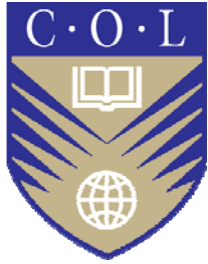


UNESCO 3rd World Congress on TVET
12 – 14 May 2012
Shanghai, China

Flexible & Blended Learning in TVET

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Education Specialist Skills Development
Commonwealth of Learning





This session : FaB in TVET

- Introduction to COL
- Flexible Skills Development Initiative
- Case Study – Auchi Polytechnic, Nigeria
- Q & A
- Group Discussion



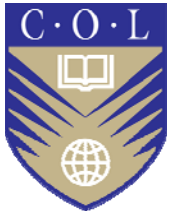


Commonwealth of Learning

- Intergovernmental agency
- CHOGM 1987 – Vancouver
- Support education for development

Mission

To help Commonwealth governments and institutions to expand the scope, scale and quality of learning by using new ODL approaches and appropriate technologies



Why educational technology and ODL approaches?

- Demand will never be met by ‘bricks and mortar’ approaches
- With technology:
 - access to education can be increased
 - quality can be improved
 - efficiencies are possible





Who pays for COL?

Voluntary contributions from member countries

Major donors:

Canada

India

New Zealand

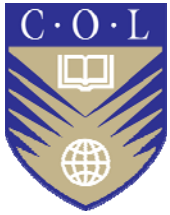
Nigeria

South Africa

United Kingdom

Country contributions





COL Programme Structure

Education

- Open schooling
- Teacher Education
- Higher Education
- VUSSC

Livelihoods & Health

- Skills Development
- Learning for Farmers
- Healthy Communities
- Integrated eLearning

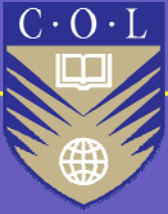
models

policy

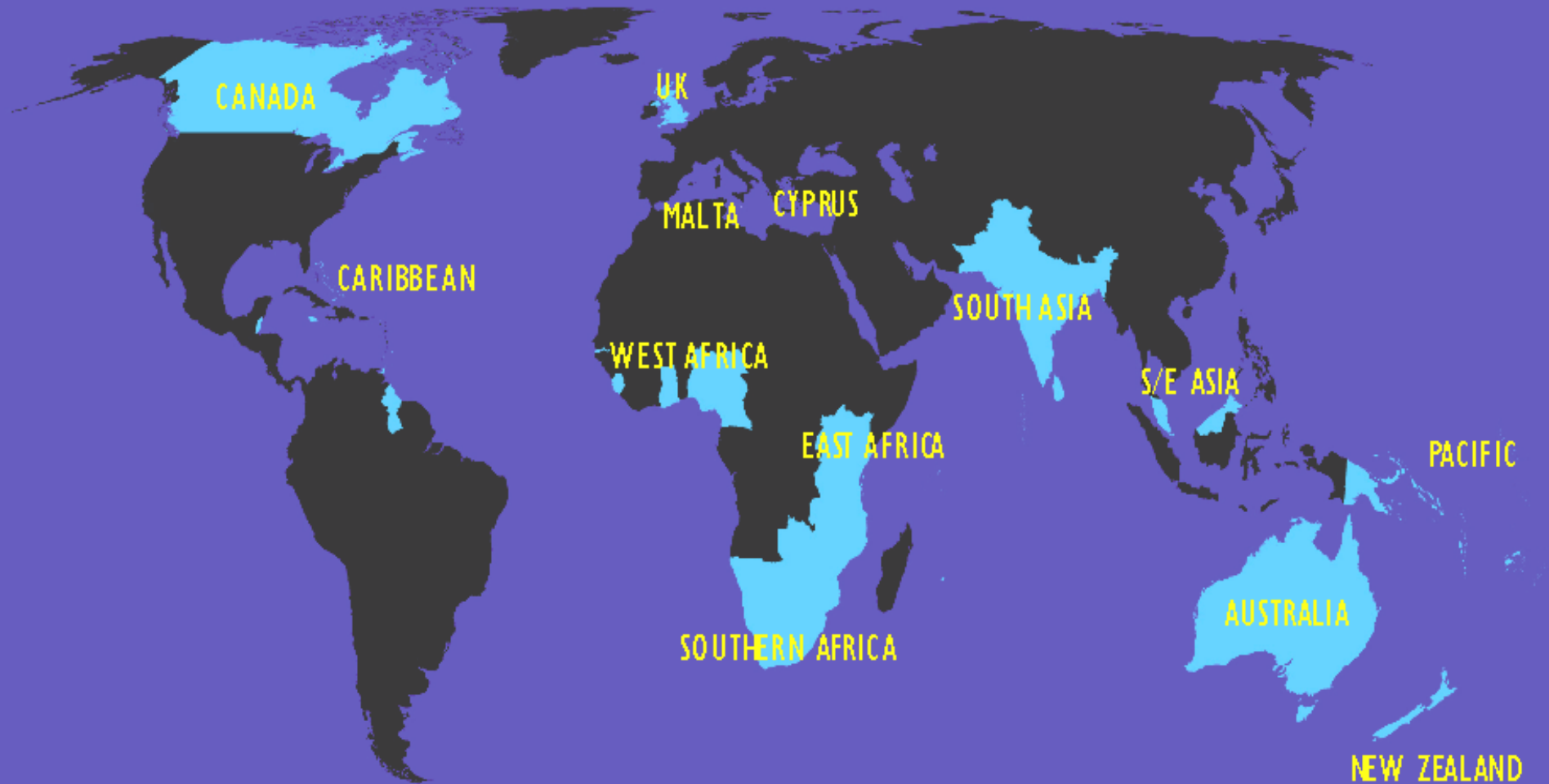
capacity

materials

partnerships



COL's Geographical outreach The Commonwealth

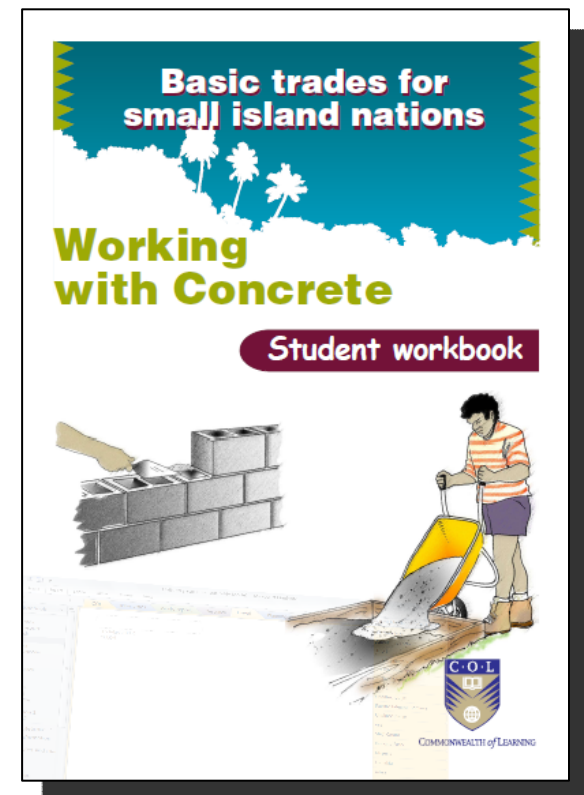




TVET at COL

- Work with TVET institutions to build capacity in ODL & ICT – Africa
- Support TVET ODL policy development - Zambia
- Support development of new courses and learning materials
- Make materials available as OERs

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Questions about COL?





Unmet demand

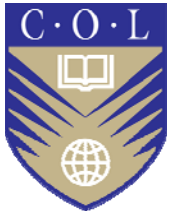
- success in the first Education for All goal of UPE putting pressure on post basic education and training systems
- demand which cannot be met by bricks and mortar approaches
- current TVET system was designed for the industrial society
- a new model is needed for the knowledge society
- will include ICTs used in flexible and blended approaches



TVET in Africa

“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)



What is the need?

- support the expansion of skills training opportunities for people working in the informal economy
- 80% of employment is in the informal sector
- Contributes only 18% to GDP
- Economic justification for the need for skills training for employment in the informal economy
- 60% population <25years = social/civil problems





The Challenge

Formal TVET system

- low budget provision,
- inadequate infrastructure
- out-dated materials and pedagogy

Formal TVET institutions

- become more efficient
- responsive to the demands of the labour market





Goal of FSD



- Increase access to skills training for people working in the informal sector to improve livelihoods
- **Approach** : impact on provision of training for the *informal* sector through flexible approaches in the *formal* TVET system
- Focus areas:
 - policy development
 - organisational development
 - ICT infrastructure management
 - course design and delivery
 - improving teaching & learning

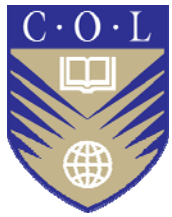




The new flexible model



- 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



Selection of key institutions




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



**Vision
And
Commitment**



Capacity Building

- Institutional managers, administrators, teachers and national policy makers
- Multi-country, online training on COL Moodle LMS 
- Workshops and inputs from Technical Advisers
- Learning by doing
- Feedback through online community of practice

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

Menu

Sign Out

Inbox

Friends - Invite

Settings

Featured Groups



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



**Institutional
Champions**
18 members



Equity & Gender
44 members



Moodlers
55 members

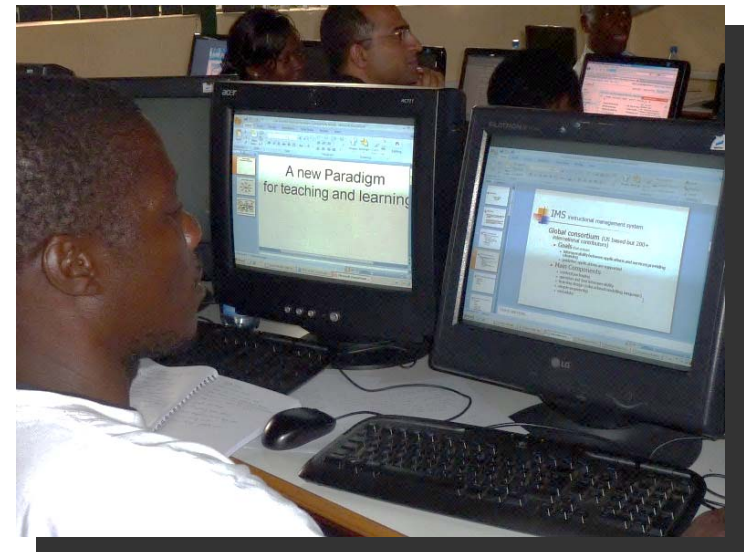
All Groups (18)

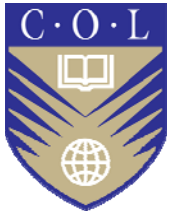
- Social networking platform – NING
- >450 members
- Discussion, collaboration and informal learning
- Institutional and special interest groups



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”





Challenges



- Management of technical infrastructure
- Strengthening of staff capacity to utilise ICT in teaching
- Need for sensitisation of the community and engagement with national policy makers





Technical barriers

- High cost of internet bandwidth
- Unreliable power supply
- Barriers being overcome :
 - loan schemes for laptops
 - wi-fi hotspots
- Lack of technical expertise to produce strategies for the development of ICT infrastructure

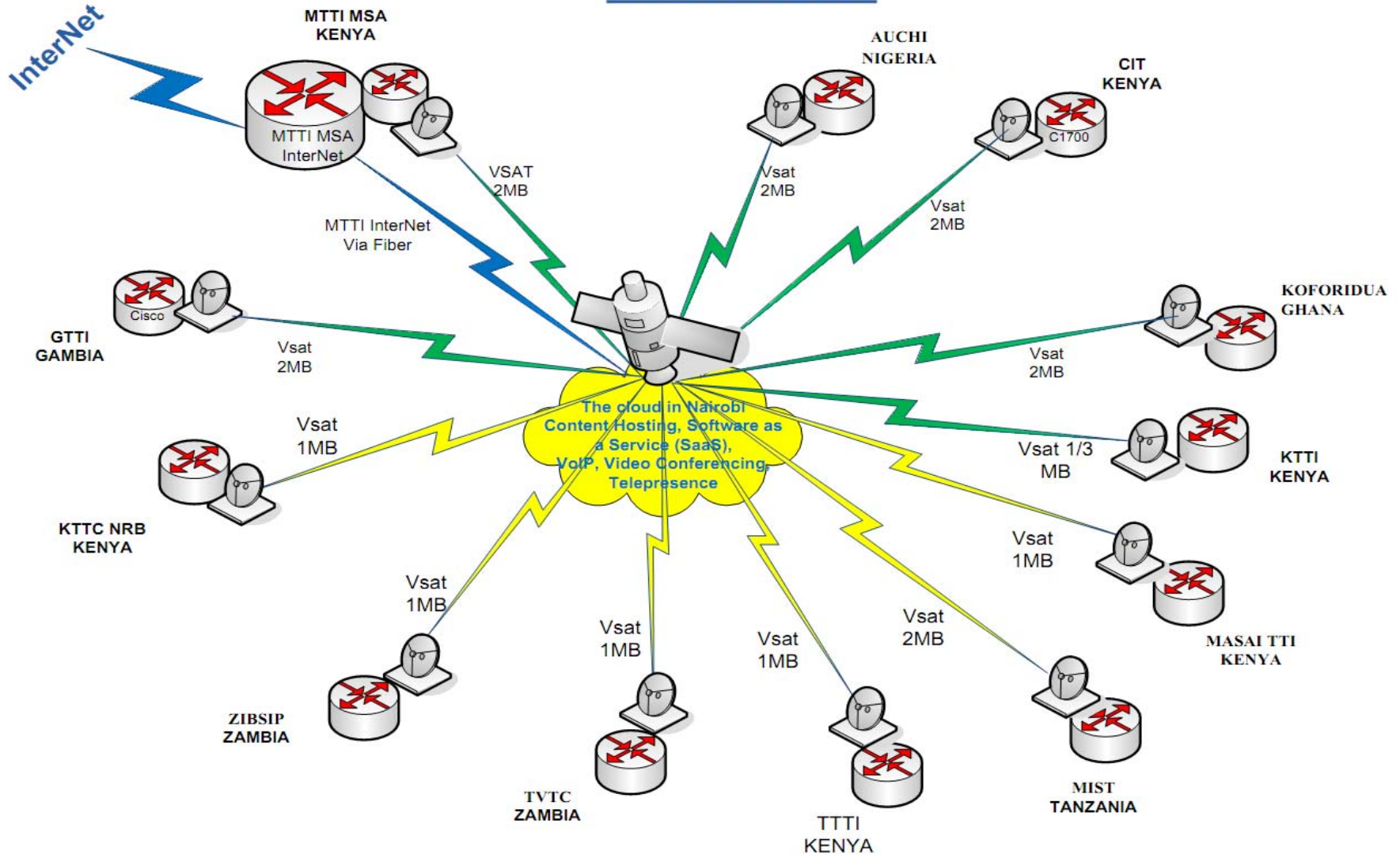


Flexible approaches are not only about technology!

Collaboration with corporate partners



CAPA TOPOLOGY





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 didn't work?

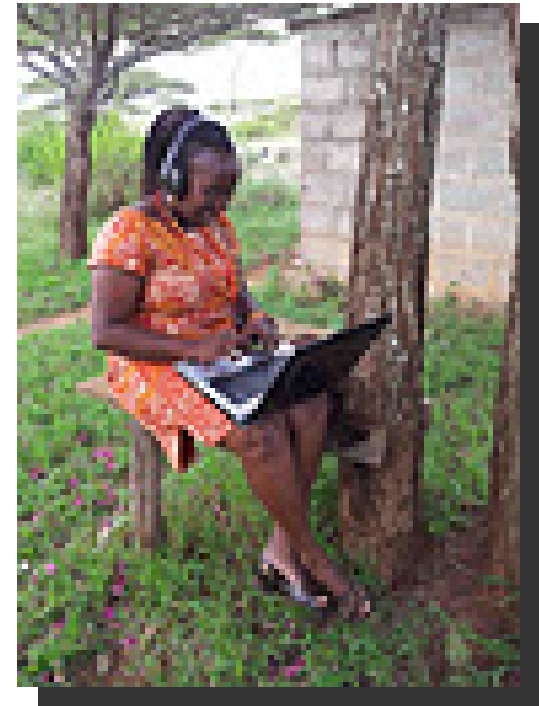
- One institution has not made any real progress
 - Change in institutional head since the start of the activity
 - No clear vision of how FSD can help to achieve institutional and strategic objectives
 - Coupled with infrastructure challenges which cannot be overcome
- There is some sharing on learning materials but we need to focus more on this



No quick fix



- need to establish what works in each institutional context
- evidence of increased access to skills training for the informal sector
- strengthen monitoring and evaluation protocols and skills
- commitment from the Head of the institution is an important success factor in integration of FaB and ICT in TVET





Thank you

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not only about
technology!**

