

# Strategy and planning for innovation in TVET: The INVEST Africa story

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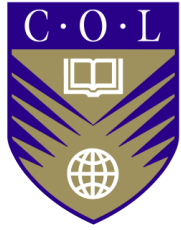


COMMONWEALTH of LEARNING

# A bit about me

- A New Zealander
- 20ish years in innovative TVET
- Developing and implementing institutional and national strategies for innovative TVET
- Four months ago started as Education Specialist: Technical, Vocational and Skills Development (TVSD)
- Sharing others' story





# COMMONWEALTH *of* LEARNING



To help Commonwealth governments and institutions use technologies to improve and expand access to education and training



# What is innovative TVET?

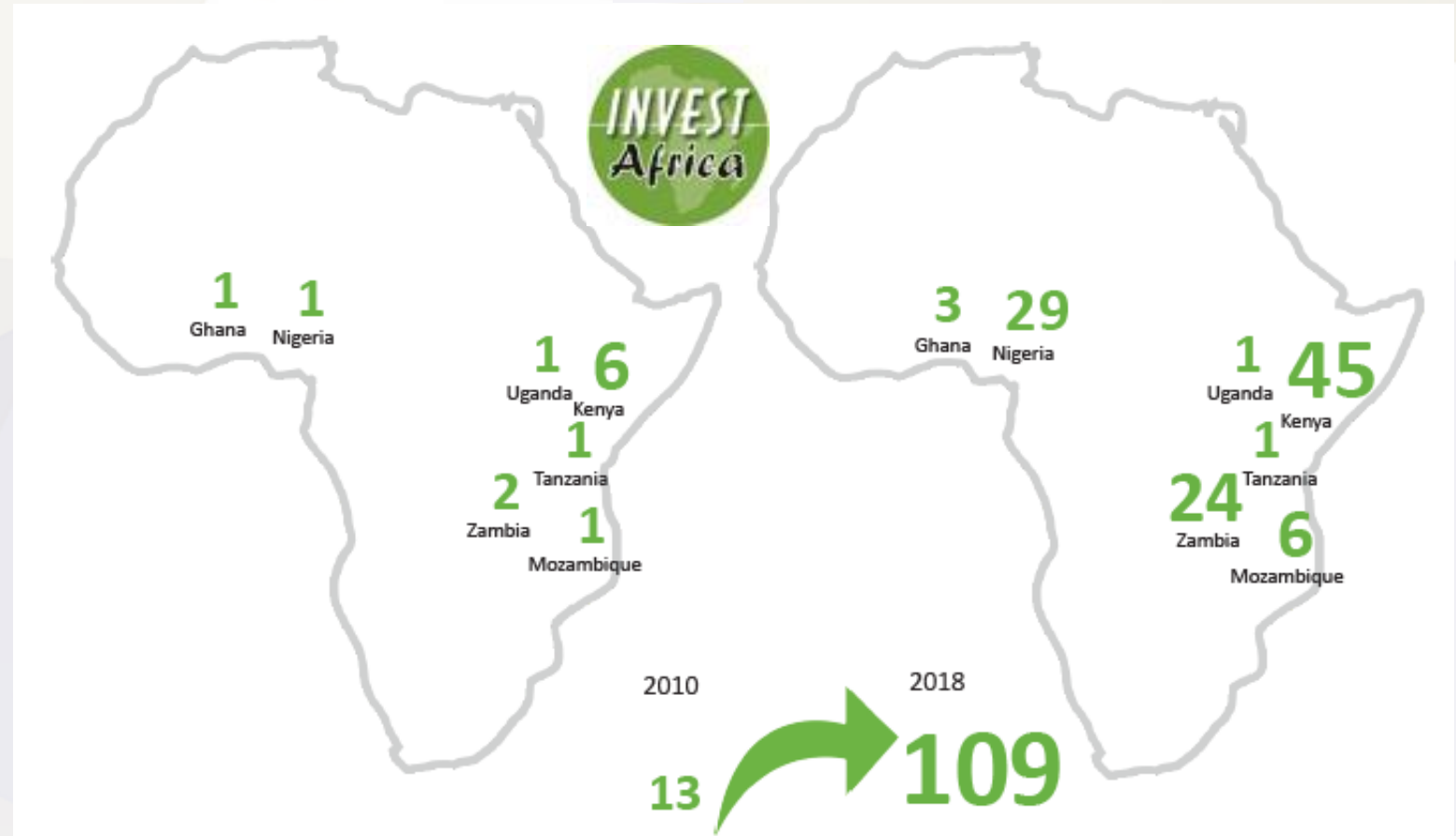
Traditional	Innovative
<ul style="list-style-type: none"><li>• Academics define skills to be learned</li><li>• Pre-employment training</li><li>• Full time study, usually during the day</li><li>• Set length of time</li><li>• One size fits all</li><li>• Institution and classroom based</li><li>• Institution based equipment</li> <li>• Develop practical skills in artificial settings</li><li>• Non-practical skills focus on listening, reading and writing to understand theory</li><li>• Assessment focuses on knowing what and how</li><li>• Achievement based assessment, one attempt</li><li>• Educator as 'sage on the stage'</li><li>• Literacy as a proxy for competence</li><li>• Small number of defined qualifications</li><li>• Limited consideration of sustainable development</li><li>• No, or limited, consideration of gender equity</li> <li>• No, or limited, use of ICT</li></ul>	<ul style="list-style-type: none"><li>• Industry define skills to be learned</li><li>• Lifelong learning</li><li>• Learner chooses hours of study</li><li>• Timeframe varies based on learner competence</li><li>• Personalised</li><li>• Industry, community and learner's place based</li><li>• Multimedia and industry or community-based equipment</li><li>• Develop practical skills in real life settings</li><li>• Non-practical skills include building employment skills such as teamwork, and application of theory</li><li>• Assessment beyond knowing - doing, being, applying</li><li>• Competency based assessment, multiple attempts</li><li>• Educator as 'guide by the side'</li><li>• Naturally occurring and multimedia evidence</li><li>• Exit qualifications, micro credentials</li><li>• Sustainable development integrated</li><li>• Gender equity integrated</li> <li>• Use of ICT to help achieve the above</li></ul>

# Innovation in Vocational Education and Skills Training (INVEST)



National TVET agencies and ministries

- Vision
  - use digital technologies to increase access to, and quality of, TVET
- Proof of concept
  - CAPA members
- Scale up
  - with national agencies



# General process

- Institutional readiness assessment
  - Strategic
  - Organisational
  - Technical
  - Pedagogical
- Development activities
  - Market research and feasibility studies in local communities
  - Institutional strategy and policies
  - Enhance existing ICT infrastructure
  - Capability building
  - Institutional and departmental targets for new courses
- Monitoring and evaluation
  - Institutional reporting
  - Case studies
  - Tracer studies





# General process: Capability building

Who	What	How
<ul style="list-style-type: none"><li>• Administrators</li><li>• Managers</li><li>• Teachers</li><li>• IT staff</li> <li>• National policy makers</li></ul>	<ul style="list-style-type: none"><li>• What is flexible skills development?</li><li>• Institutional strategy</li><li>• Change management</li><li>• Policy development</li><li>• Use of PowerPoint</li><li>• OER development and reuse</li><li>• Facilitating online courses</li><li>• Gender equity</li><li>• Sustainable development in TVET</li><li>• Setting up and maintaining ICT infrastructure</li><li>• Moodle administration</li><li>• Tracer studies</li></ul>	<ul style="list-style-type: none"><li>• Online training</li><li>• Institutional visits</li><li>• Workshops</li><li>• Online community of practice</li></ul>

# Koforidua Technical University



## Background

- TVET institution in Ghana
- Established in 1997
- Joined INVEST in 2011
- 2016 - Koforidua Polytechnic became Koforidua Technical University



# Koforidua Technical University



## What did KTU do?

- Staff capability building
- New organisational structures, policies and ways of working
- Community consultation
- New informal courses
- Technology implementation
- Revised institutional strategy
- Gender equity initiatives
- Sustainable development initiatives



# Koforidua Technical University



## Challenges

- Adequate access to ICT
- Pockets of resistance – teachers, students and parents

*“Some lecturers are intimidated by the use of ICT. They fear that the use of ICT is reserved for certain people.*

*Initially some students were resistant to some of the teaching approaches. Some appreciate the fact that they learn at their own convenience. Some prefer to come to the lecture hall since they are not comfortable with technology.*

*Some parents in line with technology appreciate the progressive nature but some demand the face to face time with lecturers—the traditional teaching model.”*

KTU staff member



# Koforidua Technical University

## Results



**Growing** ICT use by teachers and students



**Improved** teacher and student engagement

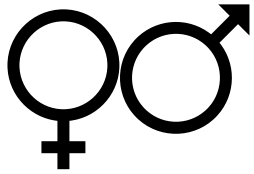


**Improved** student academic performance

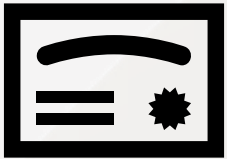
# Results



Stronger community links



Improved gender equity



2015 Africa Union Model TVET Award



Membership of National TVET Curriculum team



# Mary

**“I wanted to improve myself and my business”**

*“Before the training I used to purchase things that I did not need. I would spend my money on unnecessary items. But now I plan my purchases. I only buy what I need. My savings have improved because of the way I am managing my money ...*

*I am also now teaching my apprentices how to come to work on early and on time. How not to make noise when working and keep themselves neat. Before they would be noisy, chatting on their cellphones as they worked on customer's hair. Now they know how to behave.”*



- Hairdressing business - 15 years
- 20 apprentices

Joseph

“I feel like I finished university because of this training”

*“Now we interact with our customers differently. We keep our promises to our clients. When we tell them to come a certain day and time, we make sure that their outfit is ready. Before the training, I did not keep my word. The clients were also abusive in the way they would talk to us. But now because we have changed how to interact with them, they are also respectful. I have shared the things I learnt from the training with my three apprentices. Like how to come to work on time, maintain a clean work environment and their own appearance.”*



- Runs a tailor business
- Three apprentices
- Area coordinator - KTU's programme



# LOTS of TVET innovation

## LEADERSHIP



- Know why
- Understand learners
- Define strategy
- Allocate resources
- Actively support

## ORGANISATIONAL WAYS OF WORKING



- Appoint champions
- Create specialist units
- Create new roles
- Develop new policies
- Change processes

## TECHNOLOGY



- Internet access
- Devices for students and teachers
- Learning management system
- New software, e.g. multimedia development
- Enabling policies
- Useful analytics

## STAFF CAPABILITY



- Change management
- Connecting with industry
- Competency based assessment
- New pedagogies for new skills
- Learning design
- Multimedia development
- Online facilitation
- OER creation and reuse
- LMS administration
- Marketing online courses

# What next for INVEST?

Proud achievement (2018 external evaluation)	Still room to improve (2018 external evaluation)	The way forward
<p><i>“achieving good results judged by such outcomes as institutional uptake, capacity development, number of learners, and policy development. An effective pattern of partnership with key actors is visible, for instance TVET institutions in Asia and Africa.”</i></p>	Achieving good results	Maintain online capability building Support new champions group
	Strengthen links between outputs and outcomes	Beyond access, add competency-based and demand driven focus
	Gather more valid evidence	M&E plan within project Industry/community as partner
	Additionality versus effectiveness with efficiency	Develop and prove business models that use technology to lower costs and improve quality
	New ways of same versus genuinely new	End to end learner journey design Technology enhanced across value chain
	Employers as well as educators and learners to influence decision-makers	Industry/community as partner Gather evidence for economic and social benefits of innovative TVSD