



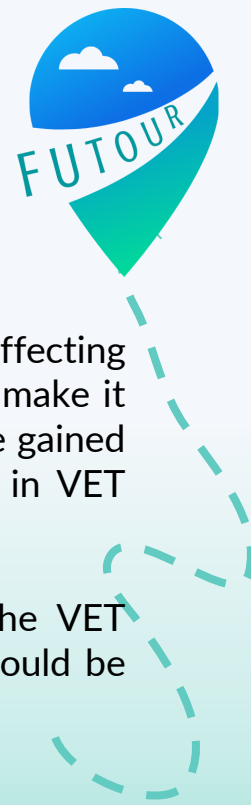
FUTOUR

UNIT 7

NEW TRENDS IN VET

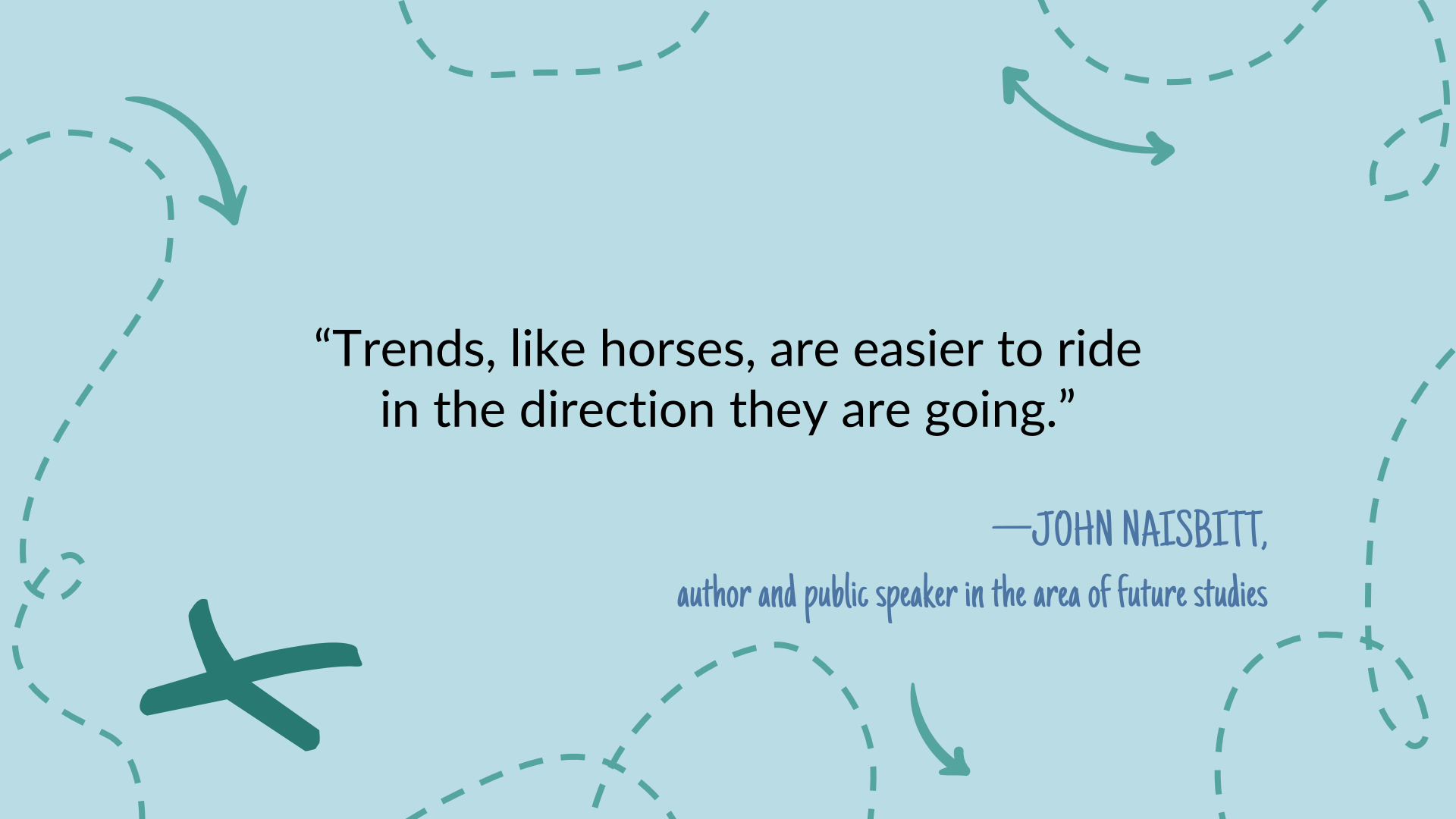
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INTRODUCTION



Within next three units we will concentrate more on the new trends and threats that are affecting the VET sector globally, diverse blended learning methods that could be used in VET to make it more attractive to different groups of learners, as well as new teaching methods that have gained popularity in the general education that can become real game changers when applied in VET sector.

In this unit, we will concentrate on the issues connected to the transformations of the VET systems at the global level, how these changes are affecting VET providers and what should be done in order to support the VET teachers and trainers in their mission.



“Trends, like horses, are easier to ride
in the direction they are going.”

—JOHN NAISBITT,

author and public speaker in the area of future studies

TABLE OF CONTENTS

01

TRENDS AND THREATS IN GLOBAL VET

where information on new
global trends in VET are listed
and explained

02

FUTURE FOR VET IN EU

where we gather information on
changes happening in VET
at EU level

03

TEACHERS AND TRAINERS IN A CHANGING WORLD

where we gather insights from
diverse researches on
VET teachers needs

04

ACTIVITIES

where you are asked
to put freshly acquired
knowledge into use

05

READING CORNER

where useful online links and
books for further development
are shared



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01

GLOBAL TRENDS AND THREATS IN VET

INTRODUCTION



One could imagine that with the long-lasting focus on the labour market and even the pre-pandemic need for the learners to enter the labour market with skills and competences that make them ready to take up a job almost instantly, the VET sector would bloom and thrive in the era of continuous prosperity.

However, the changing reality of the labour markets throughout the globe, together with the pandemic stagnation and sudden clearance of many companies (especially micro and small ones) are threatening the VET providers with new risks and uncertainties, fiercer competitors, less certain funding and more demanding learners.

The challenge for training providers spans for the entire learner cycle – from his/her attraction to an institution to completion of the training. Especially attracting, retaining and supporting learners that are disengaged from the education system, or have a low socioeconomic status or other special needs seem to be the biggest challenge of VET institutions around the globe.



GLOBAL TRENDS AND THREATS IN VET

LEARNERS AND VET CLIENTS	VET INSTITUTIONS	VET PROVIDERS CHALLENGES
IVT learners come to the training at the earlier stage of life	learners retention becomes a big issue	flexible and responsive training offer
adult learners enter the VET later in life	new delivery methods and channels are requested	new industry partnerships
mobility defines the international vocational training	mergers between sectors bring tensions among VET providers	new funding schemes

TRENDS AFFECTING LEARNERS IN VET

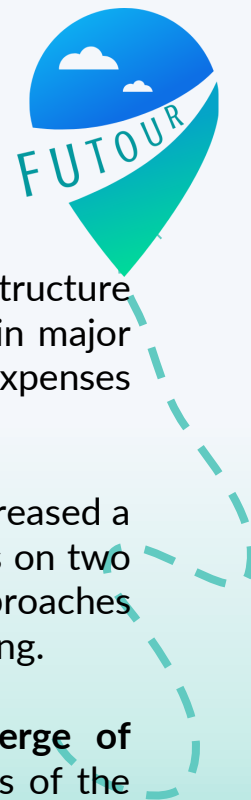


The trend of **learners coming into vocational education at an earlier age and later in life** is common in all countries. Due to the changes in the educational systems worldwide, younger populations are entering the general education as 5-6 y.o., thus starting their initial vocational training around age 13 - 15.

On the other hand, as **demand for new and higher level skills increase**, and the population in developed countries ages, old workers will be encouraged to stay at work. European countries have been especially active in addressing this challenge through lifelong learning policies. The number of 50-to-64-year-old EU citizens participating in training increased by between 1 percent and 26 percent in EU countries between 2005 and 2009.

Skilled people have increased their **work mobility** in response to changing demand. In 2010, there were an estimated 193 million migrant workers globally who moved countries for employment, thus rising a potential opportunity for re-skilling, training and accrediting migrant workers. This trend declined for a couple of years because developed countries have started to invest in training and developing their citizens rather than investing in migrants, but with the current wave of war refugees sweeping through Europe this trend might be reactivated soon.

TRENDS AFFECTING VET INSTITUTIONS

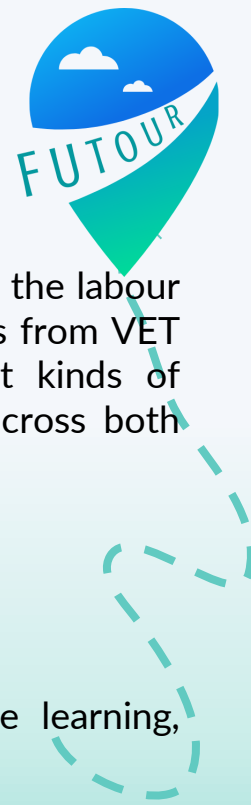


Difficulties connected to cost and profit pressure, revenue and skills for forecasting future are forcing institutions to find innovative ways to minimise investment in new infrastructure through the **use of new technologies** (such online tools) to avoid expensive investment in major capital. New cloud-based tools and new financing possibilities reduce administrative expenses while improving focus on instructional services.

Usage of **online and blended learning** does not come across as a new trend, but it has increased a lot in the recent years. Recent trends in blended and online learning models tend to focus on two areas - a move away from face-to-face pedagogy towards developing new teaching approaches that encompasses the new technologies in a better way, and a move towards mobile learning.

Traditional boundaries between educational sectors are shifted, resulting in the **merge of occupations, learners and VET providers**. This put a big pressure on the financing chains of the educational and training entities, as well as additional difficulty in recognising all skills and competences learned in different VET providers. This is especially challenging for learners with deficiencies or special learning needs, as it is difficult to map out their progress and overall performance.

VET PROVIDERS' CHALLENGES

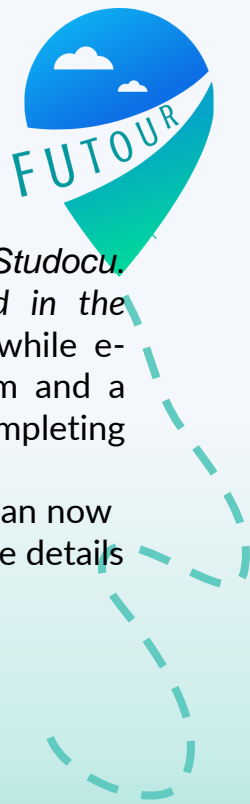


The vocational education and training sector continued development and rising impact on the labour market and work structures is directly combined with its responsiveness to new demands from VET Providers, learners and the broader community. Organisations that provide different kinds of vocational education and training will need to change and adapt in many ways, and across both administration and training/learning.

VET providers will need to become more:

- flexible in planning, managing and reporting their costs,
- responsive to new learner needs and expectations,
- open to embrace a hybrid and blended forms of education and training, mobile learning, individualised learning paths and self-paced learning,
- collaborative with other sectors, companies and learners
- innovative across all aspects of the learning and teaching cycle.

E-LEARNING STATISTIC 2023



According to STUDOCU report ((n.d.). *E-Learning Statistics You Need To Know in 2023 - Studocu*, Studocu.com. <https://www.studocu.com/blog/en/e-learning-statistics>), an edutech startup based in the Netherlands whose platform allows students to share summaries and lecture notes with others, while e-learning used to be a perk that only some institutions offered, it has now become the norm and a preference for the majority. Higher education e-learning platforms have supported students in completing their degrees at home while saving time and money.

Over the past few years, e-learning has grown tremendously. And more people than ever before can now pursue an education at their own speed, thanks to the internet. The data reported below reveal the details of the e-learning market and its projected future growth.

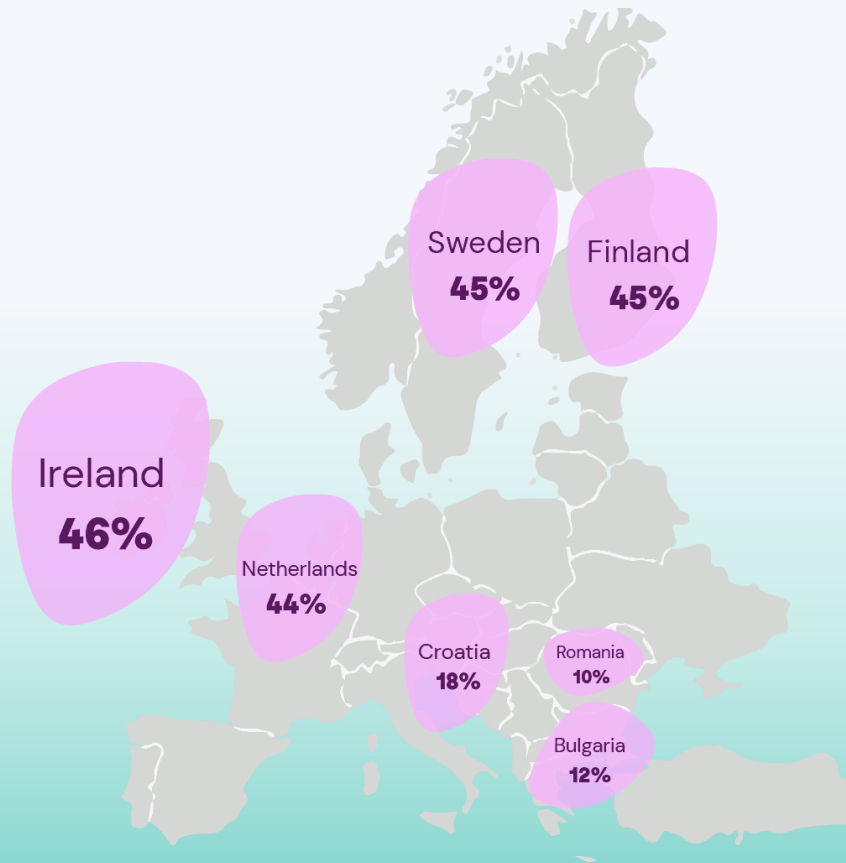
Key points of the STUDOCU report

- The e-learning market size exceeded \$315 billion in 2021.
- 42 percent of companies that use e-learning generate more income.
- In 2021, 27 percent of E.U. citizens aged 16 to 74 years reported participating in online courses.
- Since 2020, 98 percent of universities have moved their classes online.
- The global e-learning market is anticipated to climb to \$400 billion by 2026.
- Over 60 percent of German students and half of Dutch students reported that the pandemic had had a negative impact on their overall academic performance.



Online education in Europe

During the pandemic, social interactions were reduced; thus, the safest way out was to use online courses, which provide a secure substitute for education and training. Data from Europe shows that in 2021, 27 percent of E.U. citizens ages 16 to 74 reported having taken an online course or using online learning material, a rise from 23 percent in 2020.

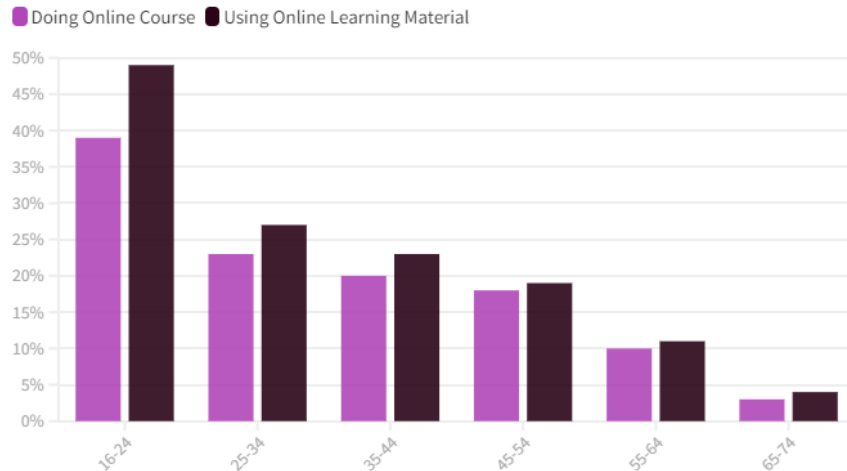


Ireland had the largest percentage (46%) of citizens ages 16 to 74 enrolled in online courses or accessing online learning resources in 2021. Finland and Sweden came in second, with each registering a share of 45 percent, followed by the Netherlands with 44 percent.

At the opposite end of the scale, Croatia (18%), Bulgaria (12%), and Romania (10%) were among the countries with the lowest percentages of people taking online courses or using online learning resources.



People doing an online course or using online learning material in EU (2021)



Source: Eurostat

StuDocu

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CORPORATE E-LEARNING



Compared to traditional learning, corporate e-learning requires 40% to 60% less time to complete.



On average, E-Learning increases a learner's retention rate to 82%.



77% of businesses used e-learning in some capacity in 2017.



So far, 90% of US corporations have incorporated online learning.



42% of companies that use e-learning generate more income.



Reference: (n.d.). *E-Learning Statistics You Need To Know in 2023* - Studocu.

Studocu.com. <https://www.studocu.com/blog/en/e-learning-statistics>

The background is a solid blue color. It features several white dashed line patterns that resemble hand-drawn scribbles or doodles. These patterns are scattered across the page, with some forming loops and others being more linear. The overall aesthetic is clean and modern.

02

FUTURE OF VET IN EUROPE

INTRODUCTION



The following part will present the information gathered by European Centre for the Development of Vocational Training (CEDEFOP) in *The Future of vocational education and training (VET)* project, that contributes to a better overall understanding of the challenges and opportunities facing European VET in the coming years.

Faced with rapid workplace digitalisation, the energy crisis and transition, as well as the need to empower learners to manage their working and learning careers, European countries have been updating their VET systems to keep up with labour markets' changing skill demands.

Below we will briefly present main findings from the CEDEFOP in this aspect.

FUTURE OF VET IN EUROPE



FEWER AND BROADER IVET QUALIFICATIONS

Many countries are reducing the number of their initial VET (IVET) qualifications while broadening their profile and increasing their occupational scope and flexibility. Broader initial qualification profiles that include optional elements facilitate individual pathways and flexible learning arrangements.

RETHINKING THE DESIGN OF VET QUALIFICATIONS

The EU has promoted individualised, flexible learning pathways for the past two decades. The 2020 VET Recommendation called for VET programmes to be 'learner-centred, offer access to face-to-face and digital or blended learning (and) flexible and modular pathways based on the recognition of outcomes'.

BLENDING SKILLS IN VET CURRICULA

Stakeholders across Europe agree that one of the key roles of IVET is to empower students to become active citizens and to foster the inclusion of disadvantaged learners. Hence VET curricula must not only reflect occupational skills, but impart general knowledge and transversal skills and competences to learners to help them face broader societal and labour market challenges.

FUTURE OF VET IN EUROPE



LEARNING SITE DIVERSIFICATION

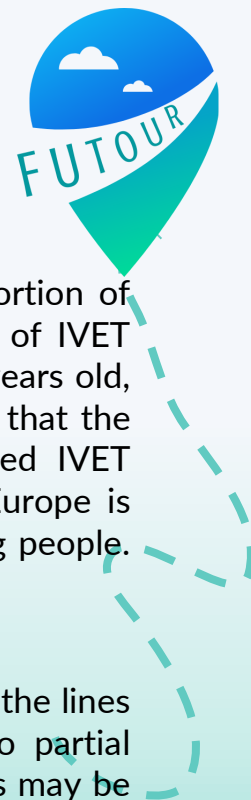
Workplace learning has increased across Europe, often at the expense of classroom instruction. In Italy, there is a clear shift from classroom teaching to in-company training. The workplace is no longer seen as a place to practice classroom knowledge but rather as one allowing learners to acquire specific skills that cannot be taught in school settings.

BRINGING IVET AND CVET TOGETHER

The need to balance general subject knowledge, occupational skills and transversal competences brings focus to the relationship between initial and continuing VET. While IVET has a particular responsibility in equipping young people with a solid base of general and occupational skills for the future, its response to emerging technological and occupational developments takes time. Arguably, transversal skills cannot be acquired by chance, but need to grow through practice and experience. This points to the increasingly important role of CVET and its interaction with IVET.

In most countries, IVET and CVET are still different 'planets', each with its own actors, purposes, structures and funding. IVET takes place mainly in public schools and relies on public funding, CVET is mainly offered by private providers or companies and largely financed by either employers or learners or both. IVET offers full formal qualifications, CVET often complementary training only.

THE FUTURE OF VET IN EUROPE



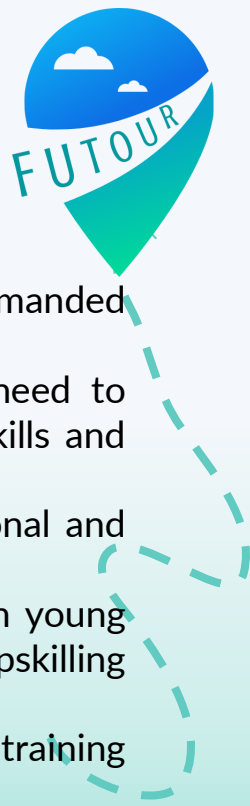
OPENING IVET TO ADULTS

Modern IVET at upper secondary and post-secondary level accommodates a substantial proportion of young adults (20-24) or adults over 25 in all countries. Only in Portugal are more than 60% of IVET learners younger than 20. In contrast, in Denmark and Finland, more than 60% are at least 20 years old, while Germany and the Netherlands have a more mixed age structure. These numbers suggest that the greater autonomy of local VET schools and authorities, and the introduction of modularised IVET qualifications, have increased the relevance of IVET for adult learners. The picture across Europe is uneven, however, with more than 90% of IVET in Italy, Cyprus and Hungary catering for young people. The role of IVET in facilitating lifelong learning is still evolving and requires further attention.

INTEGRATION OF IVET AND CVET

Cedefop has found that the involvement of IVET providers in VET for adults is gradually blurring the lines between formal and non-formal CVET. While formal VET programmes are modularised into partial qualifications that can be taken independently, non-formal CVET is progressively formalised: this may be through officially recognised (partial) qualifications, programmes included in national qualification frameworks or the integration of public and private CVET. Alternative certifications such as microcredentials and digital badges may influence the future integration of IVET and CVET

THE FUTURE OF VET IN EUROPE



WHAT DOES THE FUTURE HOLD?

- clear understanding of the different types of knowledge, skills and competences demanded by individuals, employers and society in general
- rethinking the relationship between the content and the delivery of VET: the need to combine and integrate general subjects with occupation-specific and transversal skills and competences will require new approaches to pedagogy and curriculum design
- IVET and CVET will play different roles in building and promoting general, vocational and transversal skills and competences
- possible overlaps between IVET and CVET, as well as conflicting priorities between young people's need for labour market entry and social inclusion and adults' re- and upskilling needs, will require attention
- supported by well-integrated guidance and validation arrangements, well-targeted training provision will help ensure the relevance and quality of VET
- VET needs to re-balance general subject knowledge, occupation-specific skills and transversal competences.

Reference: Pouliou, A., Kvisteroy, J., & Santos, M. (n.d.). *Future of VET*. CEDEFOP.

<https://www.cedefop.europa.eu/en/projects/future-vet>

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03

TEACHERS AND TRAINERS
IN A CHANGING WORLD

INTRODUCTION



Teachers and trainers are at the forefront of initial vocational education and training delivery. In the face of the unprecedented challenges created by the pandemic and the war in Ukraine, their commitment and creativity have been central to sustaining teaching and learning in schools and workplaces. They play a key role in empowering young people, on whose lives and hopes the lockdowns have taken a particularly high toll, and in helping integrate refugees into Europe's labour markets.

The vocational training and labour market inclusion of young people not in employment, education or training (NEETs), of refugees, asylum seekers and other vulnerable groups has become a major focus. Today it is a cornerstone of high-quality VET, requiring specific psychosocial and intercultural skills from teachers and trainers.

At the same time, the greening of European economies and the rapid digitalisation of many jobs, including the teaching profession itself, confront them with more new skills requirements. This is why it is now more important than ever for them to upgrade and update their own skills to be able, in turn, to instil self-confidence in their students, trainees and apprentices, as well as offering them up-to-date knowledge and skills.

FUTURE POLICY RECOMMENDATIONS

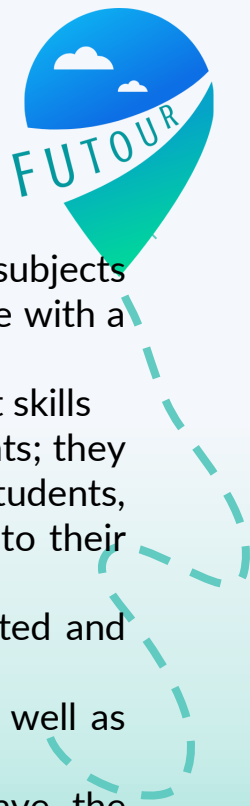


KEY POLICY RECOMMENDATIONS FOR STRENGTHENING TEACHING AND LEADERSHIP IN VET

VET TEACHER SUPPLY	increasing the attractiveness of teaching careers in VET	providing flexible pathways into VET teaching	attracting more industry professionals to teach in VET	improving the monitoring of VET workforce dynamics
VET TEACHER TRAINING	designing effective and flexible initial teacher education and training programmes for VET teachers		increasing participation in relevant professional development opportunities	
INNOVATIVE PEDAGOGY	fostering VET teachers' capacity to use innovative pedagogy	providing VET teachers with strategic guidance and institutional support for the integration of new technology into VET	establishing partnerships between the VET sector, industry and research institutions	raising awareness of the importance of innovation, ICT and soft skills in VET
STRENGTHENED LEADERSHIP	clarifying the roles of VET leaders	ensuring that VET leaders have access to initial training and professional development opportunities		improving the attractiveness of the VET leadership role

Reference: JEON, S., & VANDEWEYER, M. (n.d.). *Teachers and Leaders in VET Policy Brief*. OECD. <https://www.oecd.org/skills/Teachers-and-Leaders-in-VET-Policy-Brief.pdf>

VET TEACHERS TRAINING



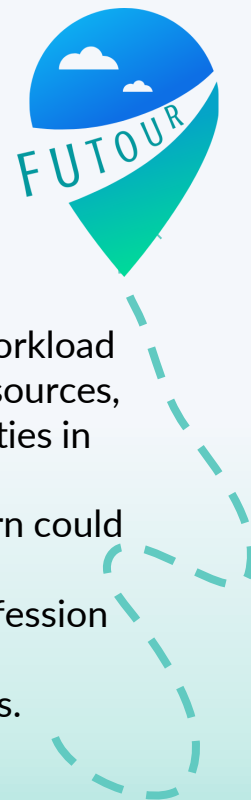
- VET teachers need dual competences - theoretical and practical knowledge of the subjects they teach and pedagogical skills to effectively share their knowledge and experience with a diverse group of students
- VET teachers need to have a wide range of transversal skills, including digital and soft skills
- VET teachers need to foster the development of digital and soft skills in their students; they should gain deeper knowledge about how to develop these skills among their students, especially within practical settings, and integrate innovative teaching approaches into their daily practice
- there is a need for pedagogical approaches to be learner centred, workplace oriented and inquiry based
- to foster soft skills, pedagogy should emphasise active and experiential learning as well as collaborative learning
- new technologies such as virtual/augmented reality, robotics and simulators have the potential to foster innovation in VET teaching and learning - these technologies can provide flexible, cost-effective and safe ways to promote learning, and help students develop technical skills, but also soft and digital skills.

INNOVATIVE PEDAGOGY



- VET teachers make more use of digital technologies than general education teachers but a large proportion of VET teachers are not well prepared to teach using advanced technology in digital environments
- significant share of teachers – and especially older ones- do not feel confident in the use of digital technologies for teaching, preparing lessons, communicating with parents and providing feedback
- in order to integrate new technologies into their teaching, VET teachers need to receive support to further develop their digital skills and knowledge about technology use in industry
- to apply innovative pedagogical approaches effectively, teachers need to be familiar with the theoretical foundations underpinning them, as well as proficient in the use of ICT and specific teaching techniques
- Raising awareness among VET stakeholders (especially teachers) about the importance of developing soft and digital skills and adopting new technologies and pedagogical approaches in VET is crucial for fostering a more innovative approaches to VET teaching

STRENGTHENED LEADERSHIP



- newly appointed leaders in VET institutions face many challenges including heavy workload and task management, curriculum and instruction issues, bureaucracy, insufficient resources, resistance to innovation, lack of professional development opportunities, and difficulties in managing interactions with school boards, other teachers and parents
- difficult working conditions in the early years could lead to high attrition, which in turn could contribute to shortages of VET leaders
- Different policy levers can be used to ensure that VET leadership is an attractive profession with high-quality working conditions, including the creation of middle-management positions, and the provision of induction programmes and peer-learning opportunities.

References:

JEON, S., & VANDEWEYER, M. (n.d.). *Teachers and trainers in a changing world - Building up competences for inclusive, green and digitalised vocational education and training (VET)*. CEDEFOP. https://www.cedefop.europa.eu/files/5586_en.pdf

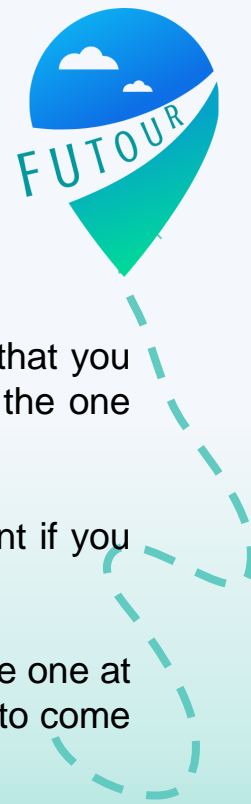
OECD (2021), *Teachers and Leaders in Vocational Education and Training*, OECD Reviews of Vocational Education and Training, OECD Publishing, Paris, <https://doi.org/10.1787/59d4fbb1-en>

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04

ACTIVITIES

INTRODUCTION TO THE ACTIVITIES



Take a look at your class schedule for the next week and month.

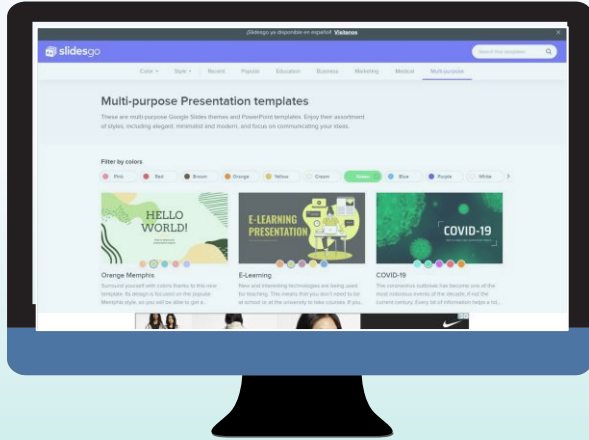
Make note of what topics you are to present and to what classes and choose one topic that you would like to concentrate on during the next activities. We would recommend to choose the one you personally like and feel confident about because it will come in handy later on.

You can always choose more than one topic to work with or change it whenever you want if you discover that the achieved results are not on par with your expectations.

There is no time limit to implement those activities - you can do them in one sitting or make one at a time. Implementing the tasks is not obligatory, but we think they are a great opportunity to come out of our comfort zone and brave the winds of change.

Remember, “Rome was not built in a day”, therefore the transformation from the traditional way of teaching and training to more digitalised and learner-oriented one is also a long-term process that may not necessarily be finished in a week or two.

ACTIVITY 1



Imagine that you have been invited by your school administration to hold a workshop for young people aged 14 - 15 years that are interested in coming to your school for education and training. Workshop will be held during your school open days and it is expected that youngsters will come with their parents and friends to see the school premises, roam through different classes and ask questions concerning their future vocational path.

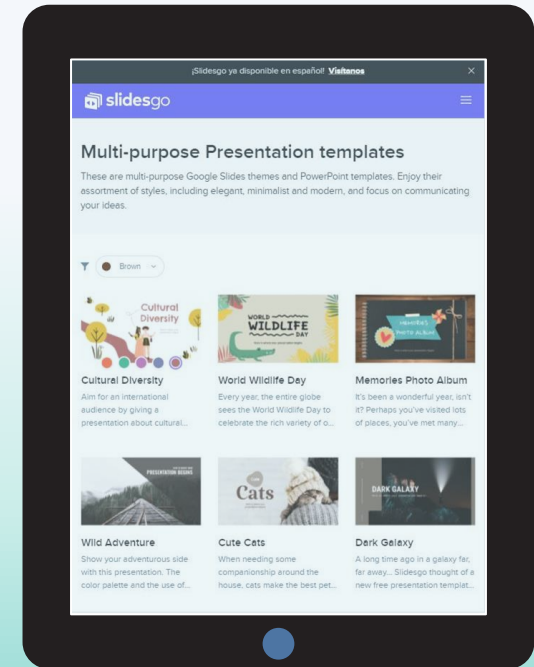
Think what kind of topic you would like to present during your 30-minute-long workshop, what kind of teaching tools and aides you could use, what kind of materials could be prepared for the people present at your workshop and what kind of potential questions could come from the audience. Remember that you are representing your school's voice and you have 30 minutes to convince your potential future learners that learning in your institution can be entertaining and interesting.

Write down your thoughts and prepare a draft of your workshop.

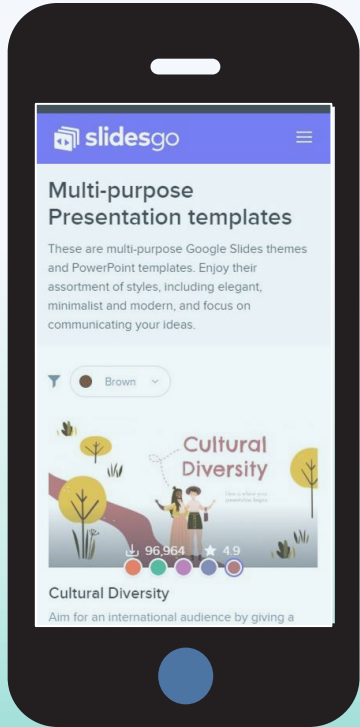
ACTIVITY 2

Imagine that you have been invited as a lecturer to a gathering of the 3rd Age University to hold a meeting with seniors that have been active in your field of expertise 15 years ago. They want to learn the newest from their previous work sector and get some more insights into the topics you normally teach at school. The former headmaster of your school is currently presiding over the University and he will also take part in the gathering.

Think what kind of presentation you would like to make, what points will you address and how you will explain the recent findings from your topic, what informative materials and exhibits you can bring with you. Do you think a practical presentation or a group works can be included into your idea? Remember, the group you will be talking to, were once experts in your field so they can be attentive listeners and ask very detailed questions.



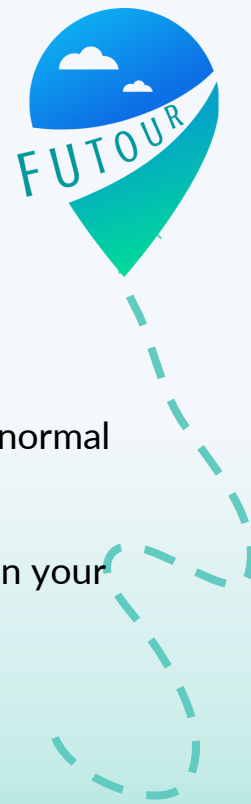
ACTIVITY 3



You have discovered that there are some learners interested in your subject and would like to learn more about it in their free time so they come to you and asked if you could create an extracurricular club to expand their knowledge. Unfortunately, your school does not have a spare classroom or resources to accommodate your extracurricular club. The learners are motivated and would be willing to engage themselves in volunteering activities that could gather some of the resources or pay a fee for the extra classes but you still need a bit more to offer them extra learning space, materials and tools.

Think what kind of resources would you need to open and maintain the extracurricular club for the whole school year. Create a provisional operational plan that will contain both your plans for the extra classes (topics, needed materials, needed money) and ideas how to gather the necessary resources.

ACTIVITIES SUMMARY



How did you find the proposed activities?

Were they easy to implement or did you have problems with impromptu changes in your normal working routine?

Did they bring you out of your comfort zone or it is something that you often encounter in your working routine?

Would you like to participate in similar training activities in the future?



05

READING CORNER

INTERNET RESOURCES



E-learning statistic:

(n.d.). *E-Learning Statistics You Need To Know in 2023* - Studocu. Studocu.com.
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THANKS!

Do you have any questions?



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