ALESSANDRA PEDONE

THE KEY ROLE OF VOCATIONAL EDUCATION AND TRAINING SYSTEMS IN THE DIGITAL TRANSITION. RECOVERY AND RESILIENCE OF VET POST COVID-19

PANEL C REINVENTING THE RELATIONSHIP BETWEEN SCHOOL AND WORK. SESSION C.1. EVOLUTION OF VET SYSTEMS IN EUROPE BETWEEN DEMANDS FOR ECONOMIC RECOVERY AND REDUCTION OF INEQUALITIES

2ND INTERNATIONAL CONFERENCE OF THE JOURNAL "SCUOLA DEMOCRATICA"
REINVENTING EDUCATION

ONLINE CONFERENCE, 2/5 JUNE 2021

DIGITALISATION AND VET

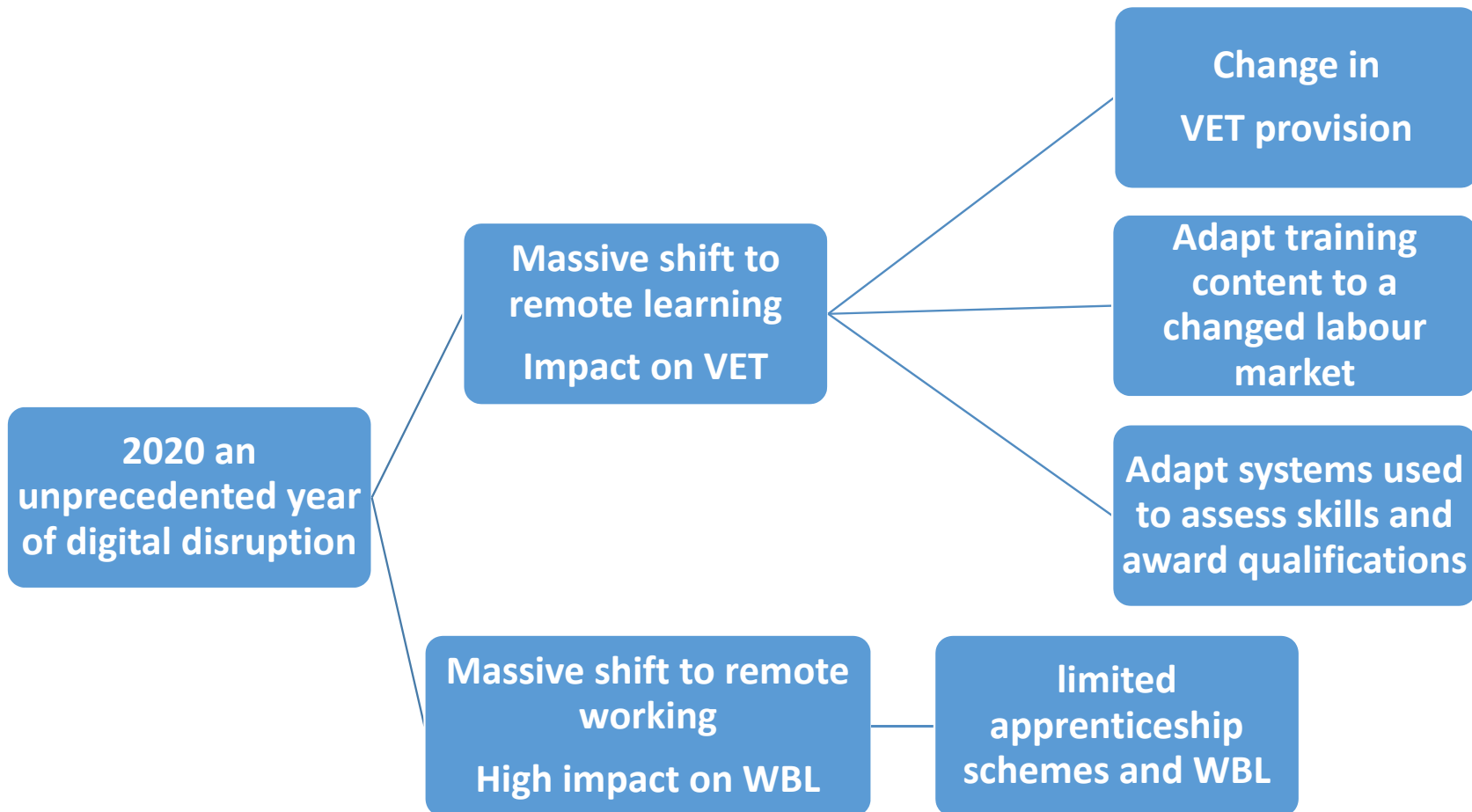## COVID 19 AND DIGITAL DISRUPTION

CHALLENGES AND CRITICAL ISSUES

INNOVATION AND DIGITAL SKILLS

RETHINKING EDUCATION AND TRAINING FOR THE DIGITAL AGE

DISTANCE LEARNING: TRENDS FOR THE FUTURE

CHALLENGES AND CRITICAL ISSUES

Switching of scheduled courses from face-to-face to e-learning has highlighted the delays in digitalisation: lack of connectivity, digital devices and services not widely present, lack of digital skills.

CRITICAL ISSUES FOR THE LEARNERS

➢ A particularly disruptive effect on WBL, including apprenticeships;
➢ It has also accentuated the digital divide between adults with digital skills who can continue to learn and stay connected, and those without;
➢ Students from disadvantaged socioeconomic backgrounds, migrants and from ethnic minorities, learners with disabilities and special educational needs at a risk of drop-out;
➢ Risk of isolation and risk of "infodemic" (WHO) (flood of information);
➢ Digital Natives but not widespread sophisticated digital skills;
➢ Low-skilled adult lack the basic skills to benefit from digital learning.

CHALLENGES AND CRITICAL ISSUES

CRITICAL ISSUES FOR TEACHERS AND TRAINERS

➢ Despite the use of ICT being included in teacher training, only 36.6% were prepared to use it effectively in teaching at the end of 2019 (TALIS, OECD);
➢ Forced to review teaching and training priorities;
➢ Insecurity in managing distance teaching tools, a new relationship with learners, an enormous amount of work with no experience;
➢ In some cases lack of basic digital, communicative and transversal skills (resilience, creativity);
➢ Effects on systems used to assess skills and ultimately award qualifications.

CHALLENGES AND OPPORTUNITIES

➢ The intensive use of digital technologies during the Covid-19 crisis as a substantial impulse for digital lifelong learning and in general for digital transition;

➢ More autonomy for teachers, trainers and students, leads to creativity;

➢ For VET and CVET courses, acceleration in adapting to a changing labour market, and a new forms of work organisation and learning (remote working-remote learning);

➢ New digital opportunities for WBL (use of smartly integrated immersive technologies).

EU ACTIONS

INNOVATION MEASURES IN ALL SECTORS TO OVERCOME THE DIGITAL DIVIDE ➡️ STRENGTHENING DIGITAL SKILLS AS HIGH PRIORITY TO BRIDGE THE DIGITAL GAP
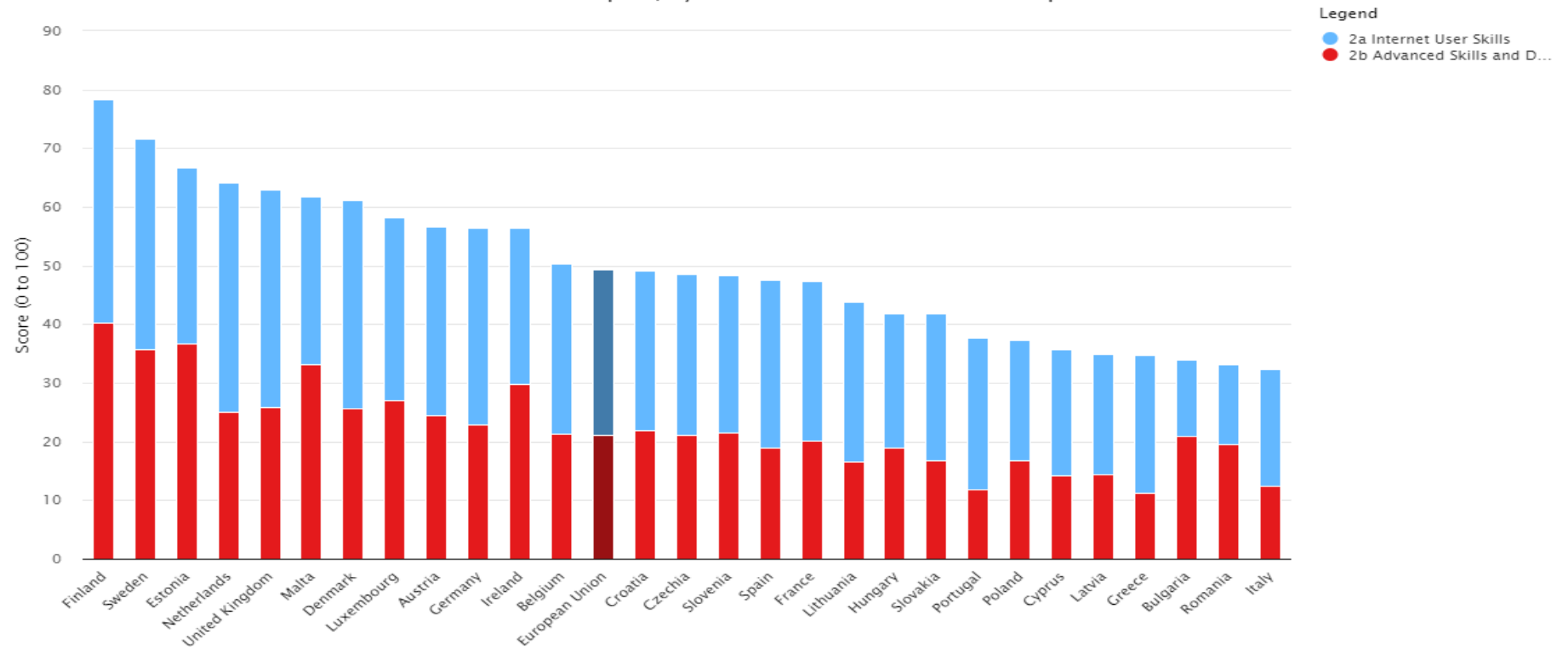
ITALY

LACK OF DIGITAL SKILLS IS PARTICULARLY DRAMATIC AMONG ADULTS. RANKING AT THE BOTTOM FOR DIGITAL INNOVATION AND USE OF NEW TECHNOLOGIES, AS WELL AS FOR THE DIGITAL SKILLS OF CITIZENS.
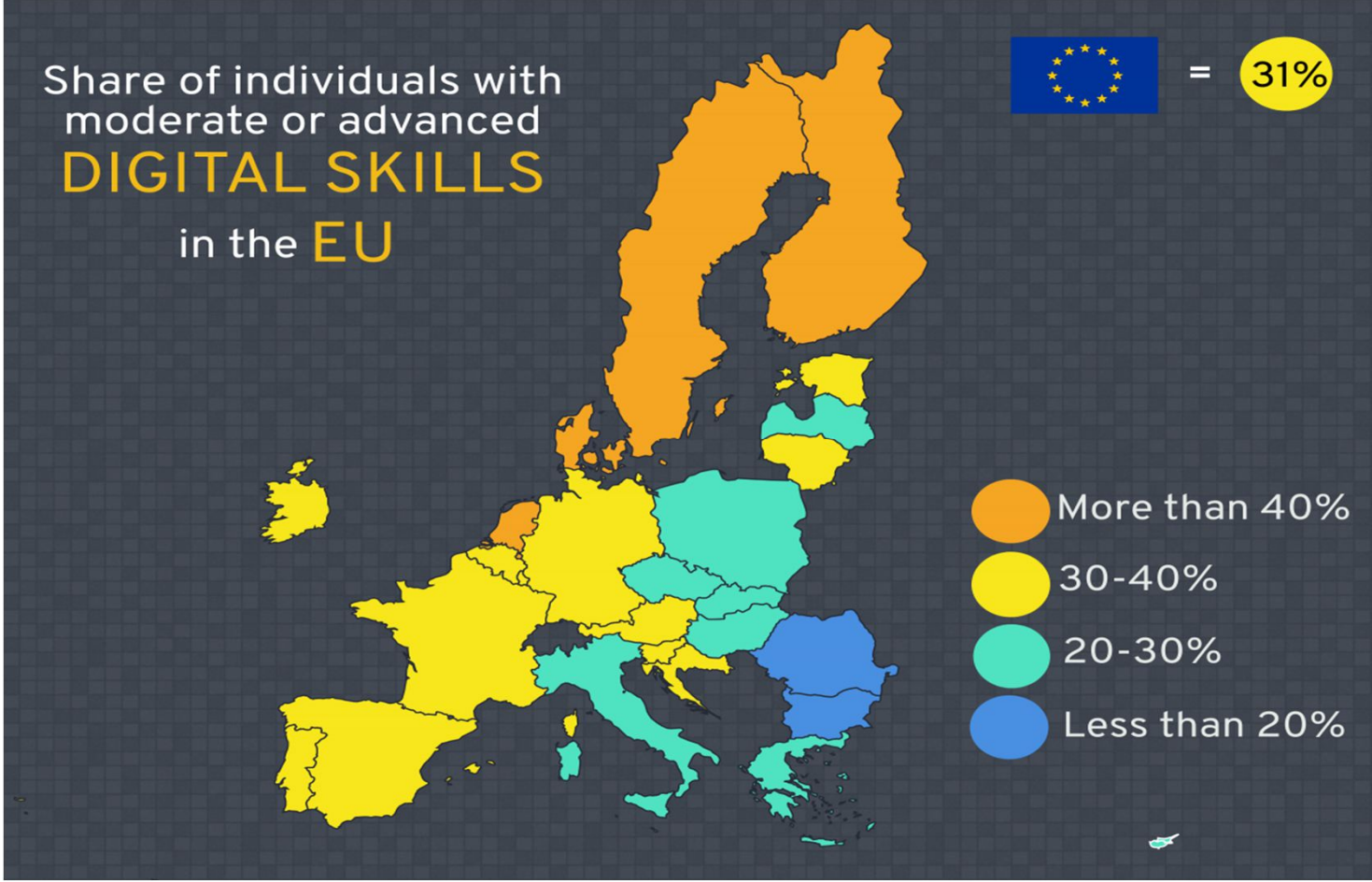
EU DIGITAL SCOREBOARD 2020
has again recorded low values for the 'Human Capital' indicator

2 Human Capital, by Sub-dimensions of 2 Human Capital

Legend
- 2a Internet User Skills
- 2b Advanced Skills and D...

Score (0 to 100)

Finland, Sweden, Estonia, Netherlands, United Kingdom, Malta, Denmark, Luxembourg, Austria, Germany, Ireland, Belgium, European Union, Croatia, Czechia, Slovenia, Spain, France, Lithuania, Hungary, Slovakia, Portugal, Poland, Cyprus, Latvia, Greece, Bulgaria, Romania, Italy

European Commission, Digital Scoreboard

DIGITAL SKILLS USE Cedefop Skills Panorama 2019

Share of individuals with moderate or advanced **DIGITAL SKILLS** in the **EU**

EU = 31%

- More than 40%
- 30-40%
- 20-30%
- Less than 20%

DIGITAL SKILLS

advanced technologies and methodologies

EU and external cooperation

A high-performing digital education ecosystem

a series of extraordinary financial instruments combined with cohesion programmes

Recovery and Resilience Facility

Multi-annual budget

DIGITAL TRANSITION

Acceleration of the policy reform agenda

Digital skills and Job coalition

VET AND DIGITAL SKILLS

Digital Education Action Plan

DIGITAL INNOVATION + SKILLS = SUSTAINABILITY

LIFELONG LEARNING

DIGITAL TRANSITION
Investments-infrastructure

Virtuous circle

DIGITAL SKILLS
VET

EMPLOYMENT

DIGITAL GAP

DISRUPTIVE INNOVATION
Challenge- inferior resources

Vicious circle

LOW LEVEL e-SKILLS

UNEMPLOYMENT
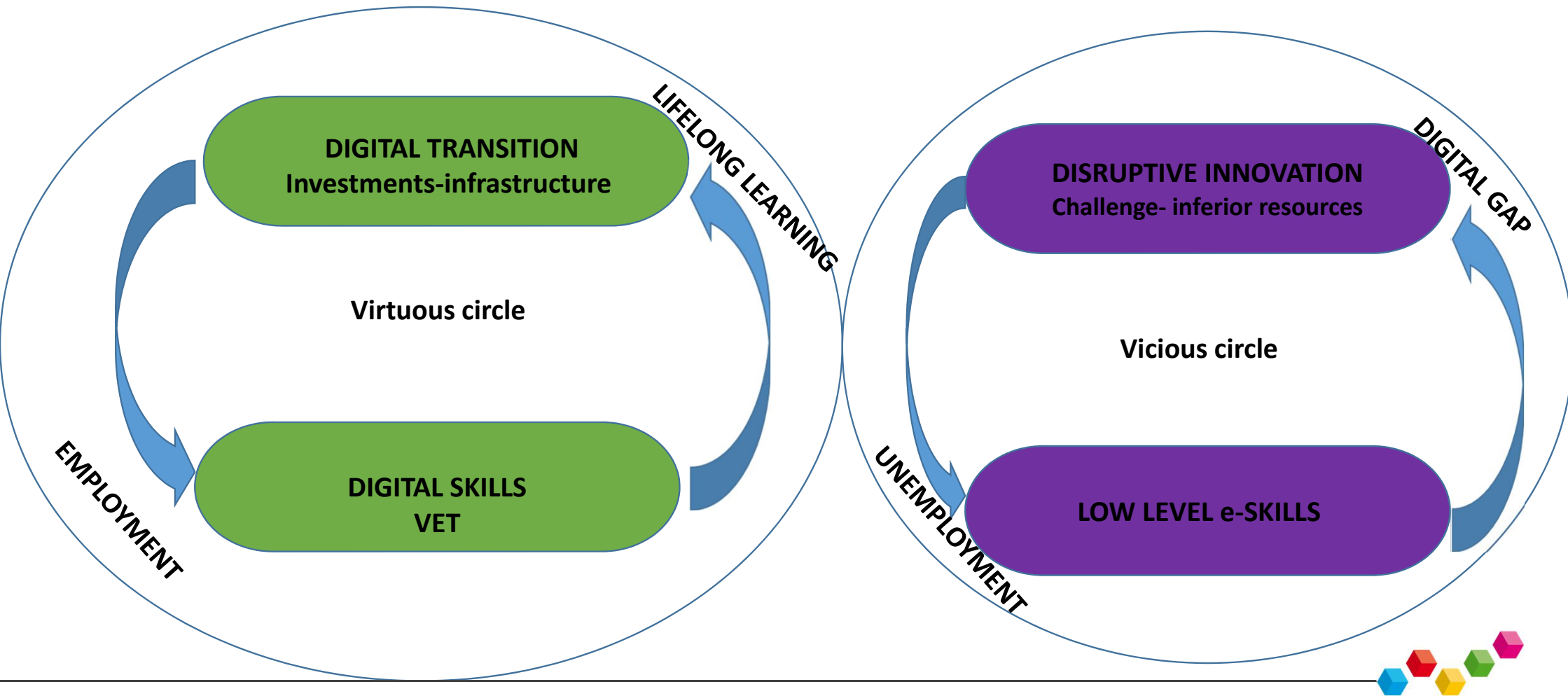
EU PLAN FOR THE DIGITAL DECADE 2021-2030

A "Compass" to guide Europe to the Digital Transformation.

4 THEMES: SKILLS, INFRASTRUCTURE, BUSINESS, PUBLIC ADMINISTRATION

TARGETS (FOR THE THEME SKILLS):

- ➢ **80% ADULTS WITH BASIC DIGITAL SKILLS BY 2030**

- ➢ **20 MILLIONS OF ICT SPECIALISTS BY 2030**

MONITORING SYSTEM: ANNUAL NATIONAL REPORTS

DIGITAL TRANSFORMATION PERFORMANCE (DESI)

RETHINKING EDUCATION AND TRAINING FOR THE DIGITAL DECADE

TO CLOSE THE DIGITAL GAP THE EU HELPS MEMBER STATES TO STEP UP DIGITAL EDUCATION AND TRAINING WITH THE

DIGITAL EDUCATION ACTION PLAN 2021-27

2 STRATEGIC PRIORITIES

PROMOTION OF A NEW DIGITAL EDUCATION AND TRAINING SYSTEM

DEVELOPING DIGITAL COMPETENCES AND SKILLS

INFRASTRUCTURES CONNECTIVITY DIGITAL DEVICES

IMPROVE DIGITAL COMPETENCES OF TRAINING STAFF

HIGH QUALITY LEARNING CONTENT

RETHINKING EDUCATION AND TRAINING FOR THE DIGITAL DECADE

In the post-Covid world, technology and new business models will continue to reshape jobs and skill needs transforming the way we work and learn.

A new proactive education system, with smarter policy choices, capable of anticipating innovation and supporting the process of digitalisation.

Rethink the existing teaching methods to incorporate more digital technology, increase the role of different stakeholders (students, government, industry, professionals, community) in co-creating value.

DIGITAL LEARNING: TRENDS FOR THE FUTURE

EU is aiming to modernise education and training by funding research and innovation and promoting digital technologies used for learning.

NEW FORMS OF LEARNING IN IVET: MIXED MODELS OF DIGITAL INTEGRATED WITH ANALOGUE IN PRESENCE (BLENDED LEARNING, FLIPPED CLASSROOM, FLEXIBLE LEARNING), PROJECT BASED LEARNING, STORY-TELLING, GAMIFICATION…

WBL, APPRENTCESHIP, PRACTICAL LEARNING: IMMERSIVE TECHNOLOGY, VIRTUAL AND AUGMENTED REALITY.

CVET: EXPERIENTIAL LEARNING AND COLLABORATIVE METHODS, SIMULATION LEARNING, MOBILE LEARNING, VIRTUAL TUTORS, ELEARNING CHATBOTS.

"Change will happen. We just do not know what it will look like. We have on our hands *the battle of the decade* with respect to public education systems".

Quinn, J., McEachen, J. J., Fullan, M., Gardner, M., & Drummy, M. (2020). *Dive into deep learning: Tools for engagement*. Thousand Oaks, CA: Corwin.

THANK YOU

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