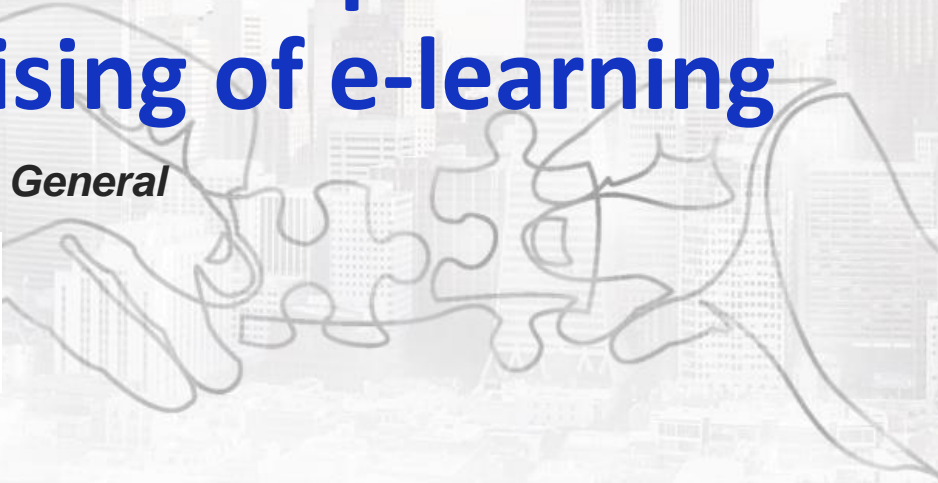


# Challenges for the VET Teachers / Staff due to the Covid pandemic and the rising of e-learning

Theodor Grassos | *Secretary General*



## Chapter 1

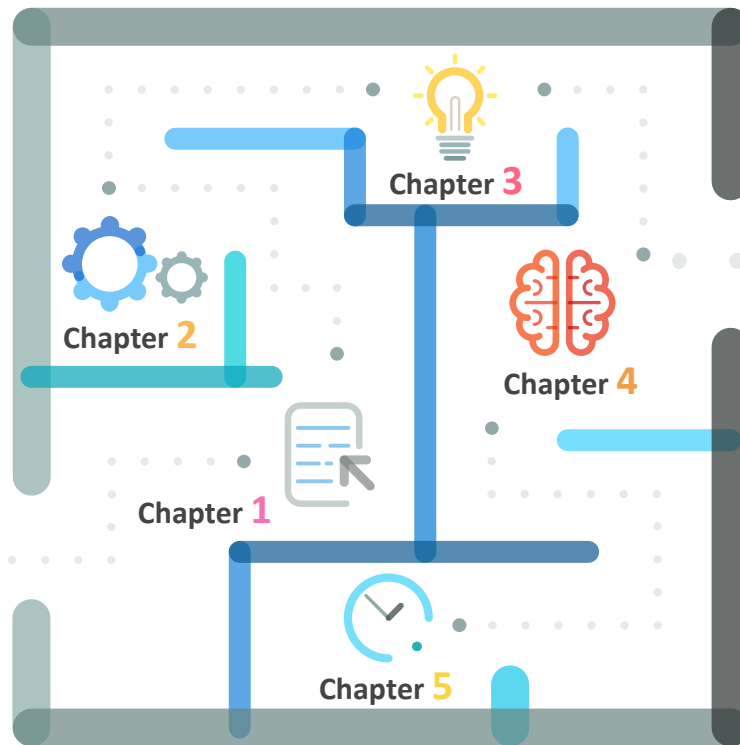
The Pandemic

## Chapter 2

Impact on VET Systems

## Chapter 3

Challenges for Teachers /  
Trainers



# VET in the *e-learning* era

## Chapter 4

The Question of Quality

## Chapter 5

What's to be done?



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## Chapter 1

# The Pandemic



Screenshot of interactive dashboard  
created by World Bank

## Covid-19 Pandemic Affects:

- More than 200 countries
- 94% of learners

## According to PISA, in European Countries:

- > 95% of students report that they have a computer to use for studying at home
- About 91% reports that they have access to a quiet place to study

*Number of countries by information status as of 6/8/2020 3:47:50 AM*

Closed	■
Closed (in select areas)	■
Seasonal school closures	■
Open with limitations	■
Open	■

## Chapter 2

# Impact on the VET Systems

### Disruption in VET

Social distancing and travel restrictions. VET students, including apprentices, are not able to learn in classrooms, school workshops or workplaces

Practical aspects cannot be effectively delivered because of a lack of access to tools, materials, equipment and machinery

In health care, where some medical schools are being advised to diminish training intensity because of health risks while nursing students to graduate early to fulfill immediate labour market demand

### Cuts in Apprenticeship offers

Some professions are unable to work. Challenges in sectors such as hospitality, tourism, aviation and leisure services where demand is reaching historical lows

Unable to offer or maintain apprenticeships due to not only a lack of staff to provide training, but also a lack of financial resources.

### Inequalities arised

Large VET Providers have been able to adapt rapidly increasing their online content and upskilling their teachers.

Regional / Local VET Providers have not been able to follow the trends and support their students due to social distancing

## Chapter 3

# Challenges

for Teachers / Trainers

1 Upskilling in the area of **Digital Skills**

2 In-class training challenges to be **transferred in an e-learning** environment (i.e.collaboration, tolerance, bullying)

3 Use of new communication tools



4 Preparation and distribution of online material



## Chapter 4

# The Question of Quality

While HEIs use distance learning for a longer period VET is not used to be delivered online

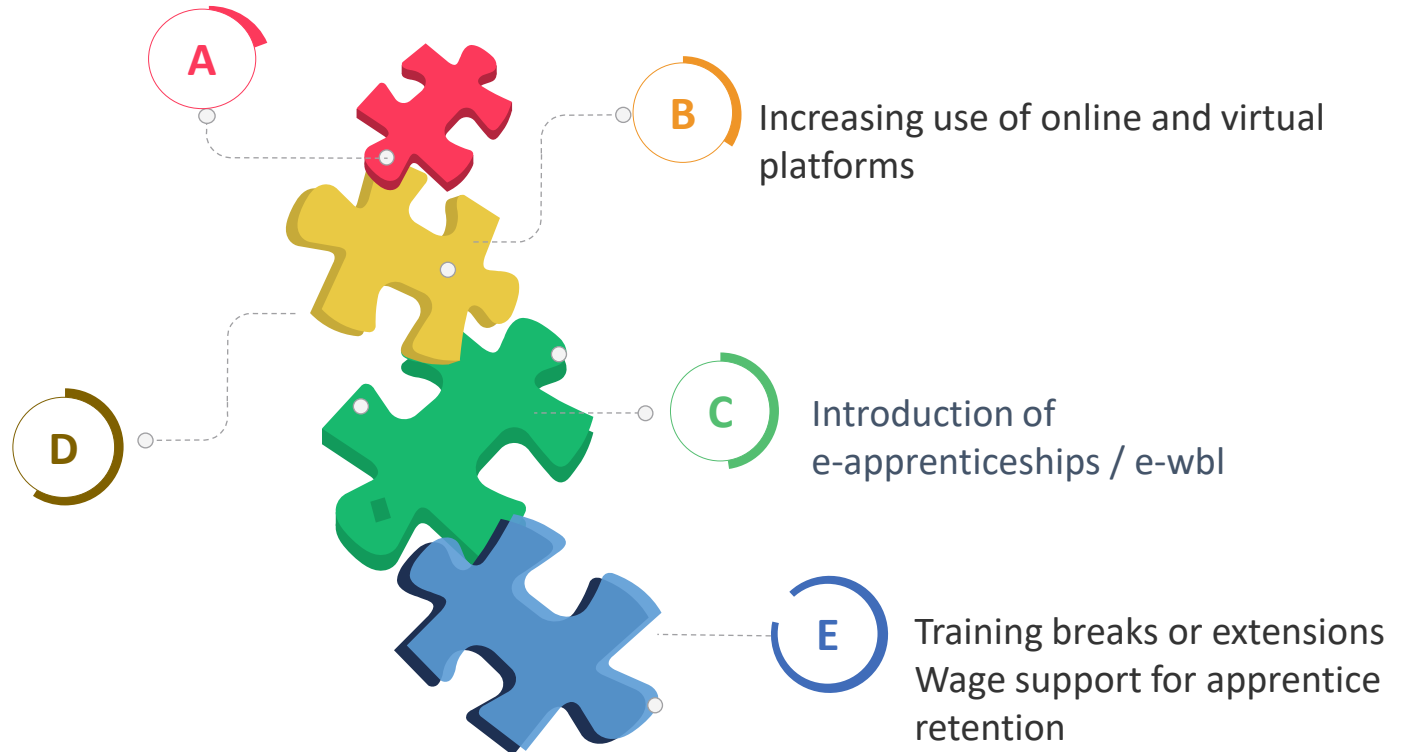
The design and delivery of in-class vocational training have been subject of EQAVET but e-learning is not being covered, creating a gap that affects the image of VET in the covid and post-covid period.

The direct transfer of QA mechanisms used in HEI e-learning courses can not be achieved, since VET consists also of Technical Professions and is complicated, including WBL and other variables that need to be taken into consideration when designing and delivering VET courses online.

## Chapter 5

# What's to be done?

### A new Quality Framework for online VET Training



Initiatives that will focus on upskilling VET Trainers  
*Peer Learning*  
*Creation and delivery of OER*



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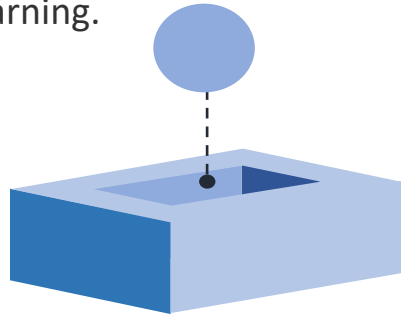
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## Chapter 5

# What's to be done?

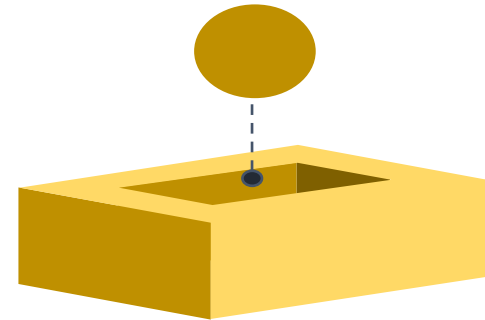
## Umbrella Organizations to create and deliver solutions

Encouraging and supporting VET providers in making use of distance-learning tools wherever possible to ensure the continuity of learning.



## Use if DigiComp2 in the delivery of trainings to VET Trainers

1. Information and Data Literacy
2. Communication and collaboration (all target groups)
3. Creation of Digital Content
4. Safety
5. Problem solving in digital environments





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Theodor Grassos | *Secretary General*



<http://devops.uth.gr>



[devops@uth.gr](mailto:devops@uth.gr)



@SmartDevOpsEU



@devops\_smart



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Project coordinator: Prof. Panagiotis Fitsilis, University of Thessaly, Campus Geopolis, Larissa, 41500, Greece  
 Phone: +30 2410 684 -588, -685 / E-mail: [devops@uth.gr](mailto:devops@uth.gr) / Web: [www.devops.uth.gr](http://www.devops.uth.gr)

