

OER for skills development: OER for TVET and skills development in life and work



Source: <http://banksy.co.uk/out.asp>

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SUSTAINABLE DEVELOPMENT GOAL 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Agenda

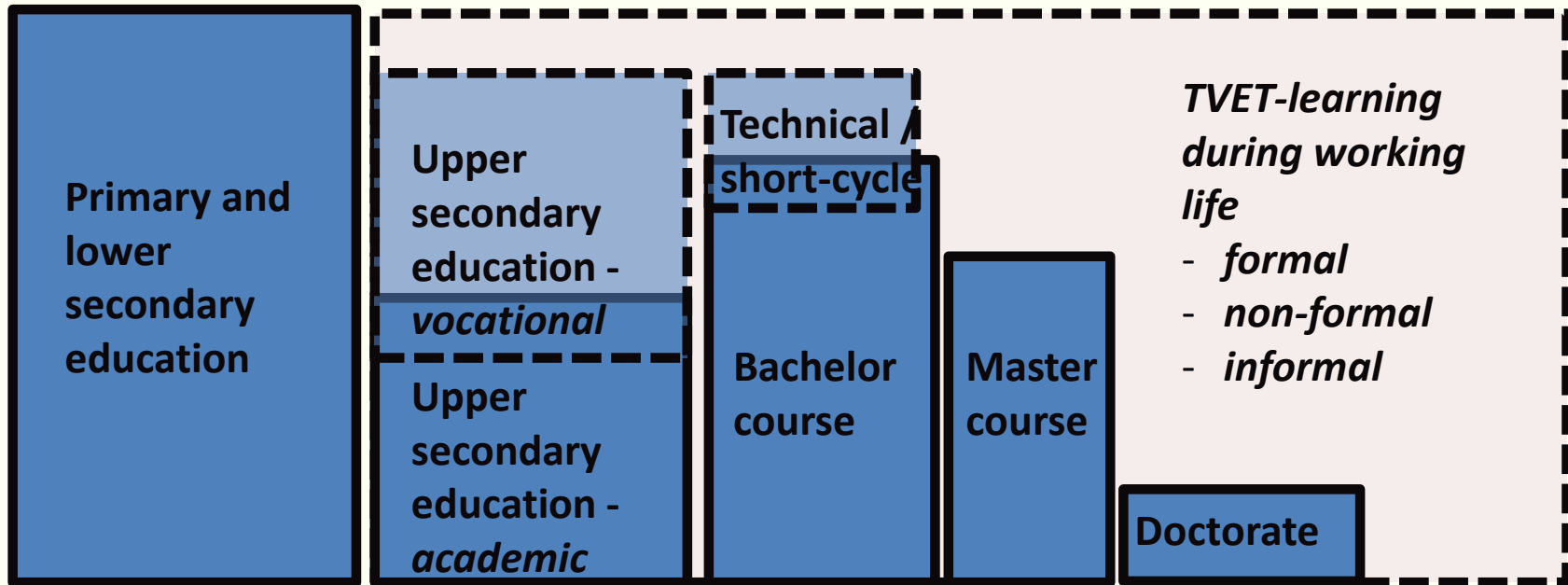
- Review the scope of TVET
- Focus on the skills challenge
- What are the implications for learning?
- What role for OER?

What is TVET – Technical and Vocational Education and Training – and when does it occur?

TVET has a broad scope, which makes it so important

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Note: areas encompassed by dotted lines are normally considered as TVET. Source: author

Workers' assessment of the importance of digital skills for their future work

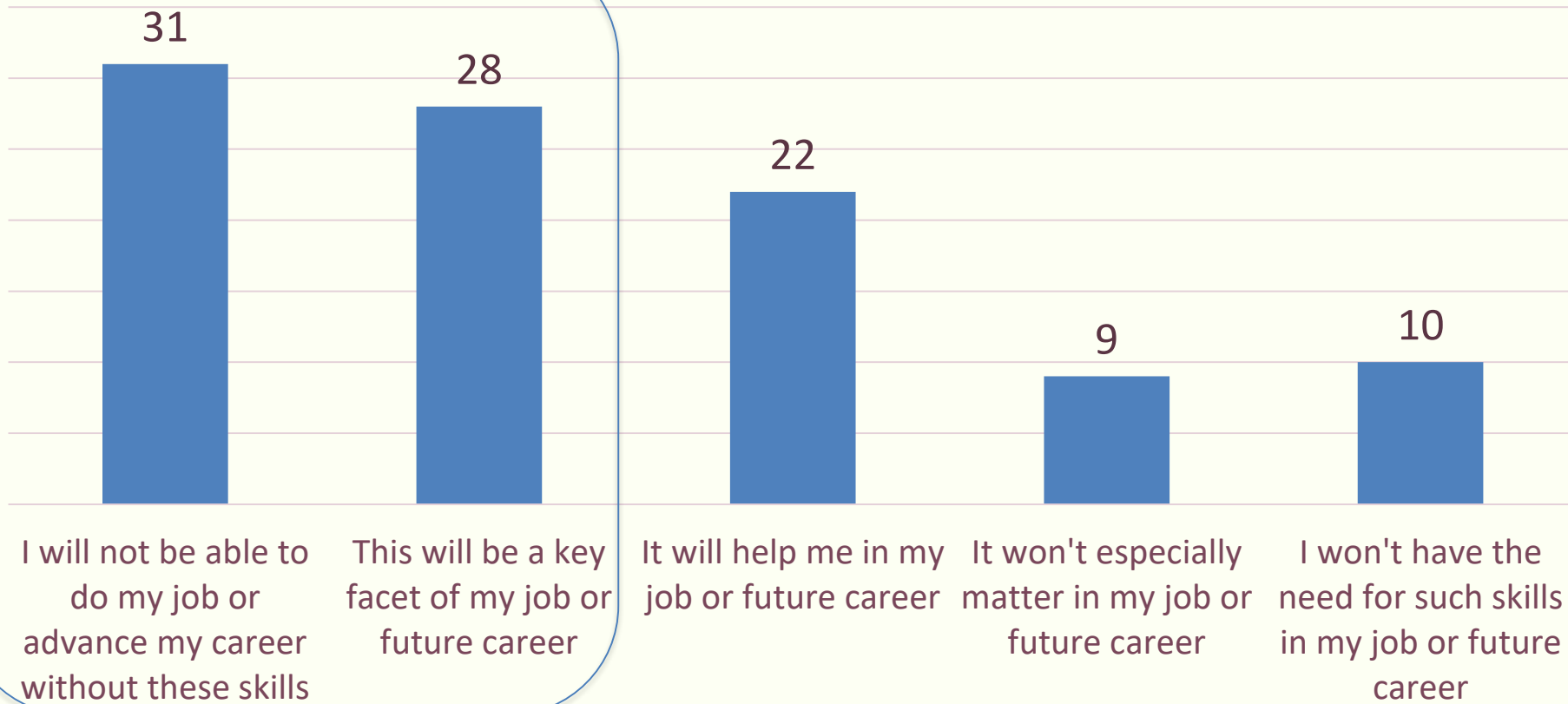
Countries covered: Brazil, China, Estonia, Germany, India, South Africa, South Korea, Sweden, UK, USA.



Barclays. (2016). *From Inclusion to Empowerment: The Barclays Digital Development Index*. Retrieved from [https://digitalindex.uk.barclays/download/report/1/Barclays Digital Development Index.pdf](https://digitalindex.uk.barclays/download/report/1/Barclays%20Digital%20Development%20Index.pdf)

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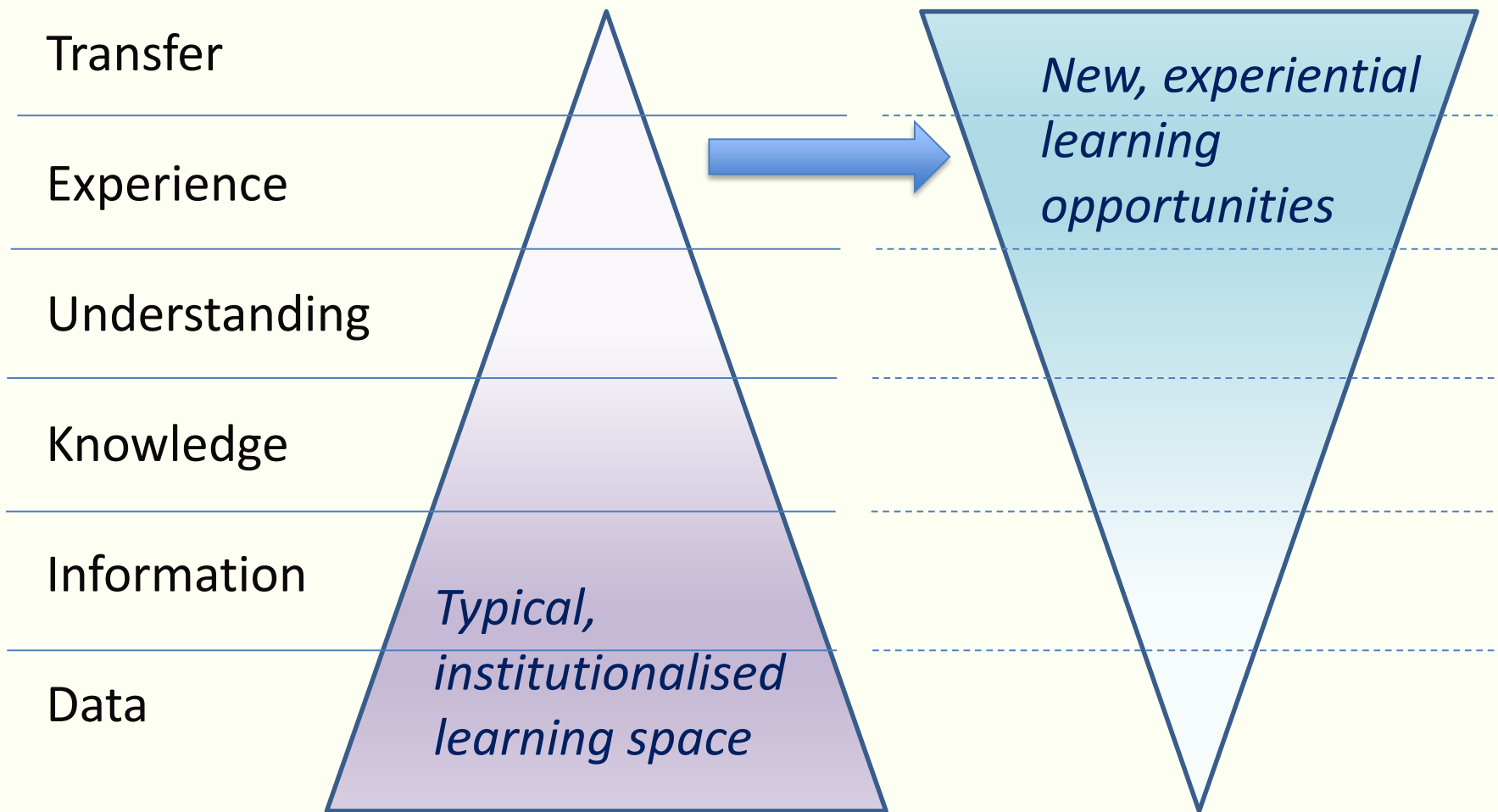
Skills challenges for TVET

1. How can learners obtain the right skills ***for the future?***
2. How can learners obtain the right skills ***for now?***

Learning opportunities for 3 types of skill sets

- ❖ Foundational skills
to build on into the future (21st Century Skills)
- ❖ Just-in-case technical skills and knowledge
to make graduates work-ready
- ❖ Just-in-time technical skills and knowledge
for adaptation and flexibility

Flipping the curriculum for TVET to emphasis transfer of knowledge and skills to practice



Fadel, C., Bialik, M., & Trilling, B. (2015). *Four-Dimensional Education: The Competencies Learners Need to Succeed*. Center for Curriculum Redesign.

OER in TVET – what are the reasons for using OER?

Results of a survey for UNEVOC from Robert Shuwer and Ben Janssen

Schuwer, R., Janssen, B. (in press): Open Educational Resources in Technical Vocational Education and Training. UNEVOC.

OER in TVET	...because*	Rating
To help to achieve 'non-discriminatory' access to high-quality educational resources	... open to all	94%
To reduce the barriers to learning opportunities in TVET	... open to all	93%
To break down the boundaries between formal, non-formal and informal TVET	... open to all, but this is also based on accreditation regulations	85%
To reduce public and private costs of TVET	... more efficiency production cycle and low marginal costs	90%
To continually improve the quality of educational resources for TVET	... open to adaptation and updates	94%
To support just in time / just enough learning	... easily adaptable, but this might imply that creation is easier too, which is doubtful	83%
To enhance skills of the labor force	... able to support skills-based learning	92%
To support the acquisition of 'skills for the 21st century'	... able to support skills-based learning	93%

Next steps

OER in TVET

...because*

Rating

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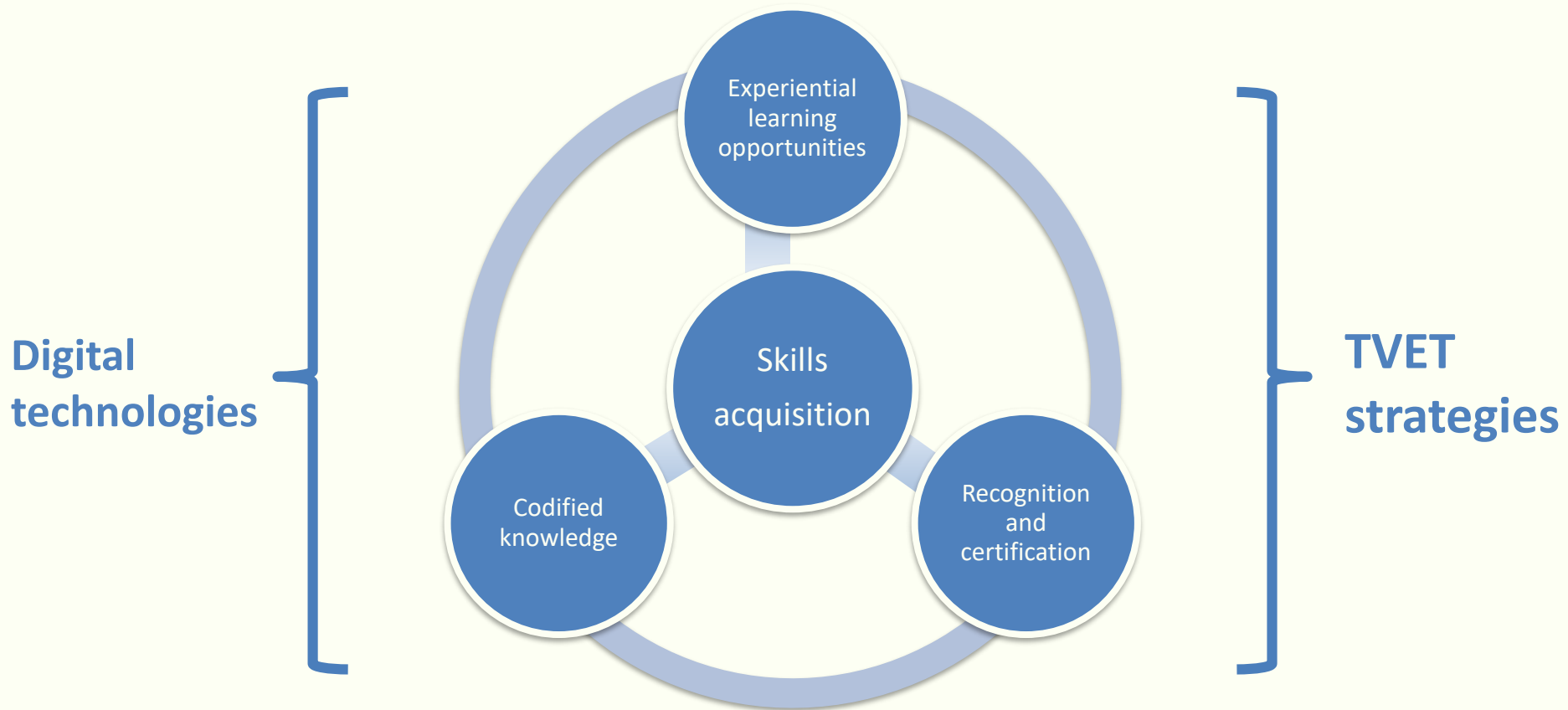
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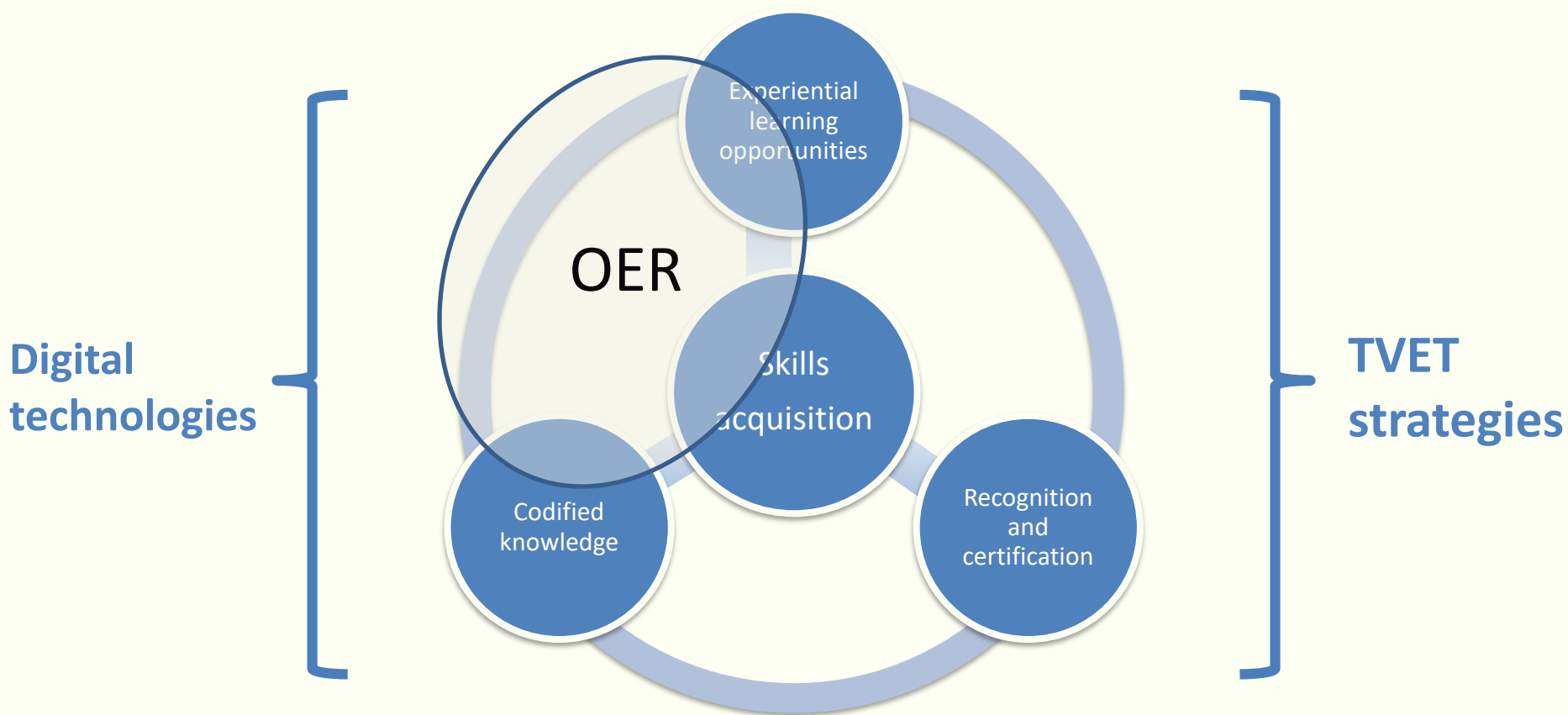
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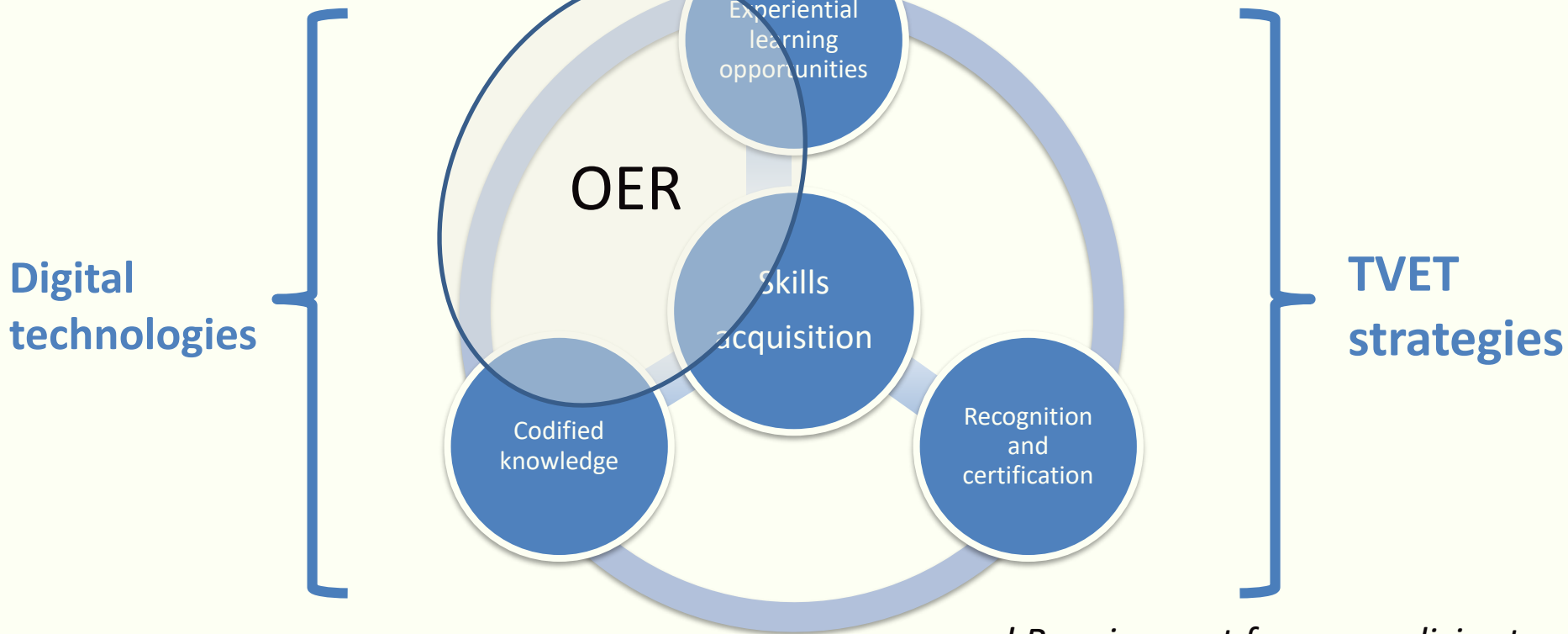
Shuwer, R., Janssen, B. (in press): Open Educational Resources in Technical Vocational Education and Training. UNEVOC. *Column added by author





Applied knowledge learning, e.g.
Phet and Siemens Media Portal

Need for (re)training TVET
instructors, often a focus of new
TVET strategies and donor work



*! Requirement for new policies to
open up recognition and
certification (e.g. through badges)*