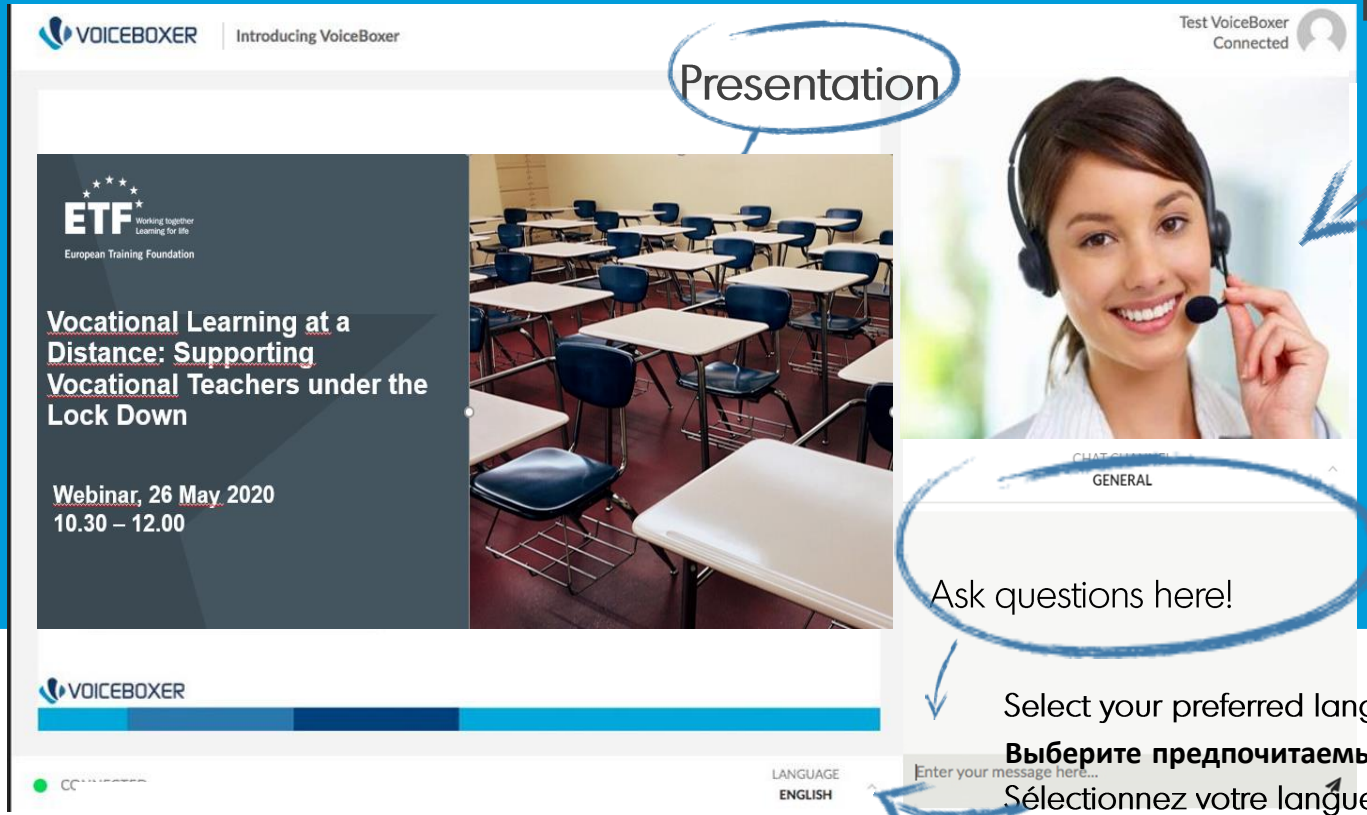
VoiceBoxer Audience View



ETF Working together Learning for life

European Training Foundation

Vocational Learning at a Distance: Supporting Vocational Teachers under the Lock Down

Webinar, 26 May 2020
10.30 – 12.00

ETF Working together Learning for life

European Training Foundation

EUROPEAN TRAINING FOUNDATION

#LearningConnects

ETF response to COVID-19:

- **Mapping Reports – ETF Open Space**
- **Interviews and stories – ETF Facebook Live**
- **Assessment – Webinars & ETF Open Space**
- **Training and supporting teachers – Webinars & ETF Open Space**

THE EU AGENCY SUPPORTING COUNTRIES TO DEVELOP THROUGH LEARNING

VOCATIONAL TEACHERS AND TRAINERS UNDER THE LOCK DOWN

- In many countries traditional educational provision has been transformed into Digital Distance Learning (DDL) in a matter of weeks – an extraordinary achievement
- Teachers have learnt how to teach on video, how to organise virtual classrooms and coordinate Whatsapp discussion groups – they have learnt more in 8 weeks then in the last 2 years!
- But maybe 50% of teachers have not yet learnt how to do Digital Distance Learning– many learners are not participating on distance learning….
- There is less Digital Distance Learning for vocational subjects than for general subjects

WHAT CAN WE LEARN FROM ONE ANOTHER?

- How do we train and encourage teachers to start using Digital Distance Learning?
- How can we support teachers in Digital Distance Learning so that they can gain confidence and improve?
- What is special about vocational teachers and vocational subjects – what special training or support helps them?
- What can be done by ministries and national agencies?
- What can be done by schools and networks?
- How can we monitor what is happening and make improvements?

If you can think of other questions - please add them to the chat!

10:30 – 10:35	Welcome and Introduction	**Julian Stanley**, VET Teachers and Trainers Specialist, **ETF**
10:35 – 10:55	National Support and Training for Teachers for DL	**Artak Aghbalyan**, Head of the Technical and Vocational Education and Training Department – Ministry of Education, Science, Culture and Sports of the Republic of **Armenia** **Maria João Horta,** vice-director, DG Education, Ministry of Education, **Portugal**
10:55 – 11:15	Monitoring and Coordinating Training and Support	**Aizhan Akhmetova**, Director of the Department for Strategic Planning and Analysis – Talap – **Republic of Kazakhstan** **Nurit Birger, International.** Relations director, Deputy Director Supervision Knowledge Management Mahat, The National Institute for Training in Technology and Science Ministry of Labor, Social Affairs and Social Services, **Israel**
11:15 – 11:35	School-based Teacher Support (teacher peer-to-peer and school-to school) for DL	**Corasevici Adrian**, Professor, Center of Excellence in Informatics and Information Technologies, **Moldova** **Sigrid Ester Tani**, Coordinator of work-based learning and projects, Tartu Vocational Education Centre, **Estonia**
11:35 – 11:55	Network(s) of Teachers	**Fation Dragoshi**, Project Manager, Skills for Jobs | Aftësi për Punë Swisscontact | Swiss Foundation for Technical Cooperation, **Albania** **Agris Rupert**, PIKC "Liepājas Valsts tehnikums“ and **Inara Melne** Teacher, Profesionālās izglītības biedrība (Association of VET Schools), **Latvia**
11:55 – 12:00	Closing remarks	**Julian Stanley**, VET Teachers and Trainers Specialist, ETF

MINISTRY OF EDUCATION, SCIENCE, CULTURE AND SPORTS **OF THE REPUBLIC OF ARMENIA**

"Support to teachers of vocational education and training (VET) during the Covid-19 crisis"

Organisation of online training

ARTAK AGHBALYAN

Head of the T-VET Department

26 May 2020

T-VET SYSTEM IN ARMENIA

According to the Armenian law on education, 2 qualification levels of T-VET are defined and the following vocational education and training programmes are implemented:

- ***Initial (trade) vocational education (corresponds to ISCED levels 3 and 4, NQF levels 3, 4)***
- ***1.1 Upon completion of I(T)VE, tradesperson qualification is awarded; the programme is 6 months to 3 years long according to the law on initial (trade) and secondary vocational education,***

- ***Secondary vocational education (corresponds to ISCED levels 3 and 4, NQF level 5)***
- ***2.1 Upon completion of the SVE, specialist qualification is awarded; the programme is 2 to 5 years long according to the law on initial (trade) and secondary vocational education.***

Enrolment into both educational programmes is based on basic and secondary education (enrolment into the T-VET based on general and high or secondary school).

T-VET SYSTEM IN ARMENIA

T-VET in Armenia is organised mainly in initial (trade) and secondary vocational education institutions - *in trade schools and in colleges,* as well as in higher educational institutions and other institutions that have the licence.

Currently there are 22 state trade schools and 69 colleges in Armenia.

- ***22 trade schools accommodate about 7,000 students and employ about 700 teachers and instructors.***

- ***69 colleges accommodate about 23,500 students and employ about 3,650 teachers.***

- ***Current list of occupations and qualifications in Armenia includes 112 occupations and 278 qualifications of initial (trade) vocational education and 249 occupations and 254 qualifications of secondary vocational education. Currently educational institutions provide training for 58 initial (trade) and 102 secondary education occupations and qualifications (for a total of 160).***

ORGANISATION OF ONLINE TRAINING IN THE T-VET SYSTEM IN ARMENIA

- Organisation of training for directors and teachers of trade schools and colleges,
- 160 persons from all state vocational schools and colleges took part in online training sessions
- Lengthy online consultations of directors and teachers
- Methodological guidelines to introduce remote training in T-VETs are currently under development.

TRAINING OBJECTIVES

- **Possibilities of the use of educational information technologies**
- **Experience with existing electronic, online and remote education in Armenia**
- **Key components, factors and steps towards successful introduction of electronic, online and remote education**

TOPICS FOR TRAININGS

- Development of remote education strategy
- Building a team organising remote education
- Development of learning and teaching materials and required content
- Methodology of online remote teaching
- Organisation of the online education process
- Selecting the necessary resources and information technologies for organising and implementing remote education (such as using google (docs, drive, forms) applications)
- Target group formation, motivational methods of remote training, tools and etiquette of online communication
- Assessment mechanisms

AGENDA OF T-VET SYSTEM REFORMS IN THE CONTEXT OF REMOTE EDUCATION

- **Update and amend the regulatory and legal framework for remote education**
- **Update and amend T-VET educational standards in the context of remote education**
- **Introduce remote training in the T-VET system on the institutional level.**

THANK YOU FOR YOUR ATTENTION!

aghbalyan.edu@gmail.com

Education System
PORTUGAL

PRINCIPLES and PRIORITIES

Principles

- Centralised & devolved school management
- Political & religious neutrality
- Free education
- State and private kindergartens/schools
- Compulsory education
  (6-18 year-olds or secondary school graduation)
- All the teachers (from preschool to upper secondary education) have the same qualifications (university degree) and the same teaching career

Priorities

- to provide a common general background education
- to promote an educational culture of excellence
- to improve school success and educational quality

EDUCATION LEVELS

compulsory education

	preschool (optional)	1st cycle lower primary	2nd cycle upper primary	3rd cycle lower secondary	Upper secondary	→ General courses → Vocational courses → Specialised Artistic courses
Duration (years)	3	4	2	3	3	
age	3-6	6-10	10-12	12-15	15-18	

Alternative Curricular Pathways
low performers/students in dropout risk

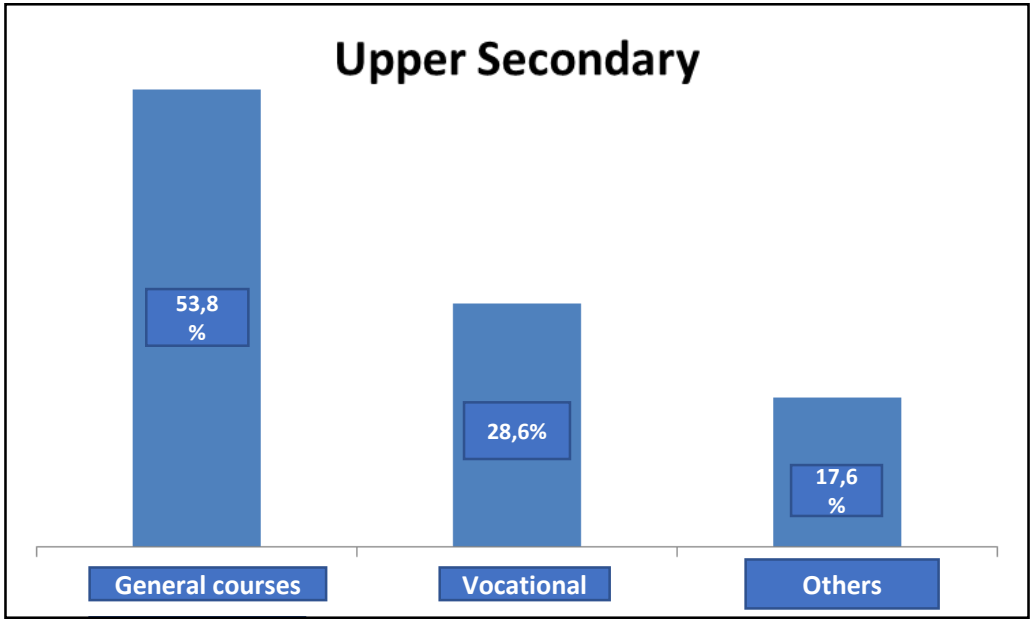
Facts and figures

School Network:

- School Clusters (810)

Enrolled Children and Students / Schooling Rate:

- Pre-school Education (259.850; 100%)
- Primary and lower secondary Education(1.013.397; 100%)
- Upper secondary Education(391.538; 100%)
- Higher Education (356.399; 83%)


Upper Secondary
53,8 %
28,6%
17,6 %
General courses
Vocational
Others

In times of coronavirus pandemic

- The announcement of the closure of schools was made on March 12
- Schools closed on March 16
- A set of structures and initiatives to support the development of Distance Learning (E@D) were prepared.

In times of coronavirus pandemic

2 phases in tackling the quick change:

- 1st one for supporting the organisation of schools and provide information:

- Creation of a website to support schools;

- Plataforma Estamos ON - Support for school Directors, joint work implemented by different services of the ministry of education

- **2nd one for making Guidelines and other initiatives available for helping schools and teacher to deal with the situation:**

- organization of work methodologies associated with E@D;

- Content made available in TV format, through the initiative *#EstudoEmCasa*;

- The sharing community on the DGE Youtube channel, in an initiative called *#EstudEmCasa.Youtube*

- Implementation of large-scale teacher training whose first edition was attended by around 700 school clusters. A second edition will open next 28th of May

In times of coronavirus pandemic

Creation of a website to support schools;

Development of several guiding and structuring documents for the organization of work methodologies associated with E@D;

Content made available in TV format, through the initiative *#EstudoEmCasa*;

The sharing community on the DGE Youtube channel, in an initiative called *#EstudEmCasa.Youtube*

Implementation of large-scale teacher training whose first edition was attended by around 700 school clusters. A second edition will open next 28th of May

Plataforma Somos ON - Support for school Directors, joint work implemented by different services of the ministry of education

In times of coronavirus pandemic

Aware that the access conditions are not the same for all students, the Ministry of Education included, in its recommendations, the provision of work materials on non-digital media, in order to comply with the constitutional principle of universality of education. Regarding to this, the RETEC platform was developed, in order to guarantee the logistics for the donation of computers, taking care of their assignment and sending them to schools according to the needs presented on the platform, in a work articulated with “Student Keep” Initiative: https://studentkeep.org

In times of coronavirus pandemic

In this context, articulated work with municipalities was also established, facilitating the allocation of computer equipment to students from different schools in the respective municipalities.

In a complementary effort that has been demanded for all, and in which teachers and families, in particular, have been involved in a remarkable way, it is important to ensure that we continue in a work that promotes inclusive education in which everyone has access to quality education.

SUPPORT TO TEACHERS IN TECHNICAL AND VOCATIONAL EDUCATION IN THE REPUBLIC OF KAZAKHSTAN DURING THE COVID-19 PANDEMIC

A. Akhmetova,
Director of the Department of Strategic Planning and Analysis,
NAO [Non-Profit Joint Stock Company] Talap

Technical and vocational education in Kazakhstan

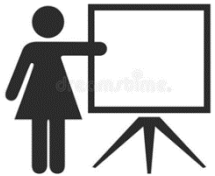
801
colleges

464
state

337
private

STUDENTS AND TEACHERS

469
thousand
students



37.7
thousand
teachers

MINISTRY OF EDUCATION AND SCIENCE, REPUBLIC OF KAZAKHSTAN → **NAO Talap**

↓

Departments of Education of Nur-Sultan, Almaty, Shymkent cities and regions (17)

↓

Technical and Vocational Education (TVE) Divisions, Curriculum Offices

↓

Colleges

State of emergency due to the spread of COVID-19

MEASURES ADOPTED ON THE GOVERNMENT LEVEL:

- Kazakhstan announced a State of Emergency (SE) from 16 March to 11 May 2020
- The STATE COMMISSION was established to ensure the State of Emergency under the President of the Republic of Kazakhstan

MEASURES TOWARDS TECHNICAL AND VOCATIONAL EDUCATION:

- Ministerial Order №108 dated 14/03/2020 on Strengthening Measures towards the Prevention of the Spread of the COVID-19 virus Infection in the Educational Institutions
- From 16 March educational process has been transferred to REMOTE TRAINING
- All colleges have to connect to online learning platforms, Kazakhstani and international
- Many providers provide their services free of charge during the State of Emergency
- Teacher training COURSES have been transferred to online environments
- Local authorities provided computers and internet for low income teachers and students

- REMOTE LEARNING does not enable full transfer of TVE to online training
- Work placement and dual education have been suspended

Monitoring of remote training process organisation

OBJECTIVE PROVIDE EFFICIENT INFORMATION coverage of TVE state in remote training conditions

TASK COLLECTION and ANALYSIS of information, IDENTIFICATION OF PROBLEMS, PLANNING OF ACTIONS towards remote online training process support and development

MONITORING TOOLS

- Instructions on organisation of monitoring
- Online questionnaires for teachers and students
- Interactive forms of college reporting on introduction of the remote training technologies (RTT)

PARTICIPANTS **723** colleges

Monitoring of remote training process organisation

Issues in remote training organisation identified

DIRECT RESULTS OF THE MONITORING

Curricula and academic calendars adjusted

Number of teachers and students requiring computers and internet determined

Most efficient learning platforms identified

Methodical and consulting assistance to TVE organisations

BASED ON MONITORING RESULTS

- **Guidelines:**

- organisation of training process using RTT in TVE during the pandemic;
- conducting ongoing monitoring, intermediate and final assessment of students using RTT in TVE;
- online physical education in TVE;
- preparing and defending a term paper (project) by the TVE students in online training

- **Instructions:**

- creation of video lessons including using smartphones;
- use of Kazakhstani and international learning management systems (LMS) and remote learning platforms

Methodical and consulting assistance to TVE organisations

BASED ON MONITORING RESULTS

- **Output:**

- List of publicly accessible international and Kazakhstani educational online services;
- Catalogue of video tutorials, electronic textbooks (courses) and additional materials for teachers and students created during the quarantine period by all colleges in the country

At the moment, the Catalogue includes 10,228 video tutorials, 3,322 electronic textbooks (courses) and 5,018 additional materials covering 175 specialities

- **WEBINARS AND ONLINE CONFERENCES for teachers**

Information is posted on the websites of the Ministry of Education and Science of the Republic of Kazakhstan, regional departments of education, NAO Talap

Content of guidelines for training process organisation

1. Preparation of learning and teaching materials

Developing the online course

- instructive block - guidelines on learning the discipline/module
- information block - theoretical and practical part

2. Conducting an online lesson

6 steps of online lesson

- online lesson plan
- technical organisation of the online lesson
- preparation of personal appearance of the teacher
- Preparation of learning material for the online lesson
- conduct the online lesson
- consolidation

3. Individual offline work of the students

Individual work

- review contents of the learning material
- implement the task for current assessment
- answer self-assessment questions
- implement the task and send answers to the teacher
- take the test and participate in the forum

4. Control academic performance

Final grade is based on average grade for the discipline/module

- test assignments
- answering questions
- problem solving
- discussions in the forum
- work on other types of assignments

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European Training Foundation

Ms Nurit Birger **Israel**

International Relations Director

Deputy Director Supervision Knowledge Management

Mahat -The National Institute for Training in Technology and Science Ministry of Labor, Social Affairs and Social Services

NATIONAL INSTITUTE FOR TRAINING IN TECHNOLOGY& SCIENCE "MAHAT"

The National Institute for technology and Science in charge of training certified technicians and practical engineers.

61 budgeted technological colleges (30 are seminars for ultra orthodox population).

23 major programs: Electricity, Electronics, Civil Engineering, Software Engineering, Mechanics etc.

Approx.30,000 students studying towards a degree in tech. colleges, and becoming practical engineers or certified technicians.

91.4% of the colleges alumni's integrate into the labor market, 60% in the profession they studied.

Ministry of Labor Social Affairs and Social Services

BACKGROUND ON TRAINING IN COLLEGES IN ISRAEL AND THE COVID19 SHUT DOWN

- Before covid 19 – almost no use of distance digital teaching.
- For many years all the educational organizations were intending to start using distance digital teaching, but they never saw this issue as urgent.
- The Covid- 19 :created the need for an immediate response and the provision of solutions for schools, colleges and universities.
- The Covid- 19 was a catalyst to advance the process of distance digital teaching and learning.

Ministry of Labor
Social Affairs
and Social Services

ACTIONS TO SUPPORT AND TRAIN COLLEGE TEACHERS

- Step one –took place on the first week of shutting down all colleges, with the help of outside exports on DDT we started providing 40 seesions of on line basic training skills on digital teaching for colleges lectures\ educators.
- Step two –after making sure of implementation of basic tools, we continued on imparting advanced skills and wide range of different DDT technologies.
- Professional inspectors with combined experience in pedagogy and professional knowledge.
- Professional inspectors supporting the process of creating professional teachers communities according to the different professional field of knowledge.
- Generating instructional materials for sharing and supporting professional teachers communities.

Ministry of Labor
Social Affairs
and Social Services

ACTIONS TO MONITOR PARTICIPATION AND QUALITY OF DISTANCE LEARNING

- Participation of professional inspectors in zoom teaching at all colleges at list in one class from each field, and reporting on their impression of the quality and the effectiveness of the DDT.
- Measures taken to estimate the quality and the effectiveness of teaching - collecting data from lecturers, experiences in DDT.
- Collecting data of students participation, the approximate percentage of students using was 70%, and 40% percent of the teachers.

CONCLUDING REMARKS

The covid -19 crisis forced us to adapt distance digital teaching and learning;

Immediate response in a very short time to meet the needs of the students, lecturers' challenges and the provision of tools.

A huge change in reaching and using DDT methods was created avoiding objections.

Ministry of Labor
Social Affairs
and Social Services

thank you

Wish you good health

Ministry of Labor
Social Affairs
and Social Services

Webinar topic:
Support to School Teachers.

Educational Centre for Informatics and Information Technologies

Adrian Corasevici

26/05/2020

About us

- The Educational Centre for Informatics and Information Technologies is one of the most prestigious technical vocational education institutions in the Republic of Moldova that wants to break into the top educational institutions in Europe thanks to the content and modernisation of the educational process, innovative vibrancy, involvement in strategic relations, partnership with national and international economic and social environment.

Specialities

Programming and analysis of software products
Web application administration
Computer network
Database administration
Accounting
Administrative and secretarial services
Computer technical support operator

How it started

- The pandemic caused by Covid-19 and the state of emergency from March 10 to May 15, 2020, has upended many traditional activities in society leading to dramatic changes in various areas, including education.
- In record time, administrative officials and instructors of the institution, developed methodologies and tools for online learning.
- The Educational Centre is using Moodle as the base platform.
- Teachers also participated in nine online continuous vocational training sessions on the use of remote information technologies. The sessions were organised by PRO DIDATICA, a partner of the educational centre.

Teacher support from the institution

Tools used during the training sessions:

- Real time communication tools (Zoom, Cisco Wbex, Google Meet, Discord);
- Non-real time communication tools (Viber, Facebook, Skype, e-mail);
- Cloud tools (Drive, Docs, YouTube, etc.);
- Classroom management tools (Moodle, Classrom);
- Audio/video recordings (Screencastomatic, ApowerREC, loom, vimeo, etc.);
- Electronic tests, digital questionnaires (MyTestX, ProProfs, Forms, etc.).

- We also organise trainings for teachers every Tuesday at 1 p.m.

Material support to the teachers

- The institution provided notebooks to the teaches who had requested them.
- Also the lab, if necessary.
- Mobile operators offered to provide teachers with free Internet access to facilitate distance learning.

Pros and cons of distance learning

Pros	Cons
Time flexibility	Requires motivation and self-discipline
Easy access without travelling	May be impersonal (limited social interaction)
Wide range of surveys	Technical errors
Content updates	Technological requirements
Self-direction and real time communication	Difficulties with practicing
Does not depend on location	Difficulties with grades

Conclusion

- In the period of transformation that we are going through, it is difficult to provide a clear direction for the use of technology in education and, in particular, in the field of distance learning. Joint efforts are made to strengthen the position and role of this type of education by implementing projects with our European partners, and by supporting and actively involving colleagues from the Republic of Moldova. The foundation is being laid but to turn this into a success story, we need to continue developing the required infrastructure, as well as qualified competent staff capable of demonstrating effectiveness at both national and international level.

Supporting our teachers at Tartu VEC

Sigrid Ester Tani
Tartu Vocational Education Centre
26/05/2020

overview

State of emergency from March 12. – May 17. 2020

Quarantine measures in Estonia not as strict as other countries

E.g.: Most businesses kept operating – VET students allowed to do WBL

Schools switched to distance and online learning right from the start, lesson plans remained unchanged for starting weeks. From May 18th some students return in small groups of 10, most stay on distance learning.

how was quick switch possible

The overall success of distance and online learning is due to long term (since 1997) and strategic ICT and internet capability building in education sector by consecutive governments in Estonia.
The state agency Information Technology Foundation for Education HITSA under Ministry of Education and Science is responsible for executing the digitalisation development strategy and providing support for schools.

The schools are generally well equipped with computer classrooms and most households have internet connection . According to Statistics Estonia 98% of population uses internet.

In crisis schools and municipalities provided equipment to families in need, also a private fundraiser distributing computers for students was organized within 1 week.

Tartu VEC

Tartu Vocational Education Centre is a versatile education center in Estonia offering a wide range of learning opportunities.

+ Biggest VET school in Estonia - almost 3000 students
+ diverse fields of study - over 70 curricula, EQF levels 3-5
+ municipal school, large autonomy in organizing studies

Tartu VEC

+ 250 teachers and
+ **learning outcome** based curriculum, hours in classroom are not a focal point
+ at least 50% of all VET studies are PRACTICAL – biggest challenge in distance learning

Structures in place

Prior to distance learning period

- e-learning days – annually in academic calendar for past 5 years
- Moodle Hubs - created in 2019, to support teachers of particular fields and develop integrated learning materials e.g. maths for construction students.
- digital tools trainings for teachers – weekly training sessions for all staff members
- **educational technologist** – teacher whose responsibility is introducing different digital tools to school and provide training and support to colleagues.
- **master teachers** – pedagogical masters and mentors to teaching staff unique to Tartu VEC

Support measures introduced

+ continued weekly meetings in all departments and within management
  using Google Meet, allow for exchange of information and decisions to be taken
+ online teacher's lounge – facilitated quick exchange of experiences and provided support from colleagues. Not protocolled, not recorded, offers informal support and sense of belonging

Support measures introduced

educational technologist and master teachers

+ offer individual consultations to colleagues, help solve specific problems
+ organised gathering, mapping and sharing best practices
+ gathered feedback from teachers and students after 1st week, sent messages out to teachers related to problems the students had encountered, adjusted
+ continued weekly digital tools trainings in a virtual environment (Google Meet, MS Teams)

HR department

+ published guidelines for working from home office
+ organised webinars focusing on mental health during distance work/learning period
+ offered individual counselling for staff by school psychologist

Encourage creative teachers

CHALLENGE IN VET
PRACTICAL STUDIES AND WBL

+ video tutorials – teachers become youtubers
+ finding practical tasks that can be done at home
+ practical studies in school replaced by WBL
+ webinars for WBL assessment and reports
+ focus on feedback not grading

Looking to the future

Blended learning as a norm

Education in the future will combine contact, distance and online learning . This will enable creating individual learning paths for students that take into account their needs and give the right skills for changing work environment.

In order to be successful in the learning process mentorship methods for students and staff need to be developed in the schools. There is a growing need for supporting the everchanging role of the teacher.

aitäh!

education nation

Sigrid Ester Tani

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European Training Foundation

Mr. Fation Dragoshi
Project Manager

Albania

Skills for Jobs (Aftësi për Punë)
A project of SDC implemented by Swisscontact

BACKGROUND ON VOCATIONAL SCHOOLS, S4J AND THE COVID19 SHUT DOWN IN ALBANIA

Skills for Jobs (S4J) aims to improve young women and men employability through improved skills, by:

- Introducing new ways of inclusive learning
- Fostering strong relations with businesses & applying work-based learning
- Empowering VET providers toward diversified offer and good management

Since 2016:

- S4J supported **10** VET providers in a facilitation approach
- **14296** learners have access to an improved offer and **1814** of them follow apprenticeships
- Piloted blended learning by introducing online learning platforms and other IT based tools in support of VET

COMPREHENSIVE APPROACH FOR NEW WAYS OF LEARNING IN VET

Online platforms

mesoVET.al , CISCO NetAcad

Hardware infrastructure

At school premises

Teachers continuous developement

Technical and pedagogical support

Link with the industry

Systems as per industry standards (CISCO)

Learning materials

Development and digitalisation

Institutional Support

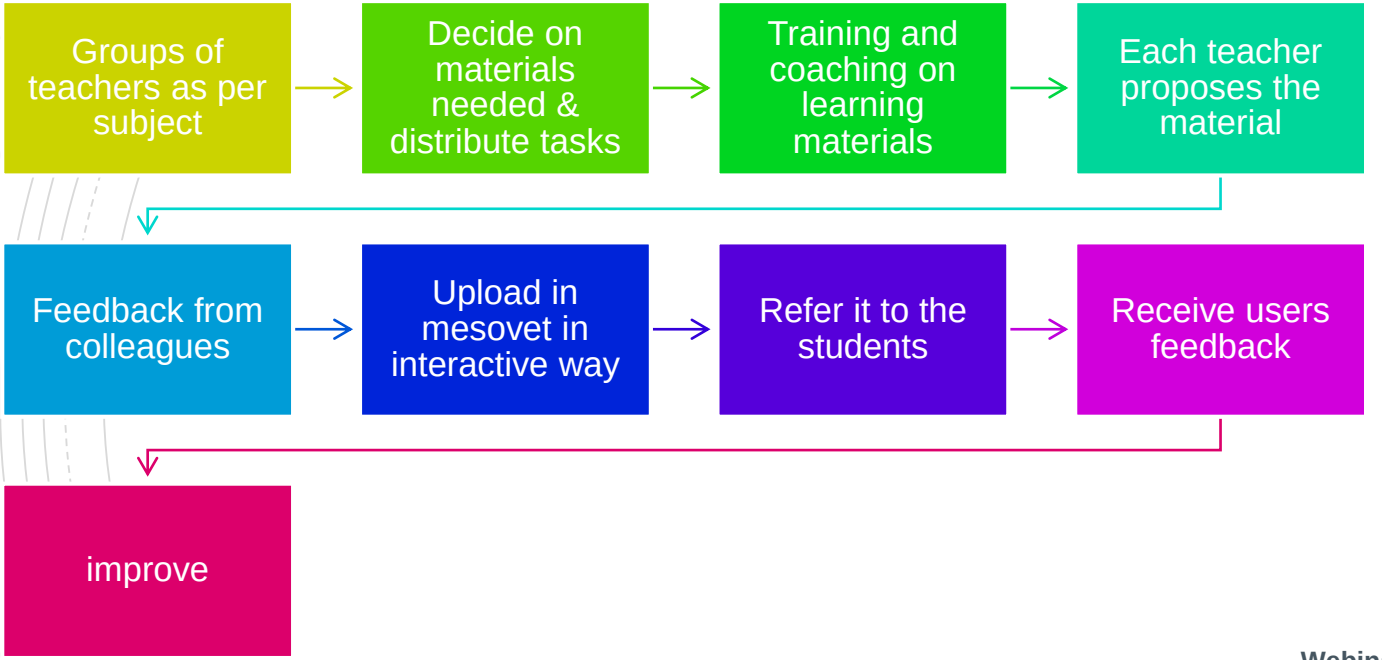
Planning, documenting, support services, new processes

FIELDS AND MODALITIES OF TEACHER SUPPORT, FROM BLENDED TO ONLINE LEARNING

Field of support (tech & pedagogy)	Modality
Mesovet.al learning management system Online learning pedagogy Technical use of mesovet.al platform Developing digital learning materials	Webinars Communities of practice Online courses - How to use mesovet - Pedagogy of distant learning - Developing learning materials, video pedagogy, Lernetz supported training
Reflecting and documenting best cases	As per ETF innovation & skills format
Setting up new processes for CPD	CPD coordinator training and coaching

Since March 2020 **662 teachers supported** **45 webinars (so far)**

CASE: TEACHERS WORKING IN A COMMUNITY



VIRTUAL LEARNING PLATFORM – MesoVET.AL

MesoVET.al

417 teachers enrolled in the platform

3800 users

VIRTUAL LEARNING PLATFORM - CISCO

Cisco NetAcad

15 instructors

629 users

300 students certified

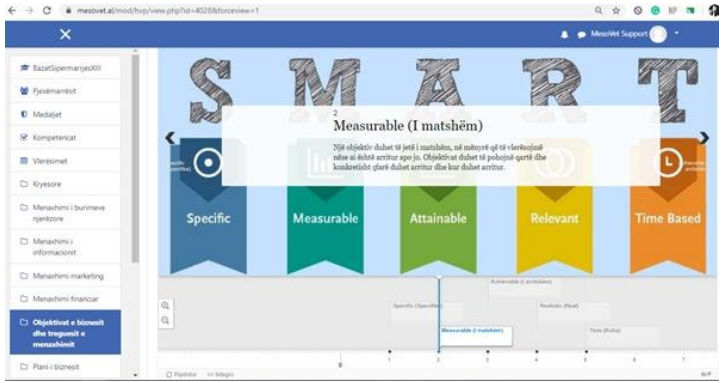
267 active students

CONTENT DEVELOPMENT

Develop and upload learning materials

91 courses and modules developed in the platform.

5 instructional courses for platform usage & content



CAPACITY BUILDING

Technical and pedagogical support

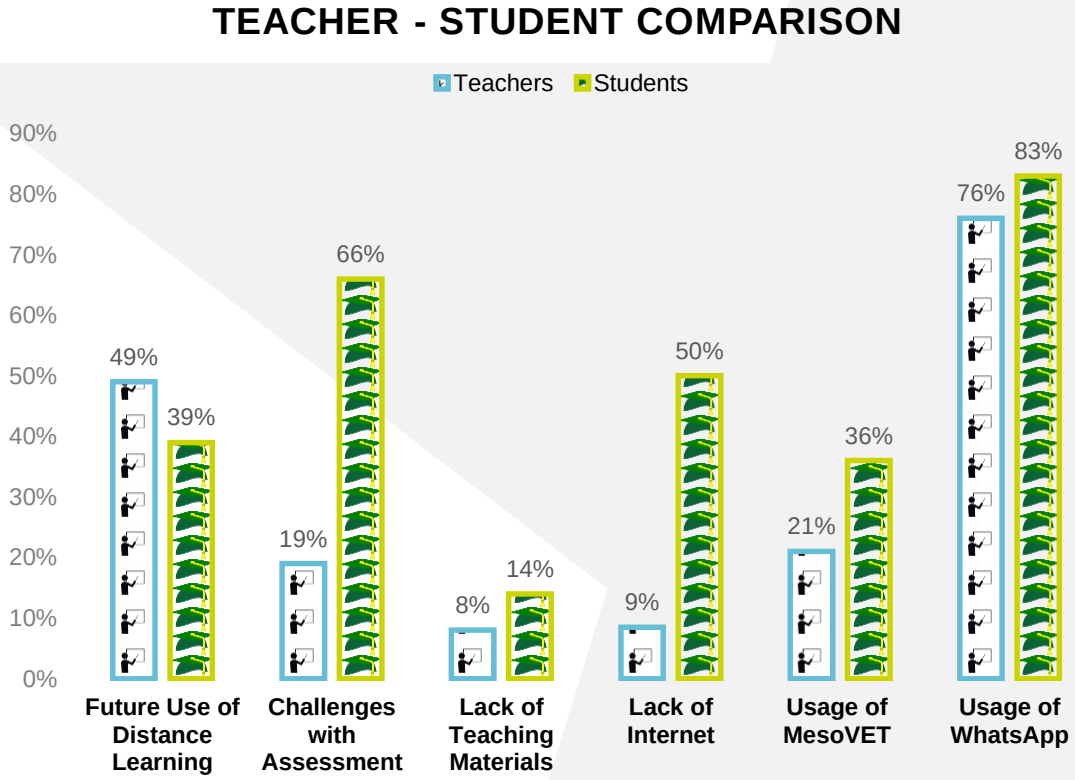
36 webinars with **650 participants**.

S4J non-partner schools' presence reached **409 participants** with **8 dedicated webinars**

SURVEY ON HOW TEACHERS AND STUDENTS ARE COPING WITH DISTANCE LEARNING

From a **Rapid Assessment** conducted on 16-20.03.2020, on perception of teachers and students in Albania on distance learning, **key Challenges identified by teachers were:**

- Lack of internet access
- Difficulty in accessing students
- Lack of student participation monitoring
- Lack of digitized materials
- Document and reporting the process
- Lack of digital skills



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European Training Foundation

CONCLUDING REMARKS

Conclusions

- Student and teacher behaviour are changing and **adapting to the reality of education in "home"** isolation
- Extensive use of digital online education platforms requires **more efforts and commitment** from the parties engaged in this process.
- **Lack of e-learning content** presents one of the key obstacles articulated by teachers in the process of using digital platforms for distance education.
- **Need for digitalization in education** and innovative interventions in VET or general education.
- The **digital shift has started for VET in Albania** however learning is a face to face process nevertheless

Way forward

- **Intensifying use of mesoVET.al as "all in one"** solution for online learning and enrichment with digital content
- **Development of e-learning and digitized content** by engaging schools and establishing inter-school working groups
- **Training of the VET teachers** for planning and delivering distance education by developing a digital training module

ETF Working together Learning for life

European Training Foundation

Vocational Learning at a Distance: Supporting Vocational Teachers under the Lock Down

Webinar, 26 May 2020
10.30 – 12.00

ETF Working together Learning for life

European Training Foundation

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Latvia

Profesionālās izglītības biedrība - Association of VET Schools

BACKGROUND ON ASSOCIATION OF VET SCHOOLS IN LATVIA AND THE LOCK DOWN

PROFESIONĀLĀS IZGLĪTĪBAS BIEDRĪBA

Association of VET schools – strategical partner of the Ministry of Education and Science of Latvia

- Established on 28th October , 2009
- 31 member schools
- Evaluation of policy planning documents prepared by line ministries
- Organization of working groups on vocational education issues, leading to amendments in the Law on Vocational Education, Regulations of the Cabinet of Ministers
- Organization of seminars in support of partnership between public authorities and social partners
- Developing surveys on the sustainability of VET institutions, cooperation with companies in the sector, promoting examples of good practice in WBL
- Organization of national conferences on VET development issues and innovation in VET
- Influencing VET policies on the national level
- Implementing partnerships with other VET institutions on national, Baltic, European and world-wide level

ACTIONS OF VET ASSOCIATION TO HELP SCHOOLS SUPPORT ONE ANOTHER

Main activities:

- Working in distance learning mode since March 12
- Assistance in establishing schools' operation systems
- Supporting development of normative documents
- Consultations for organisation of distance learning. Experience is being shared with VET Association school network, to promote faster problem-solving at national level
- Opinion exchange on how to organise work based learning and practice
- Continuous mutual consultations on various emerging issues, including consultations on organisation of final exams

Tools:

- Whatsapp group – information exchange several times a day
- Online seminars (ZOOM, Microsoft Teams) – every second week

ACTIONS OF VET ASSOCIATION TO SUPPORT AND TRAIN VOCATIONAL TEACHERS IN ASSOCIATION SCHOOLS

Main activities:

- Training webinars for teachers
- Adjusted school timetable
- Corresponding themes among different subjects
- Online weekly meetings for teachers within one course
- Sharing practice and resources – revised guidelines for methodical materials
- Common teaching/ learning platform
- Technical support for distance work
- Moral support for teachers' mental health
- Ongoing support

Tools:

- Whatsapp groups
- Microsoft teams – sharing materials, online meetings
- MOODLE – learning platform/ course management system

CONCLUDING REMARKS

Teachers:

- Accelerated transition to the preparation of materials in the e-environment
- Conducting lessons / workshops online
- The e-environment of vocational education institutions was developed
- New experience in planning lists of classes (reducing the number of subjects per day)
- Meetings, seminars, conferences, pedagogical council meetings take place remotely, can be used in the future, thus saving time and funding
- The latest technologies are being mastered and accelerated the use of them

Students:

- Ability to organize one's time, integrate into working mode by distance learning
- Independence and responsibility
- Determination

WHAT ARE THE TAKE-AWAYS FROM TODAY?

Please try to answer these questions in the chat!

What can be done to enable more and more vocational teachers to be able to contribute to distance digital learning?

Are there any practices that you have heard about today that you think could and should be spread more widely?

How can we monitor what is going on – and make good use of monitoring to coordinate and improve our effectiveness?

How can we build the professionalism of teachers and school managers and the resilience of learners – so that they are ready and able to cope with shocks and changes?

THANK YOU AND GOODBYE

- Please tweet your comments and reflections at #LearningConnects
- Join us on openspace.etf.europa.eu for further discussion and future events
- Please fill in the short feedback questionnaire and make suggestions for future webinars