



Thursday, 22 April 2021

15h00 – 16h30 CEST



Organized as part of the project – ‘Strengthening the Responsiveness, Agility and Resilience of TVET Institutions for the Post-COVID-19 Era’

Agenda

Introduction

As a response to COVID-19, TVET learning has shifted heavily to distance and online implementation. This has put a heavy burden on both teachers and students. According to recent surveys conducted in Finland, TVET teachers and students alike feel stressed about the lack of social interaction. Teachers are concerned as they have not been able to reach some students for lengthy periods of time. On the other hand, teachers themselves need support as the digital leap has put a strain on all and the new reality demands new skills.

This webinar will focus on the social aspects of digital learning: how to design engaging learning paths, acknowledging and supporting students with special needs, harnessing the power of peer support, and decreasing the level of stress and anxiety among teachers and students.

The webinar will also provide insight regarding TVET students: how students have coped during remote learning, what arrangements have actually enhanced learning, and the kind of extra support special needs students might benefit from when engaging in online activities.

Many approaches require commitment at the TVET provider level to be effective. This webinar may serve as one catalyst for acknowledge the growing need for social interaction during the ongoing crisis. School alone cannot be accountable for solving all challenges, but with thoughtful design, digital solutions can be harnessed to bring much needed support for both TVET teachers and students during this period of disruption.

Discussion questions

1. What are some of the social challenges related to digital learning and how can we mitigate these challenges?
2. What do we know about the teachers' and students' support needs that have emerged following the COVID-19 disruption?
3. What good practices can we reflect on to ensure learning does not deepen isolation and silos?
4. What organizational-level decisions help reduce teachers' workload?

Audience

School administrators, school ICT managers, TVET teachers and trainers.

Technical platform and languages

The webinar will be held on Zoom in English with simultaneous French and Spanish interpreting. To access the French and Spanish channel, participants will have to download the Zoom desktop application in advance. Participants will have the opportunity to ask questions, make comments and share relevant information and material through a chat feature.

Registration

[Please register for the webinar through this link.](#)

Thursday 22 April 2021

15:00 - 15:15 (CEST)	Welcome , Soo-Hyang Choi, Director, UNESCO-UNEVOC Opening remarks , Jeanette Burmester, Head of Sector Project TVET, GIZ
15:15 - 15:20	Pre-recorded student video
15:20 – 16:25	Panel discussion Moderator: <ul style="list-style-type: none">- Mervi Jansson, CEO, Omnia Education Partnerships Panelists: <ul style="list-style-type: none">- Denise Amyot, President and CEO, Colleges and Institutes Canada- Jani Goman, Counsellor of Evaluation, the Finnish Education Evaluation Centre- Sibusiso Moyo, Deputy Vice-Chancellor, Research, Innovation & Engagement, Durban University of Technology- Paola Vilar, Teaching Advisor, General Directorate of Secondary Education, National Administration of Public Education, Uruguay
16:25 - 16:30	Closing remarks , Jens Liebe, Team Leader for Innovation and the Future of TVET, UNESCO-UNEVOC

Speakers

Denise Amyot was appointed in 2013 President/CEO of Colleges and Institutes Canada, the voice of Canada's colleges, institutes, cegeps and polytechnics, and an international leader in education for employment in over 25 countries. She was the President/CEO of the Canada Science and Technology Museums Corporation, a Federal Crown Corporation. Denise has worked as Assistant Deputy Minister at the federal level in her last three roles. She worked in policy and programmes in social, scientific, economic and cultural areas both in National Headquarters and in regions in several federal departments including Human Resources Development Canada, National Defense, Natural Resources Canada, Indigenous and Northern Affairs, Canadian Heritage, and the Public Service Commission and the Canada Public Service Agency. She also worked as an administrator for the Department of Education of the Northwest Territories (NWT) and taught in Ontario, Quebec and the NWT. She was past Chair of the World Federation of Colleges and Polytechnics and Chair of the Advisory Committee of the Institute of Science, Society and Policy (ISSP) and was on the Ontario Trillium Foundation Board for six years. Denise is a board member of the Forum



for International Trade Training (FITT), the Canadian Centre for Science and Policy, and has been appointed by the Government of Canada on the Future of Skills Council of Canada. Denise has received several leadership awards and is a sought-after speaker both nationally and internationally.

Jeanette Burmester leads the Sector Project on TVET at GIZ in Bonn/Germany. She has been working in development cooperation for more than 15 years and has headed various GIZ TVET projects in the Balkans, Ghana, and Myanmar. Her technical expertise covers advice to public and private institutions on vocational education and training systems, the introduction of cooperative training elements, training in the informal sector, competency-based training, gender equality and linking the formal vocational education sector with the private sector. Jeanette has extensive experience in research and teaching, and has obtained her PhD in international vocational education and training in Germany.



Soo-Hyang Choi was appointed as Director of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in January 2020. UNESCO-UNEVOC supports member states to ensure inclusive and equitable quality TVET, and promote lifelong learning opportunities for all. Ms Choi has a BA in Psychology (Chung-Ang University, Seoul, Korea) and an M.Ed and a PhD in Educational Psychology (Univ. of Alberta, Canada). She previously worked in the Korean Educational Development Institute (Seoul, Korea) and joined UNESCO Headquarters as Chief of the Early Childhood and Family Education Section in 1998. Subsequently, she held various chief positions at UNESCO Headquarters in the areas of inclusive education, field support and coordination, and technical, vocational and secondary education. In the field, she worked in Pakistan and Zimbabwe, and served as the UNESCO representative to Botswana, Malawi, Zambia, and Zimbabwe as well as to the Southern African Development Community. From 2012 to 2019, she was the Director of the Division for Peace and Sustainable Development within the Education Sector of UNESCO.



Jani Goman is the Counsellor of Evaluation in the Finnish Education Evaluation Centre (FINEEC) in the vocational education unit. In his work, he leads education evaluation projects, coordinates dissemination of evaluation findings and results, develops education evaluation processes and supports education providers in developing their activities. He has been particularly involved in thematic evaluations of vocational education and training and audits of quality system of higher education institutions. He has been working on national evaluations since 2012. Before that he has worked for 15 years in teaching and counselling positions in different levels of education as well as in education development positions and in-service teacher training.



Mervi Jansson, MBA, CEO of Omnia Education Partnerships (OEP), has over 20 years of experience in TVET and has led national and international development projects, working closely with public and private organizations. Prior to being appointed CEO of OEP, Mervi was employed by Omnia, the Joint Authority of Education in the Espoo Region (Finland) for 10 years. Her responsibilities have included head of apprenticeship programmes in the business sector, member of the innovation team building the InnoOmnia concept, head of TVET professional development and developer of Omnia entrepreneurship study modules. Mervi has a strong background in entrepreneurship, e-learning and digital innovation. Over the years, she has designed and implemented TVET programmes and projects with several countries, gaining substantial insight about different TVET systems.



Jens Liebe is UNESCO-UNEVOC's team leader for 'Innovation and the Future of TVET', which focuses on supporting TVET staff for a digitalized world. It includes the Bridging Innovation and Learning in TVET (BILT) project and i-hubs initiative. He further serves as Regional Focal Point for Europe, CIS and North America. His previous responsibilities include leading the UNEVOC Network Secretariat and the UNEVOC TVET Leadership Programme. Prior to joining UNESCO-UNEVOC, Jens held positions as Assistant Director and Programme Officer of the UN-Water Decade Programme on Capacity Development (UNW-DPC), and as a Senior Scientist at the Centre for Development Research (ZEF), University of Bonn.



Sibusiso Moyo holds a PhD in Mathematics from the University of Natal, Durban and a Masters (with distinction) in Tertiary Education Management from the LH Martin Institute, University of Melbourne Australia. As a scholar, she has published widely in the Mathematical Sciences with a focus on differential equations and optimization problems in international peer reviewed journals. She has also successfully supervised postgraduate students and continues mentoring and supervising at Master's and Doctoral level. She has served in various capacities and levels at the Durban University of Technology (DUT) as Associate Director and Professor in the Department of Mathematics, Statistics and Physics and Director Research and Postgraduate Support up to mid-2017. She is currently an Associate Editor for the Journal of Higher Education Policy and Management published by Taylor and Francis. Within the DUT environment, Ms Moyo has been responsible for the Research and Postgraduate Support Directorate which she has built to become a key support engine in the areas of research and innovation management that involve the management of research ethics and integrity, grants acquisitions and management, research capacity development, statutory reporting of publication counts and various tailored reports for stakeholders.



Paola Vilar works as a teaching advisor to the General Directorate of Secondary Education for the National Administration of Public Education and as a Ceibal reference of the subsystem. She has been a literature and Spanish language teacher in Secondary Education for 18 years. She is also a specialist in learning disabilities. She worked as a content writer for the Uruguay Educa portal in literature, provided training for teachers on ICT and created REA (recursos educativos abiertos) for the portal. Ms Vilar created a course for virtual tutors in 2014 and co-authored the Toolbox for UNICEF. She has participated in different training courses on educational inclusion and universal design in learning.



Stay in touch

UNESCO-UNEVOC International Centre for TVET



unevoc@unesco.org



unevoc.unesco.org



[@UNEVOC](https://twitter.com/UNEVOC)



[@unesco.unevoc.international](https://www.facebook.com/unesco.unevoc.international)