



GAIA collaborative platform for professional training

Innovation and Learning Practice

Bridging Innovation and Learning in TVET (BILT) Project

Submitted by Cape Verde Competence Center, Cape Verde



By utilizing a digital platform with TVET content aligned with international standards and the latest industry demand, the Cape Verde Competence Center is putting the renewable energy and industrial maintenance sectors at the forefront of innovative and green TVET in the country.

Start date: June 2019

Type of implementing institution: Private sector

Target group: National management bodies for vocational training;
vocational training centres; private companies

Cape Verde Competence Center

The Cape Verde Competence Center (CdC 3C) is a private energy transition facilitator that provide companies or institutions with advisory services to improve energy performance. The company uses a co-constructive approach to deliver solutions for capacity building and training with high quality standards. CdC 3C is prepared to respond to the technological challenges that Cape Verde and the ECOWAS (Economic Community of West African States) and PALOP (African Countries of Portuguese Official Language) countries face in terms of sustainable development in the fields of energy and industrial maintenance, considering the specificity of the political, economic and social reality of these countries, as well as their specific professional and continual training needs in various sectors.

Description of activities

CdC 3C's GAIA platform digitizes the professional training management process, course development, creation and distribution of training content in Cape Verde. It includes 28 skills repositories in the fields of renewable energies, energy efficiency, industrial maintenance and safety and construction.

Training modules and curricula are shaped by competences that align with the professional situations that learners and trainees are likely to encounter. This competency approach facilitates the transition from training to the labour market by increasing the level of employability in key sectors.

The GAIA platform is linked to a skills anticipation observatory for renewable energy and industrial maintenance. The observatory is designed to monitor market development and propose professional training in those sectors to meet skills demand in the short, medium and long term. It tracks the dynamics of companies and technological evolution. Professional training courses can be adjusted or created based on this market monitoring process, which provides indicators about current and future skills needs.

Relevance

How has the GAIA platform impacted the skills gap in Cape Verde?

Many technicians leaving professional training and entering the labour market in Cape Verde face a period of transition to employment that involves

in-company training to acquire skills specific to a particular work situation. This indicates a need to reform the methodology and process for the preparation and development of professional qualifications. The GAIA platform was created to improve and digitize the process of developing professional courses, while including more stakeholders in the process. Updating training courses becomes more agile and participatory, with remote contributions possible. GAIA seeks to improve upon the previous system, which was bureaucratic, inefficient and limited efforts towards creating new education programmes, while engaging key entities in the energy and industrial sectors.

Who benefits from the increased flexibility?

GAIA makes teaching, learning, curricular development and employment more efficient for a number of stakeholders. Young trainees attend courses with high levels of employability both in national and regional markets. The certification process is in line with competencies equivalent to those acquired by their peers in Europe, which provides new trainees with the possibility of working in the European market. Trainers and researchers working in the field of energy and industrial maintenance now have access to repositories of courses updated with the needs of the national and regional market. Employers gain a supportive partner in identifying competencies needed to face current and future challenges imposed by market development and the evolution of technologies. Finally, Cape Verde's Coordination Unit of the National Qualifications System (a public entity that manages vocational training) can use the agile and user-friendly platform to engage with institutions and entities in developing programmes and curricula that reflect labour market needs and are socially, economically and gender inclusive.

Added value

Beyond anticipating skills, what other activities are facilitated by the platform?

GAIA facilitates a competency approach for a smoother transition from training to the labour market. However, it also impacts other areas of the qualification and training process. New qualifications for future or emerging professions can be created, reviewed and implemented. Networking opportunities exist on the platform between trainees, trainers and potential employers. Certification and associated verification processes can also take place on the platform; since the platform is offered in three languages (Portuguese, French and English) and is aligned with other international certification standards, users gain easy access to a broad range of opportunities.

What opportunities exist for scaling GAIA?

Cape Verde has implemented an overarching labour market observatory tasked with anticipating skills and

professions in all economic sectors. Through GAIA, CdC 3C has given the national observatory an operational head start in the energy and industrial maintenance sectors. Using its positive experiences in pedagogical engineering and digitization of professional training with GAIA and its own skills anticipation observatory, CdC 3C is working with public entities to give a national and regional dimension to the project so it can be applied to other sectors. The project has also adapted the existing online education platform in response to the COVID-19 health crisis, with innovations in education such as blended learning opportunities.

How has CdC 3C leveraged external input to increase the quality of GAIA content?

Using the method of pedagogical engineering, CdC 3C has applied both Cape Verde's National Qualifications System and the European Qualifications Framework in developing its harmonized certification system. A tried and tested education engineering model from Luxembourg forms the foundation of CdC 3C's training services. In addition, CdC 3C shares facilities with Cape Verde's Center for Renewable Energy and Industrial Maintenance (CERMI). This enables CdC 3C to offer technical workshops using state-of-the-art equipment in mechanics, welding, automation and electronics, wind power, refrigeration and air conditioning, photovoltaic and solar thermal energy. All input – from European partners and CERMI – is seamlessly integrated into GAIA.

Transferability

How is GAIA well suited for other TVET contexts?

Any institution with defined pedagogical processes can benefit from similar efforts towards digitizing and automating these processes. The biggest challenge is adjusting the platform according to an institution's specific context. However, a platform like GAIA is modular, meaning it is very feasible to start small and gradually add functionality or include additional stakeholders and input. Once the system is in place, it can be scaled simply by adjusting the number of users and their levels of permission.

What resources are available for other institutions?

Cdc 3C is available to collaborate and support any interested parties in implementing a similar platform; uptake in Portuguese, French and English contexts can move particularly quick as these are the languages currently used on GAIA. In addition, a **repository of courses and content in the areas of energy and industrial maintenance** is available online.

CDC 3C's GAIA collaborative platform for professional training is one of the BILT project's Innovation and Learning Practices that address systemic challenges within the five work streams of the project. Specifically, the CDC 3C's initiative addresses greening TVET.



Greening TVET

Responding to new development paradigms for sustainability and reduced environmental impact

Additional Innovation and Learning Practices cover the following areas:



New Qualifications and Competencies



Entrepreneurship in TVET



Digitalization in TVET



Migration and TVET

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About the BILT Project

UNESCO-UNEVOC's Bridging Innovation and Learning in TVET (BILT) project is a reference point for innovation and learning in TVET. It utilizes the international UNEVOC Network to create opportunities for collaboration and a platform for bridging innovation and learning between Europe, Africa and the Asia-Pacific region. BILT complements developments at the national level in supporting innovative, market-oriented and attractive modes of learning and cooperation in TVET.

The BILT project explores the process of identifying, integrating and implementing new qualifications and competencies in TVET. This is known as the 'three I's process'. In addition to the broad focus on new qualifications and competencies, BILT addresses four complementary themes: Digitalization and TVET, Greening TVET, Entrepreneurship in TVET, and Migration and TVET.

For more information, please visit
www.unevoc.unesco.org/bilt

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New Qualifications and Competencies in TVET

- Identifying new qualifications and competencies in a timely manner;
- Integrating them into appealing and flexible curricula and training regulations; and
- Implementing them in innovative training approaches

Entrepreneurship in TVET

Unlocking the potential of innovative entrepreneurial activities and fostering entrepreneurial culture

Greening TVET

Responding to new development paradigms for sustainability and reduced environmental impact

Digitalization in TVET

Providing response to new skills demands, as technology has permeated the world of work and is changing the profile of jobs

Migration and TVET

Accelerating the integration of migrants into their host communities, and allowing them to become productive members of the workforce

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