓ **Holistic strategy essential to further develop T&T's digital competences, promoting their participation in CPD, facilitating their mobility, involving them in future policy design and fostering their well-being**

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Opportunities in post COVID-19 times for policy makers and VET providers

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 the impact on learners at risk and on increasing drop out and 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?

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Thank you

VET toolkit for tackling early leaving

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