



United Nations
Educational, Scientific and
Cultural Organization



International Centre
for Technical and Vocational
Education and Training

Promoting learning for the world of work

CELEBRATING THE 10TH ANNIVERSARY OF UNESCO-UNEVOC

Bonn, Germany
16 November 2012



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Information Technologies
in Education

International Conference
Moscow, 13-14 November

IITE-2012

**ICT in Education:
Pedagogy, Educational Resources and Quality Assurance**





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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*

10th Anniversary - 2012 International Forum

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



“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”

Education for All by 2015

An international commitment



Frederick III



Kaiser Frederick III

German Emperor; King of Prussia



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!

JOHN S. DANIEL

open &
flexible
learning
series

MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS

ACHIEVING EDUCATION FOR ALL

ROUTLEDGE

Develop and expand

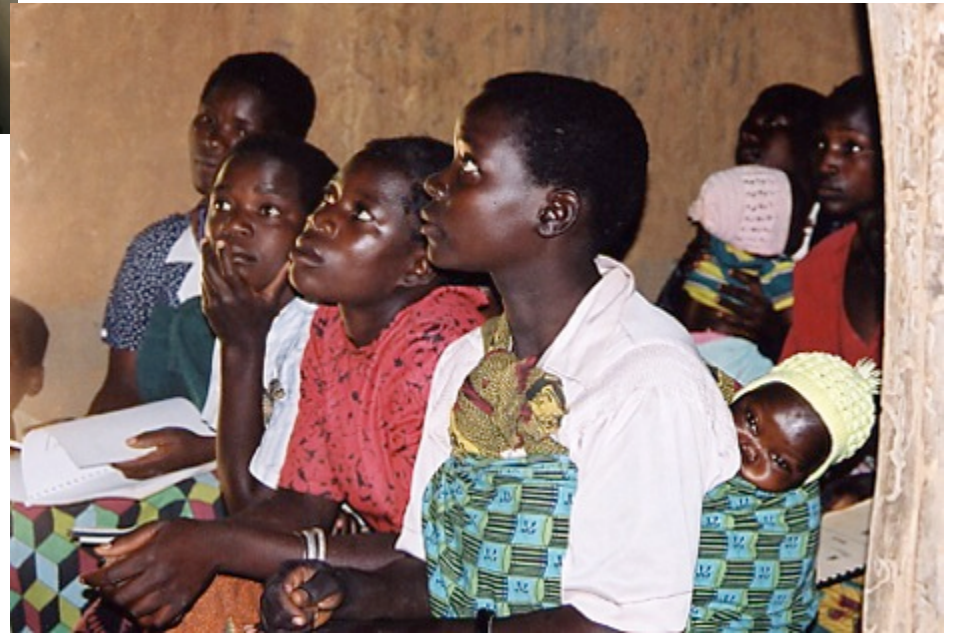
OPEN SCHOOLING

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



Learning
made easy



NIOS

Under MHRD, New Delhi

AVI-840005

**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

INVEST Key Institutions



Koforidua
Polytechnic



Masai Technical
Training Institute



Auchu Polytechnic



Kenya Coast
Polytechnic



Coast Institute
of Technology



Technical &
Vocational
Teachers College



Zambia Institute of
Business Studies &
Industrial Practice



Mbeya Institute
of Science &
Technology



Gambia Technical
Training Institute



Kenya Technical
Teachers College



Thika Technical
Training Institute



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Ms. Alison Mead Richardson
Education Specialist
Technical and Vocational Skills Development

AUGUST 2012

Eleven African institutions: Members of the Commonwealth Association for Polytechnics in Africa



International Conference
Moscow, 13-14 November

IITE-2012

**ICT in Education:
Pedagogy, Educational Resources and Quality Assurance**

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



**Vision
And
Commitment**



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

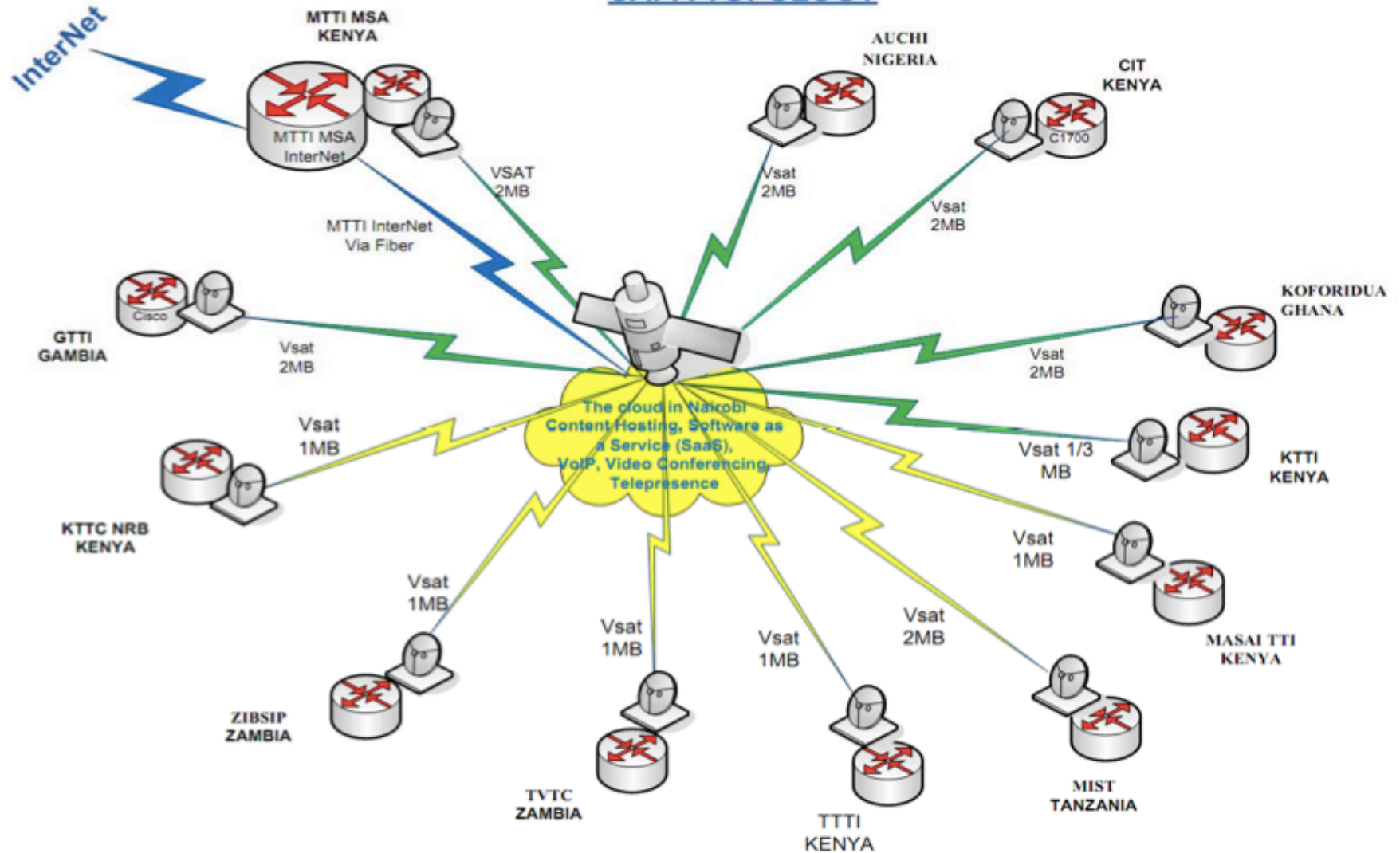
- many institutions already working to national policies on informal sector
- few countries provided any real practical advice about how to go about it
- *“with FSD we can begin to address the aims set by the government”*





Collaboration with corporate partners

CAPA TOPOLOGY



Flexible Skills Development Community Learning Network

~ learning for development



Main Planning & Policy Org development Teaching Technology Members **Groups** Blogs Forum M&E
Files Manage

All Groups My Groups

+ Add

Featured Groups



**THIKA TECHNICAL
TRAINING
INSTITUTE (TTTI)**
44 members



**Institutional
Champions**
18 members



Equity & Gender
44 members



Moodlers
55 members

Sign Out

Inbox

Friends - Invite

Settings

All Groups (18)

- Social networking platform – NING
- >450 members
- Discussion, collaboration and informal learning
- Institutional and special interest groups



INNOVATION IN VOCATIONAL EDUCATION AND SKILLS TRAINING



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

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THANK YOU

For text and slides:
www.sirjohn.ca