CELEBRATING THE 10TH ANNIVERSARY OF UNESCO-UNEVOC

Bonn, Germany
16 November 2012
International Conference
Moscow, 13-14 November

ICT in Education:
Pedagogy, Educational Resources and Quality Assurance
Bonn, Germany – 7 April 2002

Education and Training in an Age of Globalisation: What’s New?

Sir John Daniel
ADG – ED UNESCO
2001-2004
10th Anniversary - 2012 International Forum

The role of the UNEVOC Network in Transforming TVET for a Sustainable Future
Session 7: Keynote Address: Importance of Networking and partnerships in empowering TVET teachers for agents of change for a sustainable future
Bonn, Germany – 16 November 2012

Technical and Vocational Education for Sustainable Development

Sir John Daniel
Education Master,
DeTao Masters Academy China
A CHANGED WORLD

• Economies – lower expectations
“The UNEVOC centre, working with UNESCO Headquarters, will focus its efforts on helping countries to provide appropriate learning and life skills that prepare people for work and for citizenship”
EURO Notes
a metaphor for education and training
A CHANGED WORLD

• Economies – lower expectations

• Globalisation – less optimism
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Life Skills and Lifelong Learning

Education for All: Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
Goal 2
Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality
Universal Primary Education
SUCCESS!
Develop and expand

OPEN SCHOOLING

and

INTEGRATE IT

with other approaches
Blur the unhelpful distinction

Between formal and non-formal education
Build a bridge between knowledge acquisition and skills development
Reduce inequalities
National Institute for Open Schooling – India

400,000 new pupils annually
TVET – Changing needs

To serve:

• the informal economy

• those without access to formal TVET
TVET – Changing needs

To serve:

• the informal economy

80% of employment but only 18% contribution to GDP in many developing countries.
TVET – Changing needs

To serve:

• the informal economy

60% of population under 25 years old in some developing countries
TVET for an industrial society
Living in a knowledge society?
“Huge numbers of poorly educated, frustrated and unemployed youth who are ‘locked out’ of the formal skills training system and unequal training opportunities fostered by inequities based on geographical location, gender and socio-economic factors”

ADEA 2010
Joshua Mallet

Alison Mead Richardson

TVET at the Commonwealth of Learning
The new flexible model

Principle

• To work with the formal TVET sector to increase access for those in the informal sector

• Impact on training for the informal sector by introducing flexible approaches in the formal sector
The new flexible model

- new organisational structures
- less focus on full-time face-to-face contact
- open, distance and flexible learning courses
- more resource-based, individual and group learning
- media components that can be used in the classroom or at a distance
- elements of online programme delivery and formative assessment
Eleven African institutions: Members of the Commonwealth Association for Polytechnics in Africa
The participants all seemed to agree that the potential of IT in education and training was very far ahead of our capacity to use it well.
Selection of key institutions

- Application of readiness criteria
- Eleven institutions selected
- Baseline dataset
- Four dimensions:
  - Strategic
  - Organisational
  - Technical
  - Pedagogic
Institutional activities

- departmental and institutional targets for the introduction of new courses
- staff development in the use of educational media and ICT for teaching and learning
- market research and feasibility studies in local communities
- strengthen technical infrastructure
- engaging with national policy makers
- developing new short courses
Commitment to change

National Challenges – Local Solutions

• many institutions already working to national policies on informal sector
• few countries provided any real practical advice about how to go about it
• “with FSD we can begin to address the aims set by the government”
Collaboration with corporate partners
Flexible Skills Development Community Learning Network

~ learning for development

- Social networking platform – NING
- >450 members
- Discussion, collaboration and informal learning
- Institutional and special interest groups
The key to increasing access & improving quality in TVET
Progress & achievements

- Teachers have better curriculum development capacity
- Media-enhanced curriculum components to improve the quality of teaching
- Moodle platforms being installed
- Use of ICT represents an opportunity in terms of personal promotion
- New courses for the informal sector
- Access is increased
Highlights of progress

- Unskilled construction workers increased income by 400%
- Course duration for HR Diploma reduced by 75%
- Outreach center offering part time courses for 200 students
- Smaller TVET institutions are earning additional income through flexible course offerings
- One institution has ‘adopted’ 8 others in their country who are paying for ODL consultancy services
- Business and skills training for slum dwellers through drama
- Student enrolments increased in 7 institutions between 5% and 30%
What do policy makers say?

So far the flexible skills concept promises a lot of benefit especially for countries like Zambia which is challenged with limited access to TVET. We have a national strategy to develop TVET by ODFL and look forward to our partnership with COL.

Cleophas Takiza, Director Training Standards, **TEVETA**, Zambia
What do teachers say?

I can clearly see how changing from the traditional ways of teaching to flexible and blended learning is achievable. In the near future we will use these skills in our institution to develop online courses for our learners. I am a better teacher now than before, more enlightened and more knowledgeable. My thoughts have completely changed and now I can see a better tomorrow.

Linet Sekento, Masaai TTI, Kenya

What a wonderful experience with FSD in updating knowledge and skills. It has added value to me and the quality of my lecture delivery which is visibly acknowledged by both colleagues that have watched me teach and the students that I teach. I am inspired to learn more and contribute to the network discussions.

Eshiobo Sam Shola, Auchi Polytechnic, Nigeria
INVEST has catalysed a growing awareness in my institution of the imperative of creating new opportunities for students to develop and nurture ‘small, small’ skills that can be offered easily for quick cash on demand. We are also more conscious of the gender factor in the distribution of opportunities among both staff and students.

Dr Sunny Eshiotse, Deputy Rector, Auchi Polytechnic, Nigeria
What do managers say?

We now meet the needs of working people who can’t study full-time and we earn income to contribute to improved learning resources. INVEST is a lifeline for us; we receive a grant from government which is less than 10% of our operating costs. ODL courses help us to balance our institutional budget.

Pascal Chewe, Principal, TVTC, Zambia.

For now learners are accepting face to face due to lack of awareness but as the importance of ICTs seizes the teaching sector, face to face will be a closed chapter. It will be unsustainable competition for face to face training providers to compete with those using ICTs. I now fail to understand the benefits of f-2-f over ICTs, if at all there are.

Mathews Nkonde, ZIBSIP, Zambia
Thank you

Alison Mead Richardson

www.col.org

flexibleskills@col.org
THANK YOU

For text and slides:
www.sirjohn.ca