

↑ WS6 THE FUTURE WORKPLACE AND KEY COMPETENCES

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We saw very intense and vivid conversation in nine groups of altogether about 90 participants.

The discussions had their main focus on VET Schools of the future, change of teacher's and student's roles due to probable new professions.

Major issues were skills and competences needed in future.

Future Schools will change:

"Old" attitudes, methods, roles do not work any longer, so other perspectives have to be taken:

From teaching to learning - the learner is put into the center as well as learner's real-life experiences/ vocational competences / challenges and problems.

Who is the owner of the learning process?

It must be the learner in his or her work environment!

Schools and work-life must be in tight cooperation.

School management must create and set new frames to reach these aims.

The school system must be understood as a whole; from basic school up to universities should be a linked educational chain.

Student's competences will change:

- students need self-responsibility to find their own path for learning and future (while teachers will have to become coaches and accompany students on their learning paths)
- students must develop creativity and cooperation skills,
- they need self-development, self-evaluation
- research competences
- in times of fast changes successful social interaction will be crucial for every individual, social competences need to be fully developed
- flexibility and adopting skills to cope with constant changes
- high communication skills both analogue and digital
- broad range of digital skills for all aspects of workplace
- the will and power for constant up- and reskilling

Teacher's role and competences will change:

- from teacher to trainer/coach/ guide
- teacher must be informed about and close to working life
- trained in variety of digital skills
- empathy, social and pedagogical skills are as crucial as vocational knowledge
- team work skills
- flexibility and power to upskill regularly

Teacher training / university will have to change:

Universities and teachers training seminars are responsible.

Teacher's education/ training must adjust and be in time - appropriate training is needed:

- How to support individual paths of learning (in cases of immigration, inclusion, up- and reskilling of adults...)
- How learning methods are changing:
 - o gamification
 - o project based learning and teaching

How could EfVET support?

- Platform for best practices.
- Platform for networking and communication
- Exchange of ideas around the year
- Easy access to Thematic groups and possibility of subgroups implementation
- Webinars as a way of distance learning and teamwork
- Basecamp for targeted development
- Peer to peer –support- should be offered for e.g. in Basecamp
- Answers for Feed-back Interview:

Results and Suggestions:

I Activities 2020?

Wish to continue discussions and have more continuous networking groups topics, exchange ideas and best practice experience over the year.

II Input/ Support

EfVET should support these wishes by offering platform, structure and help for easy access

We ourselves should take the hurdle and use digital ways of communication such as Webinars on certain topics, let's say: Input on skills and competences of the future.

In our network, we could use the opportunity to have peer-to-peer advice and find ways to offer easy access.

III Recommendations to SC EfVET for the next conferences:

- Less pure technology topics – don't forget to focus global goals in general
- Please use innovative methods to move ourselves to enhance creativity, imagination and digital competences

- Healthy brains are found in healthy bodies; let's try to work this out theoretically and practically in the conferences.