

# Aligning Vocational Educational with Labour Market Needs

It is in our common interest to align graduate skills and competences closer to the labour market, to make it easier for employers to find suitably qualified workers, and to avoid graduates facing shortcomings in their first job. The ongoing transformation of vocational education and training (VET) is responding to the challenges by adopting a "demand-driven" approach, but this requires the active involvement of teachers.

Do you believe that it is **difficult to keep up with the ever-changing demands of the labour market**, that traditional teaching methods are often unsuitable, and textbooks frequently outdated?

Would you like to join an international team-based, VET experiment along with your colleagues and students?

Here is your opportunity!

Launched in 2018, the **Reacti-VET** Erasmus+ project aims to equip VET teachers with effective digital tools and new ways of responding quickly to the demands of the labour market. Teachers should *not only participate in developing a 21st century VET culture of greater creativity, but can also be co-creators of that culture.*

What does the training offer?	What effort does it require?
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> A change in attitude and practical methodologies;</li> <li><input checked="" type="checkbox"/> Facilitating involvement of companies and other external stakeholders, expanding the professional network;</li> <li><input checked="" type="checkbox"/> Enriching the professional portfolio: experience of a collaborative international experiment;</li> <li><input checked="" type="checkbox"/> Project approaches in the classroom and at school level;</li> <li><input checked="" type="checkbox"/> Expanding the range of digital tools used for pedagogical purposes;</li> <li><input checked="" type="checkbox"/> 30 credit points in the Teacher further education system</li> </ul>	<p>Corresponding to 30 contact hours, the training can be completed in an online learning environment in 5-6 weeks, with 5-6 hours per week study with the support from trained mentors.</p> <p>Mentors facilitate communication among participants, encouraging peer learning. Teachers from the same institute can perform most of the assignments with groups of two or three.</p>

After completing the course, participants will have the opportunity to engage in a jointly designed experiment in close cooperation with employers, teaching staff and students. They can implement what they have learnt and develop, organize and deliver an upskilling course for their own students (over one semester, maximum 30 hours). The upskilling mini-course is aimed at filling the knowledge and skill gaps, as defined by the labour market, exploiting modern pedagogical methods and the potential of digital technologies.

## The Training Topics

### Module 1 - The networked 21st century school

The opportunities for, and responsibilities of, teachers in networking; digital tools for external and internal communication; data collection and data analysis.

### Module 3 - Free digital tools, Open Educational Resources

Integration of freely available learning resources into the teaching of professional and general subjects; joint curriculum development with stakeholders.

### Module 2 - Active learning with digital devices

Practical application of collaborative, active teaching-learning methods, supported by digital tools.

### Module 4 – The Virtual Classroom

Basics of course design, utilizing virtual classroom services.

### Module 5 – Planning and delivery of projects using digital devices

Project-based approach in the development of basic skills, as required by the 4th Industrial Revolution Labour Market (Communication, Collaboration, Creativity, Critical Thinking); design and implementation of pedagogical and development projects using digital tools.