World Teachers’ Day 2020
Teachers: Leading in crisis, reimagining the future

OECD-UNESCO Joint Webinar:
Industry experience of TVET teachers in time of crisis

Organized in partnership with: European Training Foundation, ILO and the World Bank

Thursday, October 8, 2020 from 14:00 to 15:30 (GMT +2)

English and French interpretation.

Registration

Context

The COVID-19 pandemic significantly constrained technical and vocational education and training (TVET) systems around the world. Due to the closure of training institutions, there has been a shift towards remote training measures to ensure the continuity of training. However, in
many countries, TVET managers, teachers and learners were not adequately prepared for this rapid shift given the lack of necessary skills and infrastructure to accommodate distance teaching and learning methods. Besides, while practical training is a critical dimension in TVET, the delivery of work-based learning, including apprenticeship trainings, continues to face serious disruption from the closure of enterprises and the general economic downturn, and this type of training is not easily delivered through remote modalities.

**Given the current difficult situation, leadership of TVET teachers is critical to ensure the continuous provision of both theoretical and practical training.** In general, TVET teachers have an immediate and positive influence on learners’ outcomes, their occupational skills, and subsequently their employability and career development. The quality of TVET teachers has an impact on the quality of skills that are being put to use in the labour market, and strong pedagogical and industry skill crucial for these teachers. In the context of the COVID-19 pandemic, TVET teachers have had to use a combination of face-to-face and remote training, online and offline instruction, as well as high-tech, low-tech and no-tech solutions. Depending on the local and national contexts, support received from the governments and digital and crisis readiness, TVET teachers have been more or less effective in their approaches during the months that followed the outbreak of the pandemic.

**UNESCO and OECD are co-organizing the webinar session ‘Industry experience of TVET teachers in time of crisis’ to discuss the status of TVET teachers’ industry experience, and the related challenges and feasible solutions for developing and strengthening their industry knowledge and skills.** For more than two decades, the TVET sector has been challenged by the need to renew itself in order to respond to the rapid changes of the labour market. Nowadays, companies require a qualified workforce, and they are finding it increasingly difficult to find and to maintain workers with the right skills. This remains one of the main challenges for the labour market as building skills is a long process, which begins in the classroom and continues in work situation, through confrontation with real work situations. To ensure that quality graduates join the workforce, TVET teachers need to continuously update their own knowledge of technological advances in the sector of specialisation in which they deliver training.

Some of the key issues on TVET teachers and teaching that will be discussed in this session are as follows:

1. **Teacher shortages** in TVET programmes are a common challenge across UNESCO and OECD member countries. TVET teachers are unique in terms of how they are recruited and trained – they are required to have not only subject and pedagogical knowledge but often also work experience in their industry field. The shortage of teachers has a significant impact on the quality provision of TVET and the subsequent skills supply to the labour market. Teacher shortages may result from in-service teachers leaving the profession prematurely, due to dissatisfaction, lack of recognition (real or perceived), less attractive salaries compared to other alternatives, or burnout.

2. **TVET system often competes with industry** – in particular in high-demand occupations – in recruiting qualified experts as teachers. TVET systems are often unable to offer competitive salaries. The attractiveness of TVET teacher careers, salaries and working conditions compared to those of alternative occupations affects the propensity of young people to undergo initial teacher preparation and stay in the profession during the initial years.
3. **Barriers limit the inflow of industry professionals or other teaching professionals into teaching TVET.** While the qualification requirements help maintain certain levels of quality of TVET teachers, regulatory restrictions regarding teaching qualifications may prevent industry professionals from entering the education sector. The qualification requirements for teachers in TVET vary across countries and change over time. Although several EU countries show similarity in standards, most countries have advanced their standards or reformed them in recent years, while others have not.

**Unfortunately, the COVID-19 pandemic is only further complicating the above enumerated challenges concerning TVET teachers.** In May 2020, more then 80% of the micro, small and medium scale enterprises suspended their activities and left apprentices without a learning place for hands-on professional training. Graduation of TVET students has also been disrupted by the closing of training institutions. Technologies are now being placed at the heart of TVET learning, with not all teachers having the skills to use these technologies effectively. Learning spaces (classrooms, labs, pedagogical fields) are being adapted to comply with sanitary regulations and the admission capacity of the training institutions has been reduced. Training programmes are being redesigned and the training attendance obligations are adjusted. Blended training – alternate periods of attendance at the training center and independent study from home – are being adopted. All these changes put additional strain on TVET teachers, but also impose the need for a major rethinking and rebuilding of training systems to make them more resilient.

**Objectives and expected outcomes**

This session aims to discuss the status, challenges and feasible solutions for TVET teachers and teaching, in time of crisis from the perspectives of various stakeholders. This discussion will maintain a particular focus on the mobilization of industry experiences of TVET teachers.

Six (6) panellists will be invited to represent the following stakeholder groups: Ministry; TVET teacher training institution; TVET institution; TVET regulatory body; the private sector; and training fund.

Each panellist will reply to a set of questions from the moderator and subsequently to some additional questions posed by the audience at the session. Topics for discussion include:

- How can TVET systems attract professionals from the industry to the teaching profession?
- What are the barriers faced by professionals to enter the teaching profession?
- How can work experience be integrated into initial teacher training for TVET fields?
- What professional development strategies can be pursued to support TVET teachers in keeping up to date with evolving industry practices?
- How do TVET teachers interact with industries, companies, factories, etc. to update their skills?

Panellists are invited to share their insights on these questions in general and share any specific policy measures or actions that they have taken under the COVID crisis, if any.

We expect to receive the latest information and ideas on the status, challenges and feasible solutions for TVET teachers and teaching in time of crisis from the perspectives of various
stakeholders. The collected information will contribute to the preparation and/or finalization of analytical works of both UNESCO and OECD.

How to register

To register, click on the ‘Registration’ link above.

Agenda

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<th>Thursday, 8 October 2020</th>
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| **14:00 – 15:30 (Paris time)** | **Opening**: Mr. Borhene Chakroun, Director, Division of Policies and Lifelong Learning, UNESCO *(5 minutes)*
|                           | **Panel discussion**
|                           | **Moderator**: Ms. Marieke Vandeweyer, Senior Policy Analyst – Vocational Education and Training, OECD Centre for Skills
|                           | **Introduction by the moderator** *(7 minutes)*
|                           | *(5-6 minutes \times 6 panellists \times 2 questions/panellist = approximately 70 minutes in total)*
|                           | **Panellists**
|                           | • Mr. Julian Stanley, VET Teachers and Trainers Specialist, Operations Department, European Training Foundation
|                           | • Ms. Sana Darmoul, Directrice générale, Centre National de Formation de Formateurs et d’Ingénierie de Formation (CENAFFIF), Tunisia
|                           | • Mr. Randhir Singh Rathore, Professor of Policy Planning and Research and Dean of Academics Affairs at Shri Vishwakaram Skill University, Haryana, India
|                           | • Mr. Shota Berekashvili, Co-CEO, BK Construction, Georgia
|                           | • Mr. Pete Grady, Mr. Jonathan Jones and Ms. Samiya Sayed, Department of Education, England
|                           | • Ms. Sesi Nombulelo Nxesi, CEO at ETDP SETA, South Africa
|                           | **Wrap-up of the panel discussion and closing**: Ms. Victoria Levin, Senior Economist, Education Global Practice & Co-Lead of Skills Global Solutions Group, The World Bank *(7 minutes)* |
Bios of speakers and panellists

**Borhene Chakroun** is an engineer and has a PhD in Education Sciences from Bourgogne University in France. Borhene worked, during the 1990s, as trainer, chief trainer, project manager. He has also worked as short-term consultant for the EU, World Bank and other international organisations before coming to the European Training Foundation (ETF) in 2001. At the ETF, Borhene worked as Senior Human Capital Development specialist. He is now Director of Policies and Lifelong Learning Systems Division at UNESCO-HQ. Borhene conducted a range of policy reviews and skills systems diagnosis in different contexts. He has authored and co-authored various articles and books in the field of skills development and lifelong learning. Much of his most recent work focuses on global trends in reforming education and training systems and global agenda for skills development in the context of the 2030 Sustainable Development Agenda.

**Marieke Vandeweyer** is a senior policy analyst in the OECD Centre for Skills, where she leads the work on Vocational Education and Training. Since joining the organisation in 2014, she has worked on a range of topics, including skills, activation policies and labour market reforms. She has been actively involved in the OECD’s Getting Skills Right project, analyzing the match between skills demand and supply and the responsiveness of adult learning systems to changing skill needs. Her current projects focus on the future-readiness of Vocational Education and Training (VET), including comparative analysis of VET teachers and leaders and of higher-level VET programmes. Marieke holds a MSc in Business Engineering and a MSc in European Politics and Policies, as well as a PhD in Economics from the University of Leuven (Belgium).

**Julian Stanley** spent the first half of his career working as a VET teacher and manager in a variety of schools in the London, UK. Subsequently he joined the University of Warwick where he carried out research into the development of curriculum, qualifications and pedagogies and contributed to initial and continuing professional development. Since 2014 he has been employed by ETF, in Italy, where he has specialised in supporting vocational teaching and learning and teacher professional development. Julian has coordinated ETF’s international survey into vocational teachers, currently involving nine countries, and has supported professional development at the levels of policy and practice, most recently, in relation to teacher placements in industry, video pedagogy, school-based professional development and teacher networks.
Sana Darmoul is the General Director of CENAFFIF, which is the National Centre for Training of Trainers and Learning System Design in Tunisia. Reporting to the Ministry of Vocational Training and Employment, CENAFFIF is a public institution responsible for the training of the educators from different vocational sectors, as well as developing and updating vocational training programmes and producing teaching and learning methodologies and tools for trainers. Ms Sana Darmoul’s role is to manage this institution. Before joining CENAFFIF, she worked as Accounting Director at SONEDE and as Administrative and Financial Director at SONEDE INTERNATIONALE. Ms Sana Darmoul obtained an MBA at UQAM in Canada and a Master’s degree in Accounting and Information Systems at ISG Tunis.

Randhir Singh Rathore is a Professor of Policy Planning and Research & Dean Academics Affairs in Shri Vishwakaram Skill University, Haryana, which is the first Skill University setup by the Government. He did his Post Graduation in Physics with Specialization in Digital and Radio Electronics from Rani Durgawati University, Jabalpur, Madhya Pradesh, an MBA in Human Resource Management from IGNOU, New Delhi and Ph.D. in the field of High Efficiency Solar Distillation System from MDS University, Ajmer.

He served in Government Engineering Colleges Ajmer in the department of Physics and All India Council for Technical Education (AICTE), New Delhi; was closely associated with major skill development initiative of the Government during his service as Director Skill Development; a member of the Indian Delegation visiting USA to study the Community College, and is nominated by the Ministry of Human Development, Government of India, to represent India in ‘2017 Training Programme in Vocational Education for Officers from South Asia’ in Tianjin, China in 2017.

Shota Berekashvili is Co-CEO, BK Construction, Georgia.

With a background from Columbia University, a bachelor’s degree in Political Science and Economics and from Cass Business School, London University, and a master’s degree in Corporate Finance and Risk Management, he has worked in BIDC Corporation as a project Manager for CIS Countries; at the Investment Hedge Fund “Elgin Capital” as an quantitative Analyst; as CFO of Association of Construction and development Companies “VIT-XXI”. He is the CEO of the construction company “BK Construction” in Tbilisi, Republic of Georgia, which is one of the leading construction companies in Georgia with over 1200 people employed.
Pete Grady is a member of the FE Teacher Recruitment and Retention Policy team, with responsibility for Initial Teacher Education reform.

Jonathan Jones is a member of the Further Education (FE) Teacher Workforce Strategy team within DfE, with responsibility for development and oversight of the programme as a whole.

Samiya Sayed is a member of the FE Workforce team within DfE, with responsibility for the Taking Teaching Further Programme which supports FE providers recruit and train industry professionals into teaching positions in FE.

Nombulelo Sesi Nxesi is the Chief Executive Officer of the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) and has been at the helm since 2004. Prior to her appointment as the CEO, she was with the Department of Education, National Office, where she was appointed as Director for Teacher Development from 1999-2004. Mrs Nxesi was the Chief Education Specialist for Curriculum and Teacher Development (1998-1999) and Deputy Chief Education Specialist, Teacher Supply, Utilisation and Development (1997-1998), both these specialist posts were based at the Gauteng Department of Education. She Lectured in Mathematics and Physical Science at the Daveyton College of Education from 1995-1997.