The original aims of the workshop were as follows:

- share knowledge between VET schools and colleagues on the impact of digital technology on learning;
- discuss how digital technology and TEL influence on developing skill sets that are relevant to the world of employment now and the future (with industry 4.0 taking centre stage in all future trends of production and service provision, students need to grasp the added value of digital learning and translate its universal value in prospects of employability).
- share such experiences with the scope of linking initiatives between VET provision and exchange of expertise and teachers who have had already a positive impact on skills development through digital learning.

In an age in which technology dominates practically all the sphere of life, digital learning is the new language of education and training. It is already part and parcel of curriculum development and programme delivery in various VET Colleges and schools. However, there are huge lack of digital pedagogy knowledge and competences in the rest of the VET schools. What is the digital learning, technology enhanced learning (TEL), digital pedagogy in the everyday life of the VET schools, what kind of digital teaching knowledge and competence required by the quality VET teaching, what is the new job requirements and responsibilities of the teachers coming from the digital teaching, and how they can upskilling themselves to fulfil the new requirements?

In the two sessions of the workshops, more than 60 participants from various countries discussed and shared experiences actively under the moderation of the two moderators. Because of the high number of the participants, the first part of the workshops focused on the introduction and team building in order to a relaxed climate for communication would be developed. On the second part of the workshops, a SWOT analysis of digital learning in VET was run in four groups. Each group had to focus on only one features of the SWOT (first group dealt with strength, second one with weaknesses and so on.) At the end of the second part the biggest five threats were chosen by the participants and realistic solutions were developed by them to minimalize the influences of the threats on the schools, teachers, trainers and the students. The developed solutions were accepted by the participants.

At the end of the workshops, the moderators and the rapporteur intended to collect different opinions with three basic drivers:

1. What are the main activities you think should be undertaken in 2020 by EfVET as organisation of and for VET providers?
2. Where do you need inputs or support from EfVET delegates?
3. What are the top two recommendations for EfVET steering committee?
The workshop discussion was introduced by a very short presentation available on the following link: WS2 Digital Learning

**Outcomes of the SWOT analysis**

The groups identify strengths, opportunities that helpful, weaknesses, and threats that harmful to the VET schools and Colleges. Collecting of the strengths and opportunities was easier than determining weaknesses and threats. As a result of the group brainstorms, the participants consolidated the results so they were able to see all the positive opportunities and any negative trends that could affect the VET education. The consolidated results were put into the flip charts as follows:

![Consolidated SWOT result of the first working group](image-url)

*Figure 1. – Consolidated SWOT result of the first working group*
Figure 2. – Consolidated SWOT result of the second working group

The biggest five threats

1. Lack of the physical contacts between the students and trainers
2. Technical fails, the technology does not work always.
3. Lose of the job of the VET teachers and trainers
4. Lack of the digital learning knowledge and competences of the teachers and trainers/lack of the clear digital expectation from the VET teachers and trainers
5. It needs ongoing and fast teaching/learning technology development and fast and ongoing upskilling and CPD.
The audience discussed and shared experiences on the three topics and the main conclusions and suggestions were as follows:

1. What are the main activities you think should be undertaken in 2020?
   - Reducing the fear of the teachers and trainers from the teachers drop out caused by digital learning a realistic and clear job description must be developed with the clear knowledge and competencies expectation.
   - A European/local and school wide mentoring system must be developed with sharing good practices of using TEL in VET.
   - A European digital teaching CPD (formal and informal) system must be developed what is meet with the rapid and ongoing change of the required skills and knowledge.

2. Where do you need inputs or support from EfVET delegates?
   - be active in collecting and sharing of good practices in TEL;
   - finding ways of increasing and improving communication and team work among the EfVET participants;
   - communicate the success of using TEL in VET;

3. What are your top two recommendations for EfVET steering committee?
   - running the TEL thematic working group and developing a working CoP
   - supporting the working of the TEL group with developing a KA2 project giving a realistic structure and stable financial background to the thematic group for 3 years.
   - running the TEL CoP not just for teachers and trainer but the in managerial level too for helping the change management in the VET school