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DIG4VET NEWSLETTER

The second DIG4VET project newsletter is devoted to the important project event – final conference Digital Competences and Tools for Modern VET.

Digital Competences and
Participant Riga 2022
Tools for Modern VET



Co-funded by the
Erasmus+ Programme
of the European Union

Digital Tools for Learning and Validation in VET and WBL: Training Program for VET Teachers, Trainers and Mentors

No2020-1-LV01-KA202-077486



Valsts izglītības
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Project lead partner

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<https://www.visc.gov.lv/lv/projekts/projekts-dig4vet>

The **DIG4VET** project event – final conference **Digital Competences and Tools for Modern VET**, which took place on June 16, 2022 and gathered around 70 **VET school representatives, teacher trainers, stakeholders, policy makers and implementers**. The conference was hosted by the project partner Riga Art and Media School in their recently opened conference hall – Black Box.

The aim of the event was to introduce **Erasmus+ DIG4VET project results**; to demonstrate and discuss approaches how **digital tools** can enrich everyday practices in VET; to promote networking of VET professionals. Participants had opportunity to participate in practical **workshops** where project partners shared their experience on how to use digital tools in everyday teaching learning and work situations.

The consortium partner **Oulu University of Applied Sciences** sent a **digital badge** to each conference representative certifying their participation in the event





konference Digitālās prasmes un rīki mūsdienīgai profesionālajai izglītībai

16.06.2022. Rīga

Baiba Bašķere

Ministry of
Education and
Science



Izglītības un zinātnes
ministrija



In her opening speech **B.Bašķere** told about the main educational development goals and course of action for Latvia in 2021-2027. In the nearest **future the focus will be on providing high-quality educational opportunities** for all residents of Latvia in order to promote the development and realization of their potential throughout life and to build their ability to change and responsibly manage the constant changes in

society and the economy. In vocational education and training in particular, the efforts will be **centred on excellence and innovations**. The main task is to strengthen the role of **Vocational Education Competence Centres as centers of excellence**, whose task is to provide methodological support to other VET institutions for the development of educational programs relevant to sectoral development.

Another direction is to continue to **improve, modernize and digitize the learning environment in vocational education institutions** in order to strengthen students' capacity for **innovation, entrepreneurship, digital literacy and creativity**, as well as to implement a student-centered learning approach in line with sectoral needs.



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Rīgas
Mākslas
un mediju
tehnikums



VILNIAUS
AUTOMECHANIKOS
IR VERSLO MOKYKLA



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konference Digitālās prasmes un rīki mūsdienīgai profesionālajai izglītībai

16.06.2022. Rīga

Līga Ozoliņa Riga TechGirls



Līga Ozoliņa the cofounder of **Riga TechGirls** inspired conference participants with her experience in taming technologies. The company Riga TechGirls works so that **technologies** are understood and everyone, including girls and women, can use them for their own benefit; believes that stronger digital skills will contribute to the growth and quality of life of the entire society. Since 2015 Riga TechGirls have **implemented** more than **100 workshops**, over 40 inspiring evenings, 4 extensive

programs and over 50 other events.

The choice how to live in the new **IT reality** is in our hands. The next ten years will bring more change to mankind than the previous one hundred years and by 2025 more than 50% of all employees will need reskilling to cope with new challenges brought about by the rapid developments. Among top ten skills for future employees are analytical thinking and **innovation; complex problem solving; creativity, originality and initiative; technology design and programming, etc.**

According to the Ministry of Economics in 2025 Latvia will be short of **20 000 IT specialists**. We have quite challenging goals ahead of us: 43% of population in Latvia has **basic digital skills** – the goal is 70%; 35% of population has **good digital skills**, the goal is 45%; the workforce in the IT sector is 2, 9 and the goal is 3, 9%.



Riga TechGirls also contributes to the achieving of these goals. Their recent activity was **Masterclass for digital growth "About technology in a simple way"**. The aim of the training was to improve the digital skills of Latvian teachers. The teaching content was designed in such a way that teachers would acquire not only theoretical, but also practical knowledge on how to use **various digital tools** more effectively in their work, and also increase students' digital skills with their competence.





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Dr. Sanna Brauer

Oulu University of Applied Sciences



Oulu University of Applied Sciences is one of the **Dig4VET** consortium partners whose main responsibility was to conduct the needs analysis to gain an overview of **school leaders', teachers' and students'** perceptions of their digital competency and use of digital technology in participating organisations, in three countries: **Latvia, Lithuania and Portugal**.

Dr Sanna Brauer presented the main **findings** and **recommendations** which are **needs analyses report Teachers' Digital Pedagogical Competence** in Latvia,

Lithuania and Portugal: **Needs Analysis, Review Report** and Recommendations for Continuous Education and Training.

In the publication **OAMK** communicate a **review of digital skills of VET teachers and trainers in partner organizations** (VET schools) and **partner countries**, including a report on the use of SELFIE in **Latvia, Lithuania and Portugal**. The report also suggests recommendations for future **training programs in digital pedagogy for VET teachers, trainers and WBL tutors**.

The speaker highlighted that future **CPD for VET teachers, trainers and mentors** should be based on up-to-date pedagogy that is also applicable in VET. According to recent studies, this requires diverse practices, such as flexible study options that allow **CPD** regardless

of time and place, and different possibilities for learning, as well as understanding of the individuality of the learning process.

CPD should allow wider opportunities to participate and collaborate with colleagues. It is worth focusing digital strategies on **CPDs** that allow managing and orchestrating the use of **digital technologies in teaching and learning in synergy** with other educational institutions and in solid partnership with working life. The role of **WBL tutors** should be emphasized when planning **CPD**. The implementations must allow wider opportunities to **participate** and **support flexible options** for participation to meet unique professional needs of VET teachers, trainers, and mentors.





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Eng. PhD Emil Velinov ITC International



The consortium partner **ITC International** was presented by Emil Velinov, who talked about empowering digital competence of **educators and learners in Vocational education and training**.

He told about existing frameworks for educators' digital competence development. **Digital Competence Framework for Educators** (DigCompEdu), which describes what it means for educators to be **digitally competent**, provides a general reference frame to

support the development of educator-specific **digital competences** in Europe.

The **Digital Teaching Professional Framework** is the competency framework to provide a set of professional standards for technology - enhanced learning and a common understanding of digital skills development. The framework is based around seven elements and sets out a progression path through three stages of development: **Exploring, Adopting and Leading** in use of technology the **seven elements** are: **planning** your teaching; **approaches** to teaching; **supporting** learners to develop employability skills; **subject-specific** and **industry - specific** teaching; **assessment**; **accessibility** and **inclusion**; **self-development**.

E. Velinov told about EU support for digital skills professional develop-



ment among **VET educators and learners**. He also mentioned future development of **digital skills for VET learners and educators**, which includes blended learning environment courses and modules; **development of e-Soft Skills** and **development of advanced digital skills** for VET teachers and learners.





Dr Päivi Kilja Oulu University of Applied Sciences



Foundations of collaborative practices for pedagogical development focused on **teachers', school leaders' and students' digital competences** in **Latvia, Lithuania and Portugal**, based on the desk research and the **results** of the **SELFIE study**. Her presentation also included the challenges posed by the COVID-19 pandemic to VET learning. VET initiatives, concerning digitalisation were rapidly developed and implemented in Latvia, at both national and school level.

At national level, contents of vocational education are reformed for **flexible learning** options, including **implementation** of **modular** vocational education programmes. Digital literacy courses were organised for VET teachers both at national level and locally, and offering **new digital learning** opportunities for teachers.

In Lithuanian Covid-19 pandemic has required collective efforts from schools and teachers' strong autonomy to deal with the **challenges of sudden transition** to distance education. Digital competence is listed as **a key competence** in VET and is promoted at **national and regional level**. There are policy documents, as well as regulations, to **support** the **development** of this **competence**. Digital transformation

has a significant impact on all aspects of life in **Lithuania** and the COVID-19 has accelerated the **digitalization of learning and work**.

The **Portuguese education system's** initial response to COVID-19 pandemic included several effective actions. For example, Securing the continued access to the learning possibilities and the flexible educational pathways. In several recent policy documents and programs, **promoting digital competence** has been one key focus in Portugal.

In general, the findings showed positive signals about VET teachers', trainers' and students' **digital pedagogical skills**, use of the technology and online learning environments for teaching and existence of basic digital infrastructure in schools.





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Vita Žunda BalticBright



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A significant **Dig4VET** project output was **open education resources**. They were developed by each partner and are available on the platform:

qualityplacements.eu

Vita Žunda who represents the partner **Baltic Bright** briefly described and **introduced** to **conference participants** the **developed materials**. Everybody can find a short description and a



guidance how to use one or the other **digital tool for teaching learning and management** purposes. Among the digital materials one can find the most appropriate for themselves. The developed materials are about the variety of digital tools: **Kahoot, Linoit, Jamboard, Mentimeter, Padlet, Genially, Quizizz, Quizlet, Google Docs, Trello, Miro and many more.**



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Dr César Herrero European Commission, Joint Research Centre (JRC)

The final speaker **Dr César Herrero who represented Joint Research Centre of the European Commission** joined the conference online. His speech was aimed at introducing the audience to the recently developed tool - **SELFIE** for work-based learning.

SELFIE is a self-reflection tool for schools to assess their digital readiness. In autumn 2020 successful pilots were implemented for extending **SELFIE** to **WBL**, including related to apprenticeships, involving a large number of stakeholders.

There were several reasons to introduce **SELFIE** to **WBL**. Firstly, vocational **education** and **training** is **high priority** in the EU Agenda (Council Recommendation) and there is interest to invest in VET education, secondly, is important to **standardize traineeships**, and thirdly, **SELFIE** for **WBL**: Coordination between schools and companies on the use of technologies - **digital education** better fit for workplace. **SELFIE** for **WBL** was also necessary as EU and partner countries focus on developing **schools digital capacity** through collective reflection and digital action plans. The tool helps to align new pedagogical practices with new organizational practices: enhancing the impact of ICT in private sector.

From September to December 2020, nine countries undertook

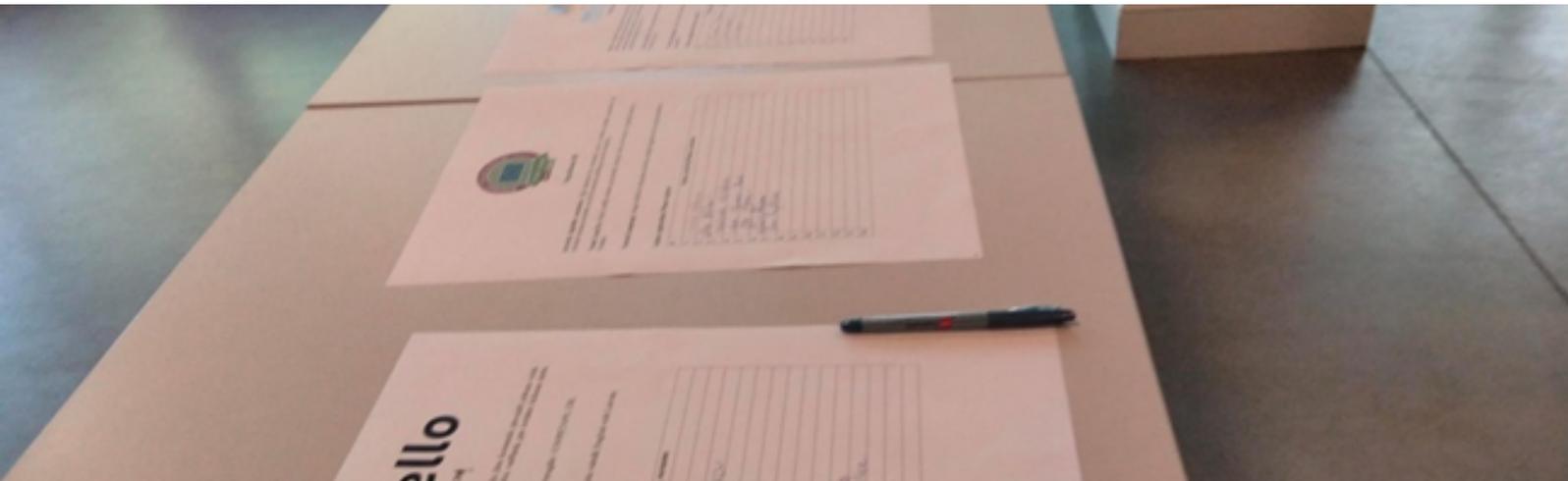


testing of **SELFIE for WBL** involving around 35.000 participants from around 150 VET schools and 300 companies. Five EU countries participated in the pilots. **SELFIE for WBL** was developed and piloted from 2018 to 2020 with official launch – Selfie Forum in 2021.





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Practical workshops



Conference participants had opportunity to participate in one of five practical workshops where project partners shared their experience on how to use **digital tools in everyday teaching learning and work situations.**

Portuguese partners shared their experience working with **Trello** which is a popular project management tool and helps to easily **track project plans, tasks, and progress.**

Finnish partners lead the workshop on **Digital Badges** where participants could learn what

open badges are, how to create trusted badges, and how these micro - credentials motivate learning.

Riga Art and Media School introduced participants to **Quizziz** which is a learning platform that offers several digital tools to make the learning process in the classroom interactive and engaging. **Quizziz** help to **plan lessons, conduct formative assessments, assign homework** and interact with their students in an attractive way.

Lithuanian partner Vilnius Car Mechanics and Business school demonstrated how they work with **Miro**, which is an easy-to-use **online collaborative whiteboard platform** that allows teams of students to work together effectively anytime, anywhere.

Baltic Bright the project partner from Latvia told and showed how

to use **Digital sticky** notes to organize a **brainstorming session** quickly and easily and how the graphic design platform **Canva** can be used to **create business cards, Instagram posts and edit photos** without extensive photo editing knowledge or experience.

Project lead partner

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Project partners

Rigas Mākslas un mediju tehnikums, Latvia: <https://www.rmmt.lv/>

Baltic Bright, Sabiedrība ar ierobežotu atbildību, Latvia: <https://balticbright.lv/>

COOPETAPE, Cooperativa de Ensino CRL, Portugal: <https://www.etap.pt/>

Oulun Ammattikorkeakoulu OY, Finland <https://www.oamk.fi/en/>

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ITC International TEFL Certificate s.r.o., Czech Republic <https://www.itc-international.eu>

