



TRAINING 4 SKILLS IN THE DIGITAL ENVIRONMENT

DIGITAL SKILLS AND VET

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KA2 - Partnerships for Digital Education Readiness in Vocational Education and Training



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Digital transformation

- Digital transformation leads to massive changes in the skill sets needed for work and life
- Teaching and learning needs to address these changes and challenges not only in content (curricula) or methods (pedagogy) but also in training (pre and in-service) of teachers
- In a world in which changes are taking place faster than ever before, teachers themselves are learners, no less than their students
- Technology might introduce newer learning paradigms but can never replace teachers and trainers

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VET in digital transition

- Changes (digitalisation, innovation) affecting the skills in demand in the labour market, leading to **upskilling and reskilling** of the workforce and emphasising the need not just for high quality IVET for LM entry but also for high quality CVET for the existing workforce
- In both IVET and CVET there is a need **for innovative responses in teaching, learning and organisation**, and for the effective deployment of digital technologies to build the flexible, high quality VET systems that can deliver the skills we need socially, environmentally and economically

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EU answer

- *Council Recommendation VET for sustainable competitiveness, social fairness and resilience* calls MS to support qualitative and effective digitalisation of VET provision in both school-based and work-based learning
- *Osnabruck Declaration* calls for actions on national level to support the development of digital infrastructure for learning and teaching purposes in VET including artificial intelligence and AR/VR technologies and develop suitable institutional teaching and training arrangements underpinned by adequate infrastructure, especially in remote and rural areas thus ensuring social inclusion

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Age of changes

- It has been suggested that current **innovations in education and training** involving new teaching and learning pedagogies are so fundamental that they correspond to the early stages of a learning revolution: pedagogical examples include problem-based learning and students as co-creators, and the use of technology in classrooms (*e.g. virtual learning environments, adaptive learning, immersive environments, mobile learning and flipped classrooms*)*

* Hazelkorn, E and Edwards, J (2019) Skills and Smart Specialisation: The role of Vocational Education and Training in Smart Specialisation Strategies, Luxembourg: Publications Office of the European Union

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Thank you for your attention

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