



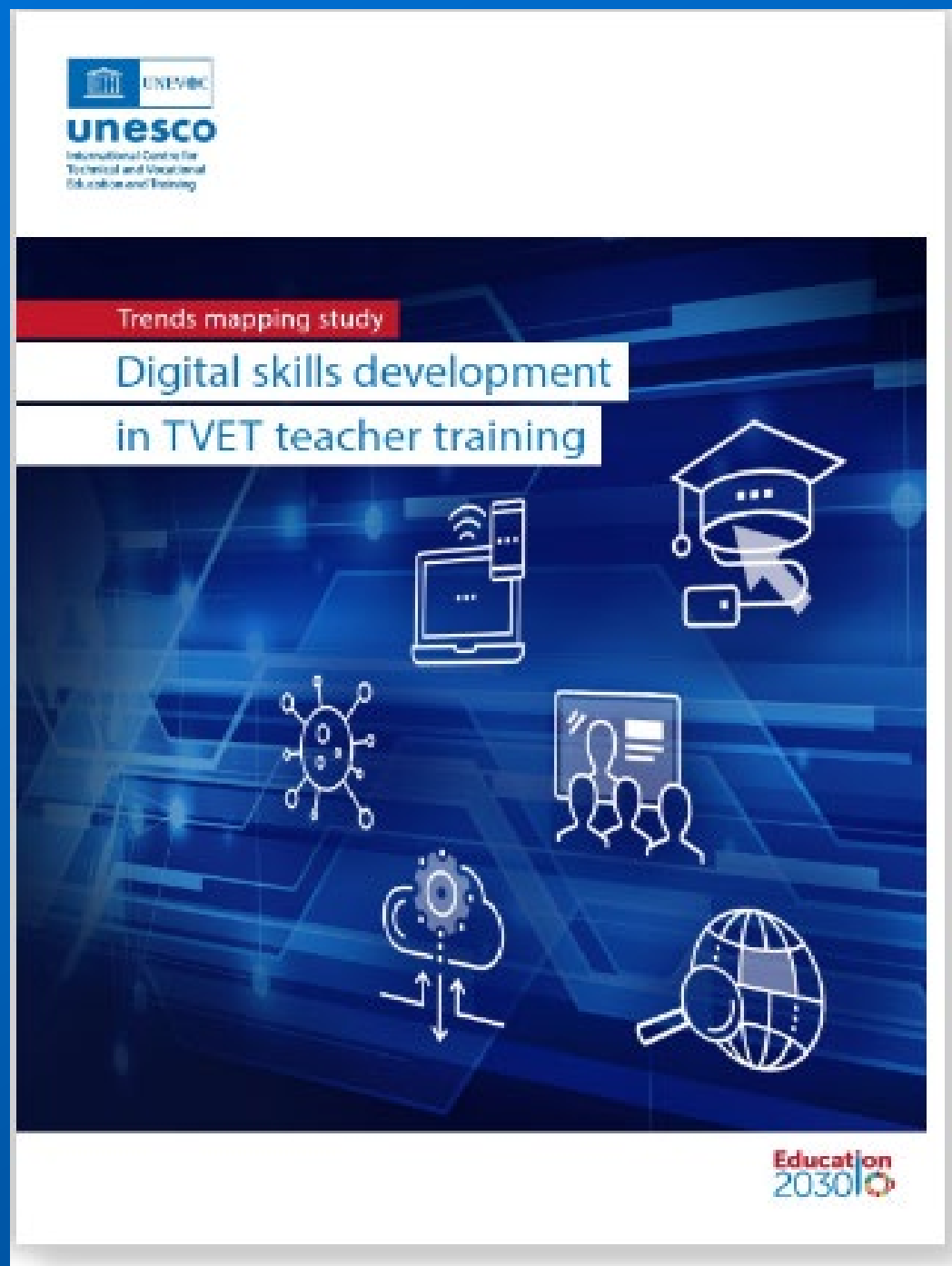
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UNESCO-UNEVOC Trends mapping study: Digital skills development in TVET teacher training

Brief overview of methodology,
findings and recommendations

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Methodology and analytical framework

Objective: Rapid assessment of the state of TVET teacher digital skills development before and during COVID-19 pandemic

- Desk research (literature review and documentary analysis)
- Identification of promising practices

Dimensions of digitalization	Support for TVET teachers/trainers
Use of digital tools and services for teaching TVET	• Measures to develop TVET teachers'/trainers' digital skills, as well as their knowledge of new digital technologies, equipment and/or practices in the workplace • Measures to build TVET teachers'/trainers' skills and competencies in applying new pedagogical approaches, instructional tools and/or educational technologies to deliver learner-centred teaching and training
Digital delivery of TVET through distance learning	• Measures to develop TVET teachers'/trainers' capacities to use digital communication tools and online learning platforms to deliver online or offline distance learning • Measures to build teachers'/trainers' skills and competencies to apply these digital tools in a pedagogically effective manner

Prior to the pandemic...

73% of TVET practitioners globally had received training in ICT/digital skills 52% of TVET practitioners globally had received training in distance learning 1 in 2 secondary teachers in Africa had received the minimum required teacher training, which seldom built their digital skills 1 in 3 TVET providers globally had never delivered training remotely. In Africa the proportion was 2 in 3.		
Main barriers	African countries	OECD countries
Use of digital tools and services for teaching TVET	<i>Supply-side</i> • Systematic lack of resources • Lack of ICT and other infrastructure • Lack of trained trainers with digital skills <i>Demand-side</i> • Negative attitudes towards new technologies • Resistance to change in teaching methods	<i>Supply-side</i> • Lack of relevant training • Low focus on pedagogy and application of digital tools • Lack of employer support for teacher digital competence development <i>Demand-side</i> • Lack of teacher confidence in integrating digital tools
Digital delivery of TVET through distance learning	• Common perception that distance learning is less effective than face-to-face, especially for practical skills training • High costs of digital (especially online) delivery for TVET providers with small student enrolments • Lack of information regarding the pedagogical skills needed for effective digital TVET delivery	

During pandemic school closures....

75%

of TVET providers in **high-income countries** were able to provide fully remote training

18%

of TVET providers in **low-income countries** were able to provide fully remote training

51%

of TVET providers in **Africa** were **unable** to provide any form of online or offline training to students

Main barriers	Low-income countries	OECD countries
Digital delivery of TVET through distance learning	<i>Supply-side</i> • Lack of adequate human and financial resources • Inadequate ICT and other infrastructure • Lack of trainers with skills in online/distance training <i>Impacts of barriers on TVET teaching staff</i> • Lack of teacher capacity to deliver training using digital tools	<i>Supply-side</i> • Lack of relevant training • Lack of relevant digital tools and resources • Lack of employer support <i>Impacts of barriers on TVET teaching staff</i> • Low quality TVET provision • Teacher mental health issues

The pandemic highlights the need for...

Strong policies and strategies on digitalization in TVET to ensure that TVET teaching staff have the skills needed to prepare learners for the future of work and of learning

Multistakeholder partnerships and networks to increase the level of resources and training capacities within TVET systems

A culture of inclusiveness and cooperation to reduce digital divides in TVET and in TVET teacher training

Well-designed digital skills training programmes that address the barriers to TVET teachers' participation

Further research on the digital and pedagogical skills and competencies needed to deliver high-quality, learner-centred, technology-enhanced distance training in TVET

Thank you

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