

Preparing TVET Teachers in Response to COVID-19 and Industry 4.0

Paryono

SEAMEO VOCTECH

Abstract

It is expected that Covid 19 and digitalization will have a deep impact on automation and a massive influence on employment and the workforce requirements. In response, TVET (Technical and Vocational Education and Training) must be able to stay relevant to the needs of labor market and seize the opportunities through the enhancement of qualified work and the profiling of occupations which could contribute to a stabilization and further development of the TVET systems. In this era, TVET should be able to prepare learners to be multi-skilled knowledge workforce, versatile, willing to learn continuously and able to acquire, apply and create knowledge, capabilities, and skills, particularly in modern technologies. Besides having the environment conducive for learning 21st Century competencies, teachers must have appropriate facilitation skills and didactical approaches, and the students need to be self-directed and self-reliant in learning. Based on the experience from conducting capacity building programmes to TVET teachers in Southeast Asia organized by GIZ-RECOTVET and SEAMEO VOCTECH in 2019 and 2020, this paper covers among others the changes in the world of work due to digitalization and their impact on workforce competency requirements, ways and strategies that TVET teachers must have on how to impart relevant the 21st Century abilities, how to condition self-reliant learning, and introduce the concept of learn- and work-assignments (LWAs)-- core elements of the didactic approach dealing with different requirements of TVET. This paper will also emphasize the importance of industrial experience and relevant digital competencies for TVET teachers.