Highlight: ICT for Technical and Vocational Education and Training

Implications of the ICT revolution for Technical and Vocational Education and Training - UNESCO-UNEVOC virtual conference on ICT and TVET

The virtual conference, organized by the UNESCO-UNEVOC International Centre for TVET from 14 to 28 May 2013, aimed at opening up dialogue and facilitate the sharing of promising practices on integrating ICTs into TVET. 247 participants from 74 countries came together online for two weeks on the UNEVOC e-Forum, and some of them also joined a one-hour live conference and thought of ways to share promising practices to improve access to vocational education as well as quality.

Boosting vocational training performance in Cambodia

Connected Schools is facilitating vocational training and professional integration of disadvantaged youth in emerging countries. To accomplish this mission, the organization provides local low qualified teachers with video lessons recorded in local language, computer laboratories, tutoring through videoconferencing and internet access to search for educational content online. The aim is to enable them to run courses at the best national level.

News & Events

Global Learning – expanding the boundaries of e-learning in the global TVET community

VETNetwork Australia and the International Vocational Education and Training Association (IVETA) are hosting the 2013 International Conference in Melbourne, Australia. The Conference is themed “Global Learning – expanding the boundaries of e-learning in the global TVET community” and will be held 14-16 August 2013.

High-level policy forum on ICT and Education for All: Achievements and the way forward

With 2015 approaching quickly on the horizon, UNESCO hosted the High-Level Policy Forum to explore how ICT has contributed to the EFA goals thus far, and to begin to define the lessons learned since 2000 that will be incorporated into the post-2015 global education agenda. Held from 10-11 June 2013 at UNESCO Headquarters in Paris, the Policy Forum had four key objectives: (1) to review the contribution of ICT to the EFA goals, (2) to facilitate the policy dialogue about supporting teachers’ pedagogical use of ICT; (3) to share the new and emerging trends; (4) and to elaborate recommendations about the role of ICT for the post-2015 education agenda.

Increasing teachers’ ICT competency through open educational resources

UNESCO supported the Indonesian Ministry of Education and Culture to hold a workshop on Harnessing the Use of Open Educational Resources (OER) for the ICT Competency Framework for Teachers (ICT CFT) in Jakarta, Indonesia on 27 June 2013. The workshop focused on the potential of OER for supporting the rollout of the ICT Competency Framework for Teachers and its potential to contribute to Indonesia’s educational goals for building knowledge societies.

Nomination call for UNESCO-Hamdan Prize 2013-2014
The third edition of the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers has opened the call for nominations. The prize is awarded every two years and it recognizes initiatives that contribute to improving educational practices around the world, with priority given to developing countries and to marginalized and disadvantaged communities.

**Programmes & Projects**

**Integrating ICTs in vocational training: A pilot project step-by-step**

In the Isinya Youth Polytechnic (YP), a vocational training institute on Kenya, about 80 mainly Masaai students are trained to become not only tailors but also car mechanics, bricklayers and carpenters. ICT was part of their curriculum too, but with only three desktops in a separate room, most students never got beyond typing. But this is about to change. After much preparation and thanks to youth-training experts Nairobits, Kenyan NGO Dupoto-e-maa and the Connect4Change consortium led by IICD, the Youth Polytechnic has recently started the training of their instructors in ICT-integration.

**Resources**

**Vocational education and training: Can ICT enhanced learning and teaching help?**

This article provides links to a few examples and case studies of ICT enhanced learning and teaching use in vocational education, in particular from Australia where there is a massive initiative in this sector. There are also links to a couple of associated research articles and tools.

**TVETipedia - See what is happening in TVET world and share your own experiences on TVETipedia**

TVETipedia is an online community portal for the exchange of relevant and high quality information and knowledge about technical and vocational education and training (TVET) around the world. It has been initiated by UNESCO-UNEVOC, a network of more than 270 TVET institutions and more than 165 UNESCO Member States. The portal is a place to find TVET policy documents, curricula, learning materials, success stories, good practices, collaboration on projects, TVET-related events and publications.

**TESDA online programme (TOP)**

The TESDA Online Programme (TOP) aims to make technical education more accessible to its citizens through the use of internet technology. The courses are provided free of charge, and the courses range from basic computer operations to job training in various fields.

**ICT in Education in Central and West Asia**

This publication presents and analyses the major conclusions of research conducted in Central and West Asia in 2006 through 2011 to ascertain the impact of information and communications technology (ICT) investments on education. It presents a critical overview of the effectiveness of ICT policies and strategies in basic education in Azerbaijan, Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, with shorter studies on Afghanistan, Armenia, Georgia, and Pakistan.
Highlight:

**Implications of the ICT revolution for Technical and Vocational Education and Training - UNESCO-UNEVOC virtual conference on ICT and TVET**

“What are the implications of the ICT revolution for Technical and Vocational Education and Training?” This question attracted 247 participants from 74 countries to come together online for two weeks on the UNEVOC e-Forum, and some of them also joined a one-hour live conference and thought of ways to share promising practices to improve access to vocational education as well as quality.

The virtual conference, organized by the UNESCO-UNEVOC International Centre for TVET (Bonn, Germany) from 14 to 28 May 2013 was moderated by Nik Kafka, CEO and founder of Teach A Man to Fish, an international non-governmental organization supporting schools across the developing world, and aimed at opening up dialogue and facilitate the sharing of promising practices on integrating ICTs into TVET. The conversations focused on identifying what ICTs can do to enhance the reach and impact of TVET; which tools are available and how they improve learning outcomes; what ICT skills young people should have in order to enhance their employability; and which are the common challenges faced by TVET providers, teachers and policy makers in widening access to ICT in all regions of the world.

Participants agreed that new technologies allow for better and easier access to education, nationally and across borders. The availability of broadband internet is increasing in all parts of the world. While access to learning resources used to be very restricted, more and more high-quality resources become available for free, anytime, almost anywhere. At the learner’s end mobile digital devices become cheaper and more easily available and are being introduced increasingly in educational contexts. Around the world, ICT enables the implementation of education and training, the provision of learning content, and communication between teachers and learners. For that purpose, ICT should be harnessed with the purpose of providing more widespread access to Technical and Vocational Education and Training (TVET).

The virtual conference highlighted that ICTs can greatly contribute to improving the quality of education if used appropriately and has the potential to not only enhance people’s technical skills, but also helps to develop ‘transferrable’ or soft skills supporting lifelong learning. Participants expressed how ICTs in TVET can also enhance the perception of TVET, a form of education that is often regarded as second-class. The discussion further highlighted the need for a flexible and blended approach in incorporating ICTs into TVET, recognizing the crucial role of the teachers in its delivery. Concerns were raised that teachers may not always be prepared to use ICTs in their teaching. Participants recommended investing in on-going training and support for teachers and instructors to ensure the optimal use of ICT tools. Similarly, it was
raised that teachers and students should be encouraged to share knowledge and resources online to boost the quality and availability of open educational resources (OER).

Concerns were raised that if not addressed appropriately, the ‘digital divide’ is likely to widen, thus deepening existing inequalities. Participants from different parts of the world advocated for reducing the digital divide by providing basic literacy training and involving local communities in utilising ICT in education. The challenge is to make sure the tools are inclusive and adapted to the local context, recognizing limitations in terms of access and quality.

Emphasis was placed on sharing promising examples, practical evidence and resources which promote innovative, user friendly and inclusive ICT tools. They should provide valuable suggestions and input for teachers, practitioners and policy-makers who are looking to incorporate such tools in their programmes. The 2-week dialogue demonstrated the value of having a platform for exchange. It provided people the opportunity to gain inspiration from others, think positively and become action oriented. Building on the wealth of resources shared in the discussion and available on platforms such as YouTube, participants came together and have initiated the development of a multilingual database of educational video resources, which could become the nucleus of a “Khan Academy for TVET”.

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In the past ten years, UNESCO-UNEVOC has introduced several online services to convey its key messages, achieve its objectives and facilitate global knowledge exchange. Throughout the years, UNESCO-UNEVOC has continuously worked towards improving its online communication tools to enable TVET policy makers, researchers and practitioners from around the globe to access valuable information and communicate with each other. To facilitate knowledge exchange, UNESCO-UNEVOC established the e-Forum, an online discussion board that, since its inception in 2003, has become a global online community of 3000 TVET experts taking part in crucial discussions on TVET-related issues. To further promote focused debates on crucial themes in TVET, UNESCO-UNEVOC introduced the first moderator-driven e-Forum discussion in 2011. Through these discussions, UNESCO-UNEVOC aims to enhance awareness and encourage wider debate and understanding, including the sharing of ongoing practices and the formulation of new ideas in the field of strategy and policy development. The discussions, guided by an expert in the field, seek experiences, expertise and feedback and wishes to inspire people to take further action.

For a full overview of contributions made in the discussion and a list of useful resources on ICTs and TVET, visit http://www.unevoc.unesco.org/go.php?q=Implications+of+the+ICT+Revolution+for+TVET

A synthesis report, providing directions for future research and programme work in this field will be made available online soon.
Further information:

- UNESCO-UNEVOC

Related links:

- Korea promotes e-learning system for women’s career development
- New challenges in Technical Vocational Education and Training (TVET) teacher education
- Information technology skills will boost women’s participation in crucial sector – UN
- Technology for development: Why training trumps technology
- At UN-backed gathering, Asia-Pacific leaders urged to give region’s women more access to technology jobs

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views

Boosting vocational training performance in Cambodia
By Pascal Mabille, President, Connected Schools, Meras (France)

Connected Schools is a programme that facilitates vocational training and professional integration of disadvantaged youth in emerging countries. To accomplish this mission, the organization provides local low qualified teachers with video lessons recorded in local language, computer laboratories, tutoring through videoconferencing and internet access to search for educational content online.
**Connected Schools’ Strategy**

Imagine that you have to teach a subject you do not master in a school where no other teacher can really help you! You would probably feel a bit stressed.

Now imagine that you are provided with a computer with videos of all the courses and **practicals** that you are supposed to teach, done by one of the best teachers of this subject in the country, and that your classroom is equipped with a video projector to enable you to reuse these videos for your courses. You would probably feel relieved.

Then imagine that you are given a **curriculum with the detail of every lesson**, and for each lesson, the duration, the skills pupils must acquire, the exercises and their corrections. You would feel well supported to do your job.

Finally imagine that every time you do not understand or cannot answer a pupil’s question, you can have a **videoconference with the skilled reference teacher** to ask him explanations, you would feel straight out optimistic about accomplishing your mission properly. **This is our winning scenario!!!**

Therefore to accomplish our mission, our organization **provides local low qualified vocational training teachers** with:

- Video lessons **recorded in local language** by their best colleagues (both theory and practice), the detailed curriculum of the training course, exercises and corrections, practical works descriptions
- A computer and projector to enable them to run their courses in their workshops using these recorded lessons.
- Distance tutoring through weekly videoconferences with their best colleagues.
- An access to the Internet to search for educational content online.

The aim is to enable them to run courses at the best national level.

**Cambodia Project description**

Over the last four years we have equipped eight Vocation Training Centres throughout Cambodia with the above mentioned setup and have trained over 40 teachers on system usage.

We have also recorded and produced over 200 hours of video trainings (theory and practice) enabling more than 7000 hours of actual training on the following topics: computer basics, computer maintenance, internet and email, air conditioning, hair dressing, beauty salon, motorbike repair, electrical motors, electricity house wiring, sewing, welding, car repair, pig raising, chicken raising, fish raising, financial literacy. In addition to these videos, our database also provides detailed course curricula, quiz for every lesson to check students understanding and useful Websites to enable further search of useful education content. Here below an abstract of our database
Results
We have spent significant efforts to measure the impact of our action on the beneficiaries, i.e. teachers and students by means of detailed satisfaction surveys as well as actual exams. 2012 overall results show a high users satisfaction level.

Teachers’ evaluation
We have polled 38 teachers on project usefulness and the perceived impact on their pedagogy, their motivation, their competencies and their students understanding. The survey results show that teacher perceive the usefulness high, with the provision of internet for accessing educational content rated highest (9 on a scale from 1 to 10) followed by video training contents (8.2/10) and distance tutoring through video conference (8/10). Teachers also perceived an improved impact on their competencies (rated 8.5 on a scale from 1 to 10 compared to 6.1 before), their motivation (8.6 vs. 6.3), their pedagogy (8.6 vs. 6.9) and their students understanding (8.7 vs. 6.3).

Students’ evaluation
We have distributed questionnaires to more than 600 students. Results show that almost all respondents:

- prefer when the teacher uses the videos
- pay more attention when the teacher uses the videos
• ask more questions and participate more
• find the videos more detailed and clearer than traditional classes
• can hear and see better (thanks to the projector and loudspeakers)

Overall they rate project usefulness at 8.3/10

**Learning outcomes**

Given the absence of historical exams and results for vocational short trainings in Cambodia, we had to come up with a creative way to measure actual project impact. Thus we developed our own examinations on the following topic: motorbike repair, computer basis, sewing and electricity house wiring and ran those in training centres having benefited from our project as well as comparable training centres NOT participating to the project. Altogether we ran 24 exams covering 343 students and gathered the following results: Using the video approach, the average score of the students improved in computer basics by 25%, in electricity house wiring by 18%, in sewing by 34% and in motorbike repair by 12%.

Altogether this results in an aggregated 22% examination scores improvement which education specialists estimate is VERY PROMISING after only 2 years of project life.

*Pascal Mabille, is the President of Connected Schools in Meras (France). You may contact Connected Schools [here](#).*

**Further information:**

• [Connected Schools](#)

**Related links:**

• [Korea promotes e-learning system for women’s career development](#)
• [New challenges in Technical Vocational Education and Training (TVET) teacher education](#)
• [Information technology skills will boost women’s participation in crucial sector – UN](#)
• [Technology for development: Why training trumps technology](#)
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News & Events

High-level policy forum on ICT and Education for All: Achievements and the way forward

With 2015 approaching quickly on the horizon, UNESCO hosted the High-Level Policy Forum on Information Communication Technology (ICT) and Education for All (EFA) to explore how ICT has contributed to the EFA goals thus far, and to begin to define the lessons learned since 2000 that will be incorporated into the post-2015 global education agenda.

Held from 10-11 June 2013 at UNESCO Headquarters in Paris, the Policy Forum had four key objectives: (1) to review the contribution of ICT to the EFA goals, (2) to facilitate the policy dialogue about supporting teachers’ pedagogical use of ICT; (3) to share the new and emerging trends; (4) and to elaborate recommendations about the role of ICT for the post-2015 education agenda.

Among the featured speakers at the event were Dr. Qian Tang, UNESCO Assistant Director-General for Education, and keynote speakers Mr. Jerome Morrisey, Chief Executive Officer of GESCI, Mr. Morten Søby, Director General of the Norwegian Centre for ICT in Education, and Mr. Cheah Horn Mun Director of the Educational Technology Division of the Singaporean Ministry of Education.

The Secretariat underlined the importance of partnerships and close collaboration with other international organizations and the private sector, using the examples of UNESCO’s mobile learning initiatives and the ICT Competency framework for Teachers, developed with Microsoft and Cisco.

Panelists hailing from various African, Asia-Pacific, European, Latin and North American countries also considered the hot-button issues of ICT for access to education, views of international organizations and the private sector, ICT in education and teachers, UNESCO’s Strategy on ICT and industry views.

The event’s varied perspectives allowed for a rich exchange of ideas. It also resulted in greater awareness of the best international ICT practices to achieve the EFA goals. Key takeaways highlighted the importance of:
• Ensuring equal access to ICT learning;
• Supporting policy environments favorable to the use of ICT in education;
• Making policy goals accessible;
• Awareness that introducing ICT will holistically transform the Education Sector;
• Being mindful of the major importance of teachers as key actors in the transformation of education;
• Creating communities of practice, especially based on Open Educational Resources and Creative Commons licensing;
• Scaling up lessons learnt at the forum and fostering the sustainability of projects and programmes.

The Forum provided much food for thought and input to UNESCO’s Strategy for ICT in Education, which is crucial to determining UNESCO’s agenda towards the EFA goals in 2015 and beyond. The Strategy emphasizes the organization’s role in assisting Member States to harness the potential of ICT towards achieving these goals.

UNESCO does this by providing Member States with tools and technical advice for including ICT in education policies, strategies and activities. Among the themes are: Technology policies in education, Teachers’ effective use of technology, Mobile learning, Open educational resources, Learning outcomes, Inclusive education and Gender equality.

The Policy Forum was able to foster fruitful discussions thanks to the attendance of participants from more than fifty key educational players and stakeholders of UNESCO Member State governments, the private sector, non-profit organizations, and UNESCO and other ICT in education experts.

The event was co-organized by the People’s Republic of China and the ICT in Education Team of the Division for Teacher Development and Higher Education within the Education Sector of UNESCO. The full meeting report to be released soon will be available online. The meeting agenda is also available online here

Further information:

• High-level policy forum on ICT and Education for All: Achievements and the way forward
• Meeting Agenda
• UNESCO ICT Competency Framework for Teachers
• Global e-Schools and Communities’ Initiative - GESCI

Related links:
• Innovative Teaching and Learning (ITL) research: A global look at pedagogies for 21st century skills
• Measures of Effective Teaching (MET) Project
• IITE and UNESCO Bangkok strengthen collaboration on ICT in education policy and practice
• The World in 2013: ICT Facts and Figures
• Analysis of recent 1:1 learning initiatives in primary and secondary schools in Europe
• AMFIE 2012 - Summary of the Forum

Previous issues of the e-newsletter:

• UNESCO "ICT in Education” Announcement e-newsletter

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Increasing teachers’ ICT competency through open educational resources
UNESCO supported the Indonesian Ministry of Education and Culture to hold a workshop on Harnessing the Use of Open Educational Resources (OER) for the ICT Competency Framework for Teachers (ICT CFT) in Jakarta, Indonesia on 27 June 2013. The workshop focused on the potential of OER for supporting the rollout of the ICT Competency Framework for Teachers and its potential to contribute to Indonesia’s educational goals for building knowledge societies.

The Executive Chairman of the Indonesian National Commission for UNESCO, Prof. Dr. H. Arief Rachman, highlighted in his opening remarks the importance of the development of OER-based teacher training tools for ICT integration, which makes the project activities relevant to real world problems. Prof. Dr. Rachman also underscored the need to ensure that Indonesia’s 2.7 million teachers are properly trained to integrate ICT effectively in their teaching. This UNESCO-supported workshop contributed to the Indonesian Government’s objectives to promote the use of ICT for the construction of knowledge societies, ensuring that teachers have the necessary ICT skills for quality teaching and learning.

The important work that Indonesia has undertaken in developing a policy on OER and teacher training standards for ICT CFT (in cooperation with Intel) was underscored by participants as an important basis for the development of project activities.
The discussions focused on the priority area of technical vocational education at secondary level. In this regard, it was agreed to focus the project activities on teacher education materials in this area.

The workshop gathered participants from the Ministry of Education, non-governmental organizations and the World Bank. Private sector partners involved in the development of ICT CFT, namely CISCO, INTEL and Microsoft, were also invited to participate in the event.

This activity is part of UNESCO’s continued efforts to promote the application of ICT to enhance the quality of and access to education, including the stimulation of production, sharing and access to open educational resources (OER). After the adoption by UNESCO of the Paris OER Declaration in 2012, the implementation of this activity in Indonesia, Kenya and Oman is supported by the Hewlett Foundation.

Further information:

- Increasing teachers’ ICT competency through open educational resources

Related links:

- New publication: Open Educational Resources - Innovation, Research and Practice
- Implementing the Paris OER Declaration: Launch of Project
- Making sense of MOOCs
- A world map of Open Educational Resources initiatives: Can the global OER community design and build it together?
- UNESCO World OER Congress releases 2012 Paris OER Declaration
- Policy Forum for Asia and the Pacific: Policy and Practices in Open Educational Resources
- The future of (open) education with Sir John Daniel
- Brazil hosts Latin America Open Educational Resources Regional Forum
- Open educational practices recognized through OPAL Awards
- OER reef and rainforest wiki in Marovo language
- Launch of the UNESCO Open Educational Resources Platform
- COL-UNESCO Basic Guide to OER
- UNESCO joins iTunes U
- Towards OER university: Free learning for all students worldwide
- The pedagogical enhancement of open education: An examination of problem-based learning
- 7 things you should know about open educational resources
- Open Educational Resources Center For California
• The impact of openness on bridging educational digital divides

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The website of the Conference includes detailed information on accommodation, the programme, how you can be involved, social events and how to register.

The Conference will be a Conference with a difference including new ideas and concepts to engage with:

• World Cafe is a format that facilitates intellectual and actionable outputs. These sessions will be creative and will be specifically signed to promote cross-fertilisation of ideas and strategic planning.
• 'Educational Ideas Worth Sharing', following the TED.com style - this format enables the showcase of global thought leadership, and also ensures audience buy-in and engagement.

The three-day event will feature a series of keynote speeches, workshop sessions and an exhibition. For more information, please refer to the website of the Conference.
Nomination call for UNESCO-Hamdan Prize 2013-2014
The third edition of the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers has opened the call for nominations.

The prize is awarded every two years and it recognizes initiatives that contribute to improving educational practices around the world, with priority given to developing countries and to marginalized and disadvantaged communities.

Deadline for nomination: October 31 2013

To submit a nomination, please download the guide (PDF) and the form for the letter of nomination (.DOC).

For more information about the prize, please visit: www.unesco.org/new/ar/hamdan-prize

Programmes & Projects
Integrating ICTs in vocational training: A pilot project step-by-step
By Anne-Marijke Podt, IICD

A blackboard and chalks used to be the only ‘tools’ that tailoring instructors in Isinya, Kenya had access to for drawing dress patterns. The result is not difficult to imagine: an inefficient process that had instructors come to class every day an hour earlier to have enough time to draw their patterns by hand. And if changes were needed -for instance in size-, they would have to do this all over again.

In the Isinya Youth Polytechnic (YP), a vocational training institute, about 80 mainly Masaaï students are trained to become not only tailors but also car mechanics, bricklayers and carpenters. ICT was part of their curriculum too, but with only three desktops in a separate room, most students never got beyond typing.
But this is about to change. After much preparation and thanks to youth-training experts Nairobits, Kenyan NGO Dupoto-e-maa and the Connect4Change consortium led by IICD, the Youth Polytechnic has recently started the training of their instructors in ICT-integration.

The pilot project is done in collaboration with the Ministry of Education office in the area (formerly the Ministry of Youth Affairs and Sports) and the board and instructors of the Youth Polytechnic.

When the project is fully operational, these tailoring instructors will use digitalized dress patterns in their lessons. They will draw up just once and will be able to use and manipulate the drawings time and again. It will also allow instructors to include pictures and video: why not show animations of working car parts in your class on car mechanics?

**The starting point**

In 2011, IICD organised a visit of representatives from the Ministry of Youth Affairs and Sports and Nairobits to the Chawama Youth project in Zambia. Here, IICD has supported ICT integration in Vocational Training for several years and the representatives were able to see what this entailed: the use of ICT tools in the vocational training rooms to improve teaching and learning. This visit became the basis for the pilot in Isinya.

**Low-cost interactive white boards**

The pilot in Isinya focuses on two areas of ICT-integration in the YP. The first one involves a 20-workstation computer lab (a low cost, low energy thin-client solution) where students are trained in basic ICT skills and the use of ICT tools for entrepreneurship, for instance by keeping financial records or inventories. Besides this, all vocational training rooms have been outfitted with a laptop, projector and a projector pal, allowing the set-up to be used as an interactive whiteboard.

**Training and content development**

IICD advised on a training curriculum for the instructors, working together with Nairobits. All YP instructors have now been trained in the use of the equipment and in working with their students in an interactive way. Currently, the focus is on the development of lesson materials. Here, instructors are supported to translate their existing teaching notes into materials that can be shown and interacted with in the classroom. This process builds on the process of content development based on IICD’s experience in various countries. This entails working from the teacher’s experiences rather than a pre-set set of materials. An approach that combines well with Nairobits’ expertise in developing job-oriented lesson materials for students.

**The Framework**
Starting with a small pilot was a conscious choice: a low-key approach that allows for experimentation and focused attention on the capacity development of all 12 instructors in the YP. Furthermore, a great deal of attention goes into carefully involving all stakeholders and recording the steps taken. All experiences are captured in a clear “Framework for ICT integration in Youth Polytechnics”, showing the different aspects of this project step-by-step: from starting an ICT integration in a YP, to technology selection and training of instructors.

The framework will be presented during a launch at Isinya YP in July 2013, for an audience of instructors, other YPs, government officials and other parties interested in Vocational Training. If you are interested in joining the event or if you would like to receive the Framework, you can contact IICD’s country manager for Kenya, Anne-Marijke Podt

By Anne-Marijke Podt, Country Manager for Kenya, IICD.
Contact: ampodt(at)iicd.org

Further information:

- Integrating ICTs in vocational training: A pilot project step-by-step
- IICD

Related links:

- Korea promotes e-learning system for women’s career development
- New challenges in Technical Vocational Education and Training (TVET) teacher education
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Resources

Vocational education and training: Can ICT enhanced learning and teaching help?
This article provides links to a few examples and case studies of ICT enhanced learning and teaching use in vocational education, in particular from Australia where there is a massive initiative in this sector - see for example the Australian Flexible Learning Framework who have a massive range of resources, events, research, case studies, reports, training and ideas. There are also links to a couple of associated research articles and tools.

Read the full article:

- Vocational education and training: Can ICT enhanced learning and teaching help?

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TVETipedia is an online community portal for the exchange of relevant and high quality information and knowledge about technical and vocational education and training (TVET) around the world. It has been initiated by UNESCO-UNEVOC, a network of more than 270 TVET institutions and more than 165 UNESCO Member States. The portal is a place to find TVET policy documents, curricula, learning materials, success stories, good practices, collaboration on projects, TVET-related events and publications. Articles are available to all users on a read-only basis, but it is easy to create user accounts and start adding and editing information. Anyone involved or interested in education for the world of work can join and contribute.

TVETipedia is organized in wiki articles and registered members can easily write and edit texts, link to other websites and upload relevant documents in the Wiki editing system. UNESCO-UNEVOC will monitor the content to ensure relevance and high quality of information published.

Anyone working in, or with interest in TVET, is invited and encouraged to take part in the project and share information. For more information visit www.tvetipedia.org and join the TVETipedia community.

Further information:

- TVETipedia

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- New challenges in Technical Vocational Education and Training (TVET) teacher education
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TESDA online programme (TOP)
The Technical Education and Skills Development Authority (TESDA) is the Philippines’ government agency tasked to manage and supervise technical education and skills development (TESD). Under this mandate, TESDA provides direction, policies, programmes and standards towards quality technical education and skill development.

One of the programmes offered by the TESDA is its online programme. The TESDA Online Programme (TOP) aims to make technical education more accessible to its citizens through the use of internet technology. The courses are provided free of charge, and the courses range from basic computer operations to job training in various fields. This programme is created for students, out-of-school youths, unemployed adults, workers, professionals, and overseas Filipino workers. The TOP provides a more effective and efficient way to deliver technical education and skills development services by making the service easily accessible at lower cost.

Further information:
- TESDA online programme (TOP)

Related links:
- Korea promotes e-learning system for women’s career development
- New challenges in Technical Vocational Education and Training (TVET) teacher education
- Information technology skills will boost women’s participation in crucial sector – UN
- Technology for development: Why training trumps technology
- At UN-backed gathering, Asia-Pacific leaders urged to give region’s women more access to technology jobs

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ICT in Education in Central and West Asia
This publication presents and analyses the major conclusions of research conducted in Central and West Asia in 2006 through 2011 to ascertain the impact of information and communications technology (ICT) investments on education. It presents a critical overview of the effectiveness of ICT policies and strategies in basic education in Azerbaijan, Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, with shorter studies on Afghanistan, Armenia, Georgia, and Pakistan.

Among its many important findings, the research shows that while the importance of ICT in education has been recognized widely, it is still in its infancy in most of the region and its role and impact have yet to be fully determined or realized. The study has determined that the digital divide between education systems in developing and developed countries is widening dramatically. It stresses that while all the participating countries consider effective teacher training in ICT skills to be among the key determining factors in its effective ICT use, most are not providing sufficient training to use ICT to best effect. In the area of budgeting, the study shows that there is an urgent need for governments to adequately fund school ICT operational costs.

To help policy makers in the region, the study identifies critical gaps or issues in policies, strategies, and approaches to ICT in education; provides information on key issues to help improve decision and policy making; and gives clear recommendations arising from the research.

Read the report:

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Related links:

- How can we use ICT to promote Lifelong Learning?: Central Asia Symposium on ICT in Education
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• Training workshop on new pedagogy and ICT in Samarkand, Uzbekistan
• IITE and UNESCO Bangkok strengthen collaboration on ICT in education policy and practice

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