E-Discussion on continuing online learning and skills development in times of the COVID-19 crisis

Hosted on the Global Skills for Employment Knowledge Sharing Platform from 27 March to 17 April 2020

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Introduction

From 27 March to 17 April 2020 an E-discussion on the theme "Continuing online learning and skills development in times of the COVID-19 crisis" was hosted by the Global Skills for Employment Knowledge Sharing Platform (Global KSP), www.skillsforemployment.org .

Discussion participants included representatives from civil society organizations, training institutions, government ministries and international organizations (ILO, UN Women and UNESCO, among others) who came together to discuss how the COVID-19 pandemic has affected skills development and share innovative practices for continuing training and development activities remotely. As the COVID-19 pandemic caused an abrupt disruption in the delivery of face-to-face training and skills development, a smooth and quick transition to distance learning is required for students and learners to continue their education and training. This forum fostered discussion on innovative distance education, training and e-learning solutions for skills development and helped to highlight emerging challenges in training and ways to combat these challenges to ensure no one is excluded from learning during the COVID-19 crisis.

Over 130 comments and responses were made during the three-week course of the discussion. Contributions were made by individuals from Africa, Asia, Europe and Latin America in response to the following 11 questions:

1. How has the current situation linked to COVID-19 disrupted the provision of training where you are (including apprenticeships, full time programmes and short courses)?

2. What resources are being used or referred to maintain training services remotely and via e-learning platforms? Could you share some examples?

3. What technical hurdles have you observed in delivering online training and skills development?

4. What challenges do learners face in accessing / using e-learning?

5. How can individuals and learning providers ensure that the effects of the disruption are minimized and that wherever possible, apprentices and learners are not negatively impacted in the long-term?

6. How have government policies affected the operation of education and training providers?

7. What new and innovative approaches to learning and skills development have you observed in your surroundings since the start of the pandemic?

8. How adaptable are learners to these new and evolving forms of training and learning?

9. What measures are being taken in order to assure that potential learners are aware of existing learning solutions and can access and use them autonomously?

10. Do you foresee the current situation having an impact on the concept of lifelong learning?

11. What new forms of partnerships, for example, public-private partnerships and collaboration are emerging during this crisis period?

Some key messages that emerged from the discussion are summarized and highlighted below. A full text of the discussion thread can be found in Annex 1.

Key messages

- Due to the abrupt transition to e-learning, many teachers and trainers have not been properly trained and prepared to deliver their courses online.
- Much TVET curriculum and training is not easily adaptable to online learning with limited options for practical skills development, especially on specialist equipment.
- Access to equipment and bandwidth necessary to carry out online learning or teaching (i.e. computer and strong internet connection) is not available to everyone and presents a barrier for students in accessing learning and for institutions in continuing operations.
- Unfamiliarity with online learning platforms and limited digital skills can impede students from accessing all the resources necessary to continue training online.
- Inappropriate learner engagement strategies, course design and teacher preparation have resulted, in many cases, in low learner motivation for digital learning.
- Pedagogical support to learners is still limited, despite growing attempts at using teleconferencing and social media to implement tutoring and peer exchange.
- Those in humanitarian contexts are now forced to deal with displacement and confinement adding extra challenges to their learning.
- Home workspaces which can be shared with family members or roommates create difficulties in allocating sufficient time for work or study and increase the risk of cultural restrictions limiting the access of girls and women to learning.

- Skills that can easily be acquired and strengthened via distance learning during this pandemic could change the landscape of work for the coming generation. Hiring remote workers could become more commonplace.
- While learners are often willing to adapt to new learning styles, not all of them possess the technology necessary to adapt.
- The pandemic is leading to the forging of new partnerships between government agencies as well as private/public sector partnerships (e.g. Education and ITC) in order to deliver distance learning.
- Women are disproportionately cut off from distance learning options due to lack of childcare and home help during the pandemic.
- The concept of lifelong learning will evolve as a result of the pandemic and changing attitudes towards technology and online learning.
- Whilst some innovative efforts have been made to develop online/remote work placements, they are not possible in all industry sectors.
- Apprentices ready for assessment, but who cannot be assessed due to COVID-19 issues.

E-Discussion highlights

1. How has the current situation linked to COVID-19 disrupted the provision of training where you are (including apprenticeships, full time programmes and short courses)?

As the COVID-19 crisis spread, a majority of discussants involved in training programmes expressed that the provision of training and learning was disrupted. While some programmes were able to continue training remotely, others have had to suspend activities for an indefinite period. Activity suspension was due to a range of reasons often pertaining to the technical capacity of instructors or students, insufficient time to prepare for the transition to online learning, or the nature of the training being unconducive to distance learning.

Some discussion participants stated that the pandemic has caused programmes to be suspended for an undetermined period. A discussant from Ecuador expressed that the priority for industries and private companies is to recover from the economic impact of the pandemic before attending to the recovery of capacity-building programmes. [122] In South Africa, TVET colleges suspended all face-to-face training. [96]

Other discussants highlighted examples of quick action being taken in their training programmes to continue learning remotely. In Morocco, a governmental E-learning commission was created as a reaction to the pandemic. The commission aims to assist instructors in transitioning to teaching online and provides a "digital workspace" for teachers and students to use. [89] In England, the Education and Skills Funding Agency stated that it is "encouraging training providers to deliver training to apprentices remotely, and via e-learning, as far as is practicable allowing the modification of end-point assessment arrangements, including remote assessments wherever practicable and possible."[60] In Panama, Santa María La Antigua University made a swift switch to distance learning through online platforms and smartphone applications such as WhatsApp. [43]

2. What resources are being used or referred to maintain training services remotely and via e-learning platforms? Could you share some examples?

There appears to be no shortage of e-learning platforms available to use for distance learning. Some discussants also mentioned the use of TV channels and phone messaging apps to reach learners that do not have access to the internet. A list of resources mentioned in the e-discussion can be found in Annex 2 While there are numerous resources for distance learning, there are still many learners who do not possess the necessary tools to access these resources. This highlights the current need for guidance from experts in the field of education in emergencies to help keep learners engaged despite a possible lack of technology.

For those with internet connectivity and access to computers or smartphones many discussants mentioned the use of e-learning platforms in the transition to distance learning. A university student from the UK shared that her university uses a variety of online video and discussion tools such as Panopto for lectures and workshops. [119] The Australia Pacific Training Coalition programme in Papua New Guinea uses Connect, a learning management system that allows for students to view study resources, complete assessments and communicate with instructors. [55] In addition to these two examples, discussants mentioned the use of Zoom, Google Classroom, Moodle and other online video and learning management system tools.

As many learners and instructors do not have access to internet or the ability to access e-learning platforms, other resources have been cited in ways to maintain training services from a distance. In Bangladesh, for example, the government has allocated a television

channel to screen courses for secondary level students. They also post the courses on popular social media platforms to reach more students. [66]

Resources for instructors on how to conduct distance learning and maintain their training services were also highlighted in the discussion. For example, the Commonwealth of Learning has developed courses to assist TVET educators' transition to teaching online. These courses can help teachers to adapt to distance instruction and in turn provide better learning opportunities to their students. [102] Inter-Agency Network for Education in Emergencies' *Minimum Standards for Education in Emergencies* was also mentioned as an important guide for educators during the COVID19 crisis. As one discussant shared, these standards can help in   "maintaining continuity in learning as it contributes significantly not only to advancing one's knowledge and skills, but especially to our social and emotional well-being and the life skills that we need to meet the challenges of today and tomorrow." [113]

3. What technical hurdles have you observed in delivering online training and skills development?

As the transition to online instruction was abrupt and unanticipated, discussants listed several hurdles during the initial delivery of online training. As mentioned previously, internet connectivity and lack of equipment can be an obstacle for both instructors and learners. Barriers beyond the technical were also mentioned. Lack of training or technical capacity to deliver instruction online also proved to be a hurdle for many, as well as lack of space and time due to government restrictions requiring people to work from home.

As one participant wrote:

> "the teaching workforce does not receive sufficient preparation to include ICT in the classroom, therefore, a great deal of the effort to make sense of this crisis is left on their shoulders. The current educational curricula are not adapted to digitalisation and this becomes a serious problem that can further spread inequality." [92]

A faculty member at Moscow State University pointed out that quality of internet connectivity at home, paired with organizational difficulties in conducting live online courses at home with family members present is a hurdle that many instructors face in delivering instruction online. [85] In Bangladesh, one discussant expressed that in addition to a shortage of IT equipment for students and teachers in many vocational schools, there is

little availability of digital course content and few instructors capable of teaching online.
[66]

4. What challenges do learners face in accessing / using e-learning?

Many of the hurdles faced by those delivering remote training and courses are also felt by the learners. No access to connectivity and IT equipment along with the no prior knowledge of online learning resources are barriers in accessing e-learning. The challenge of finding appropriate space to learn and the ability to allocate time to training were also among the barriers discussed.

Discussants from Ecuador [122], Papua New Guinea [54] and Morocco [89] all sited the lack of technical capacity, lack of IT equipment and little to no access to an internet connection as challenges for learners. No prior knowledge or use of digital learning platforms is also a barrier to access. [122]

In addition to the possible lack of equipment and technology, learners may also be facing other challenges in on top of the COVID-19 crisis. As one discussant pointed out, "learners in humanitarian contexts now face a double challenge: that of forced displacement and of additional confinement, which further exacerbates their fears regarding their future." [113]

5. How can individuals and learning providers ensure that the effects of the disruption are minimized and that wherever possible, apprentices and learners are not negatively impacted in the long-term?

Discussants shared many innovative ways they are trying to keep their learners involved in training and minimize the effects of the disruption the pandemic has caused. Solutions discussed included moving courses online, working to keep students engaged in online learning, changing the types of courses offered to fit distance learning and the evolving world of work, and helping to break down the barriers to access mentioned in question four.

One participant stressed the need to not only provide e-learning options, but to make them engaging and instill a sense of discipline in remote learning in the students to prevent high dropout rates and "loyalize" the students to this new method of learning. The discussant noted importance of learner evaluations of online courses and contextualizing curriculum to motivate students to continue their training remotely. [127]

As the landscape of work evolves in response to the COVID-19 crisis, one participant pointed out that training must also adapt to these evolutions. Training and capacity building in "e-collaboration" and other skills required for remote work are becoming increasingly important. The discussant mentions the need to "think about the 'new' skills required by industry and employers post-COVID-19 in terms of what is needed to get people back into employment quickly."[53] Another approach to preparing apprentices and trainees for the changing world of work is remote internships. A participant from Italy proposed a distance internship programme to offer professional experience to students and recent graduates. The stated aim of the remote internship programme is "to offer continuity of practical learning during educational disruptions." [70]

In addition to teaching skills valuable in remote work, many learners require a more basic training in the use of digital tools. Another discussion participant mentioned the work of civil society organizations in setting up telephone lines that learners can call for assistance in using IT equipment and online learning platforms. [92]

6. How have government policies affected the operation of education and training providers?

As many governments have ordered shutdowns and social distancing measures to slow the spread of COVID19, the biggest way education provision has been affected is the closing of schools and training centers. Some governments are working with universities and technical schools to provide support and continuity to the provision of distance learning.

In Uruguay, at the onset of the pandemic, the national institute for training and employment (INEFOP) created a plan to work with institutions willing to transition to distance learning. INEFOP has been collaborating with universities and private institutes on the creation of tools for both training instructors in remote teaching, and continued training of learners.

In Morocco, as mentioned in question one, the government created an E-learning commission to establish online platforms for teachers to continue their instruction remotely. The commission has provided a "digital workspace" for teachers to post lessons which students can access from their homes. [89]

7. What new and innovative approaches to learning and skills development have you observed in your surroundings since the start of the pandemic?

Instructors are faced with developing new strategies to keep their learners engaged in involved in training remotely. Personalizing lessons, creating challenges and competitions among learners, and using online tools that are already familiar to students are some of the approaches discussants observed in the transition to remote instruction.

Personalizing online learning plans and contextualizing coursework for a small, specific audience was mentioned by a few discussants. The Spanish Commission for Refugee Assistance prioritizes personal contact and participation of students in online training. They reach students through online platforms and mobile applications to ensure their learners are being reached and being heard. [38] The Australia Pacific Training Coalition in Papua New Guinea is working to create individualized learning plans for each of their participants to ensure that learners are engaged and can continue progressing in their training despite the interruption of face-to-face instruction. [31]

Other discussants shared that they used tools that many students already used to engage their learners. For example, one participant shared that they use Facebook challenges to bring their learners together and provide them new material to read, watch or listen to. The use of the familiar platform encourages more discussion and debate among participants. [29] In Bangladesh, Skill 21 has developed their first e-campus for TVET training and one discussant shared the enthusiasm among instructors in developing online courses with the resources they have available (mobile video, PowerPoint) to continue reaching their students from a distance. [12]

8. How adaptable are learners to these new and evolving forms of training and learning?

Participants noted that the adaptability of learners seems to be generally high, however the challenges and barriers to access discussed in questions three and four can sometimes supersede a learner's willingness to adapt to new forms of training and learning. Discussants held both hopeful outlooks in the ability of instructors to foster adaptability of learners despite technical barriers and less hopeful outlooks in the ability of learners to overcome the numerous challenges discussed in previous questions.

A discussant working on the implementation of UN Women's Second Chance Education Programme (SCE) expressed that the inequality many women face in both access to technology and availability of dedicated time for learning is being further exacerbated by the COVID-19 crisis and hampering participants ability to adapt to distance learning. She writes:

> "all the things that mitigate against them taking up a 'second chance' at learning in normal times are magnified in the current crisis. Most SCE women have children who they now have to look after 24/7; many have no access to a device by which to access learning material (in many cases, not even a phone) or have only partial access to a device shared by multiple family members; most now have the additional responsibility of home-schooling their children; many who had perhaps made that first step to resuming their education or starting training are now focused entirely on getting hold of the basics for survival; and many will be trying to cope with increased domestic violence, trapped at home with their abuser."[6]

An expert in education in emergencies stresses that the adaptability of learners correlates to the adaptability of their teachers and trainers despite any shortcomings in connectivity, writing:

> "Behind every quality digital learning initiative there is a competent expert pedagogue who succeeds in going beyond routine teaching to successfully adapt to even the most challenging circumstances and engaging learners no matter how good the connectivity options are.".... "we should not forget that this access is not equitable, that access does not equate to quality learning, and that a human-centered approach to learning is now more important than ever before" [113]

9. What measures are being taken in order to assure that potential learners are aware of existing learning solutions and can access and use them autonomously?

Discussion participants shared different techniques for making their learners aware of new learning modalities available to them while face to face training is suspended. Participants again emphasized using platforms that learners are already familiar with to reach them and notify them of new training tools. Other discussants also mentioned the importance of partnership among those offering trainings so that distance learning solutions can be shared widely and reach more learners.

In Bangladesh, one discussant wrote about the use of mobile messaging and social media platforms to inform students of the new learning solutions available. They also shared that some students deemed more technologically capable were asked to guide or mentor other students and assist them in accessing the available tools to continue training. [21] In El Salvador, a similar approach to peer mentoring and resource sharing is being taken. Appointed student coordinators help a small group of their peers in using online tools and connectivity resources are shared within the group. [1.2]

Another discussant emphasized the importance of partnerships among training organizations to help widely share all available distance learning tools. They suggest that:

> "Sharing best practices and advertising the great examples of other organisations ensures more chances for these great initiatives to enter people's lives and encourage them to take up these learning methods. Constant partnership, exchange and promotion of learning solutions in ad-hoc ways will go long ways in ensuring that learners have access to these resources." [29]

10. Do you foresee the current situation having an impact on the concept of lifelong learning?

Discussants overwhelmingly agreed that the current situation would have a positive impact on the concept of lifelong learning. The forced transition to online and self-paced training has expanded the number and quality of courses available online, allowing learners to continue training on their own time even after this crisis is contained. The COVID-19 crisis could also help accelerate the validation and recognition of online learning as a legitimate path for capacity building and upskilling while also fostering more innovation amongst learners and trainers that could lead to higher engagement in lifelong learning. At the same time, participants recognized that the COVID-19 pandemic has shone a light on the inequalities many populations face in access to learning tools and time for lifelong learning. The journey to building back what many have lost due to the pandemic will be long and difficult and could push the desire to continue training to the side for the foreseeable future.

A discussion participant representing a network of social justice NGOs emphasized that while many continue to train and upskill remotely during this crisis, organizations must also push for these learning modalities to be formally recognized to encourage further participation post-crisis. [29] A discussant from ILO Bangladesh echoed this call expressing

hope that governments and key stakeholders use evidence generated from distance learning during the COVID-19 crisis to move away from traditional teaching approaches and develop more e-learning opportunities. [12] A participant from Australia added to this call writing that "This situation is part of our learning journey and at the very least, will provide us access to different and varied ways to engage as learners." [31]

A discussant from UN Women acknowledged that for certain populations this crisis will stimulate a better environment for remote lifelong learning, but in the short term, will have the opposite effect on other populations. She writes that for women in particular, who are over-represented in the informal economy and lower-paid positions, the time and resources for continued learning will be scarce long after this crisis is contained. [6]

11. What new forms of partnerships, for example, public-private partnerships and collaboration are emerging during this crisis period?

Several discussion participants mentioned new collaborations and partnerships emerging as a response to the crisis. Collaborations between government organizations as well as public-private partnerships have emerged to work to continue quality instruction and training using remote solutions.

International organizations are also partnering up to continue delivering training content. In Syria, a discussant from the ILO mentioned a partnership between the ILO and IECD to develop short training videos focused on the construction, agriculture and manufacturing sectors. These videos will then be shared on Facebook and other popular platforms. [18]

In Bangladesh, one discussion participant shared examples of both government ministry collaborations as well as public - private partnerships. The Ministry of Education is collaborating with the government ICT Division to assist training centers and educational institutions. They also note that private IT companies are partnering with schools to create digital content and learning platforms. [21]

In the United States, a discussant highlighted a partnership between an online vocational training provider and the government to help with the transition of unemployed workers to jobs currently in-demand. This partnership helps upskill jobseekers and pair them with employers in need of skilled workers. [33]

Conclusion

When faced with a global crisis such as COVID-19, education and training providers have demonstrated their capacity and willingness to maintain operations to provide continuity in learning for their students. While there are numerous challenges in the transition to online and distance learning for both instructors and learners, there are also numerous examples of innovative responses to these challenges. Through the use of technology, both familiar and unfamiliar, and the forging of new partnerships and collaborations, the lessons learned from this crisis can have a positive impact on both the future delivery of distance and online learning as well as the importance of lifelong learning.

END

Annex 1: Discussion thread

SkillsforEmployment Mod • 3 hours ago
Dear Colleagues,

Our E-Discussion has now concluded. We thank you for your excellent comments and posts which have contributed to learning more about continuing learning and skills training in times of crisis.

Over the coming weeks a brief summary of this discussion will be made available on this page.

If you have any further comments or questions, please contact us at: knowledge@skillsforemployment.org

Kind regards,
The Global Skills KSP Team
[1]

SkillsforEmployment Mod SkillsforEmployment • 3 hours ago

The following is a contribution from Gilberto Alexander Motto - UNOFFICIAL TRANSLATION FOLLOWS:

Saludos a todos, de parte del Ministerio de Educación, Ciencia y Tecnología de El Salvador, compartimos lo siguiente:

1.¿Qué enfoques nuevos e innovadores del aprendizaje y el desarrollo de competencias ha observado en su entorno desde el inicio de la pandemia?

* Uso de herramientas informáticas (aulas virtuales, video llamadas, chatas, videos tutoriales, correo electrónico, etc). Para ello, se están creando nuevos productos (guías, materiales didácticos impresos para trabajo en casa) y formatos en enseñanza (uso de la educación virtual, herramientas virtuales Classroon.com., Zoom,
WhatsApp. Que se adaptan a este enfoque.
* Organización de grupos de estudiantes, con el fin de aprovechar los escasos recursos entre ellos. (Nombramiento de estudiantes coordinadores que se encargan de convocar a compañeros cercanos y compartir recursos de conectividad)

* Se está haciendo más énfasis en un enfoque centrado en el estudiante.

* Se esta concientizando a que el padre de familia sea un apoyo al docente.

* La segunda parte de la pregunta es difícil contestar, ya que llevamos un mes y semana en esta situación y no se tiene información sobre logro de competencias, tampoco a lo concerniente a un proceso de evaluación.

2. ¿En qué medida pueden adaptarse los educandos a estas formas nuevas y cambiantes de formación y aprendizaje?

* Muchos estudiantes en la actualidad han adquirido muchas habilidades y competencias en uso de las tecnologías, por medio de las herramientas más populares como teléfonos celulares, Tablet, computadores. Por lo que para ellos se pueden adaptar más fácilmente a estas nuevas formas de formación y aprendizaje.

* Aquellos estudiantes que han podido tener acceso a las Tics, les hace más fácil la adaptación a formas cambiantes de formación y aprendizaje.

* Pero aquellos que por su condición económica no tienen acceso a tics, serán parte de la brecha de educandos que se rezagarán y habrá que pensar acciones a tomar.

* Es necesario que los docentes adopten las nuevas herramientas incorporando metodologías activas, de lo contrario los estudiantes simplemente pasarán a vaciar contenido de un medio a otro.

3. ¿Qué medidas se están adoptando a fin de asegurar que los educandos potenciales conozcan las soluciones de aprendizaje existentes y puedan acceder a ellas y utilizarlas de manera autónoma?

* El gobierno de El Salvador y el Ministerio de Educación principalmente está en plena acción de alfabetización digital en la cual miles de docentes reciben clases de cómo hacer uso de algunas herramientas virtuales para el desarrollo de sesiones de clase; tales como classroom y tbox. Una de las medidas es la Formación docente en el uso de herramientas digitales a casi 10,000 docentes en formación. (plataforma Google Classroom para la educación. A fin de generar guías de continuidad educativa y material en formato Google for Education, así como brindar modelos de Aula de Google por cada nivel educativo y grado; contenido que los docentes tomarán de base para crear sus clases en línea en la plataforma de Classroom a través de sus diferentes herramientas. Se va a realizar en dos fases, para
tener una cantidad de docentes formados, para diferentes niveles educativos.

* Creación de nuevos productos (guías, materiales didácticos impresos para trabajo en casa) y formatos en enseñanza (uso de la educación virtual, herramientas virtuales Classroon.com, WhatsApp, que de soporte al enfoque.
* Se está concientizando a que el padre de familia sea un apoyo a docente.

* Los materiales impresos creados se están distribuyendo a través de todas las Direcciones departamentales de El Salvador, para ser entregadas a cada centro educativo y este a los estudiantes.

4. ¿Prevé que la situación actual tendrá un impacto en el concepto de aprendizaje permanente?

* Si tendrá un impacto en los aprendizajes de los educandos, la razón principal es que no se tiene la certeza de cuando se eliminara la pandemia y en especial cuando esta tenga un mayor impacto en la población de enfermos y muertes.

* Otro impacto es para todos aquellos estudiantes que no han podido acceder a las herramientas virtuales, a los materiales impresos, manejo de los materiales y estén alejados, esto incrementara la brecha del aprendizaje.

* Se esperaría que se evalúen dichos procesos de aprendizaje, los recursos creados, para poder tomar decisiones pertinentes y factibles.

* El descubrimiento de un sinfín de herramientas tecnológicas que deriven en el uso de más y mejores recursos de aprendizaje.

5. ¿Qué nuevas formas de alianzas, por ejemplo, alianzas público-privadas y colaboraciones, están surgiendo durante este período de crisis?

* A nivel de MINEDUCYT, se ha conformado e integrado diferentes unidades que están relacionadas con los procesos educativos de todos niveles, para coordinar y dirigir los diseños de los materiales didácticos descritos.

* A nivel interministerial hay un trabajo integrado entre MINEDUCYT y la Dirección General de Formación en Tecnología y Gestión Pública de la Secretaría de Innovación de la Presidencia.

* A nivel de alianza publico privado, se establecido un convenio con empresas telefónicas para difusión de mensajes y de software para la utilización de herramientas para sesiones virtuales, con empresas televisivas para la difusión de contenido en franjas adecuadas a la población de estudiantes.

* Acciones pendientes, acciones de cooperación con gremiales, universidades, otros sectores como investigadores, fundaciones, etc.

UNOFFICIAL TRANSLATION (GOOGLE TRANSLATION):

Greetings to all, from the Ministry of Education, Science and Technology of El Salvador, we share the following

1. What new and innovative approaches to learning and skills development have you observed in your environment since the start of the pandemic?

* Use of computer tools (virtual classrooms, video calls, chat rooms, video tutorials, email, etc.). To this end, new products are being created (guides, printed didactic materials for work at home) and teaching formats (use of virtual education, virtual tools Classroon.com., Zoom, WhatsApp. That adapt to this approach.

* Organization of student groups, in order to take advantage of the scarce resources among them. (Appointment of student coordinators who are in charge of summoning close colleagues and sharing connectivity resources)

* More emphasis is being placed on a student centered approach.

* Awareness is being raised that the parent is a support for the teacher.

* The second part of the question is difficult to answer, since we have been in this situation for a month and week and there is no information on the achievement of competences, nor with regard to an evaluation process.

2. To what extent can learners adapt to these new and changing forms of training and learning?

* Many students today have acquired many skills and competences in the use of technologies, through the most popular tools such as cell phones, tablets, computers. So they can more easily adapt to these new forms of training and learning.

* Those students who have been able to access the Tics, make it easier for them to adapt to changing forms of training and learning.

* But those who due to their economic condition do not have access to tics, will be part of the gap of learners who will fall behind and will have to think about actions to take.

* It is necessary for teachers to adopt the new tools incorporating active methodologies, otherwise students will simply move to empty content from one medium to another.

3. What measures are being taken to ensure that potential learners are aware of and can access and use existing learning solutions independently?

* The government of El Salvador and the Ministry of Education are mainly in the midst of digital literacy in which thousands of teachers receive classes on how to use

some virtual tools for the development of class sessions; such as classroom and tbox. One of the measures is Teacher training in the use of digital tools to almost 10,000 teachers in training. (Google Classroom platform for education. In order to generate educational continuity guides and material in Google for Education format, as well as provide Google Classroom models for each educational level and grade; content that teachers will take as a basis to create their classes online on the Classroom platform through its different tools. It will be carried out in two phases, to have a number of trained teachers for different educational levels.

* Creation of new products (guides, printed didactic materials for work at home) and teaching formats (use of virtual education, virtual tools Classroon.com, WhatsApp, to support the approach.
* Awareness is being raised that the parent is a support to the teacher.

* The printed materials created are being distributed through all the departmental directorates of El Salvador, to be delivered to each educational center and this one to the students.

4. Do you foresee that the current situation will have an impact on the concept of lifelong learning?

* If it will have an impact on the learning of the students, the main reason is that there is no certainty when the pandemic will be eliminated and especially when it will have a greater impact on the population of patients and deaths.

* Another impact is for all those students who have not been able to access virtual tools, printed materials, materials management and are away, this will increase the learning gap.

* It would be expected that said learning processes, the resources created, will be evaluated in order to make pertinent and feasible decisions.

* The discovery of a host of technological tools that lead to the use of more and better learning resources.

5. What new forms of partnerships, eg public-private partnerships and collaborations, are emerging during this period of crisis?

* At the MINEDUCYT level, different units that are related to educational processes at all levels have been formed and integrated, to coordinate and direct the designs of the teaching materials described.

* At the inter-ministerial level, there is an integrated work between MINEDUCYT and the General Directorate for Training in Technology and Public Management of the Presidency's Secretariat for Innovation.

* At the public-private alliance level, an agreement was established with telephone companies for the dissemination of messages and software for the use of tools for virtual sessions, with television companies for the dissemination of content in appropriate bands for the student population.

* Pending actions, cooperation actions with unions, universities, other sectors such as researchers, foundations, etc.
Gilberto [1.2]

[SkillsforEmployment](#) **Mod** • 3 hours ago
The following contribution was submitted by Bartelijne, for the VET Toolbox Hub:

Dear Colleagues,

Many thanks for this interesting exchange. It is already one silver lining of this challenging situation with 4,5 billion people quarantined! Thanks as well for extending the date for this e-discussion, much appreciated.

As team leader for the VET Toolbox I can testify that our stakeholders are struggling with the same issues as I read in the replies below i.a. regarding connectivity, lack of the required 'technological tools', training of trainers, trainees not yet used to e-learning, lack of appropriate learning material.... The VET Toolbox (vettoolbox.eu) is an EU-financed project co-implemented by British Council, Enabel, GIZ and LuxDev which offers support with VET reform in over 120 countries with a focus on Sub-Saharan Africa. The context in those counties is very different between, but also within the countries. What we would be specifically interested in is a decision tree that would help one choose between different approaches/solutions/platforms/initiatives (because there is so very much already available) based the individual context and needs.
E.g. I'm a trainer wanting to e-teach and connect a class of 20 persons doing a modular electronics training. 17/20 have a smartphone, though some of these are older models, 10 (also) have a laptop, WiFi is unreliable for most of the trainees. We have not yet used e-learning in our classes. I would like to offer classes online (ideally existing material or filmed by me from my home) that they can then try out in their home. I would also like to maintain the good group spirit, so they can support each other in this situation.Possible questions:

- What platforms and existing material is available? What are the pros and cons of each? What is most suited for me?

- Are there any solutions with regard to support for connectivity and/or devices, so they can work individually cfr confinement requirements?
- Where can I get support to become a good e-teacher? Because it requires different skills, of course.
- How do I train my trainees in this new form of learning? E.g. finding the discipline, saying committed.
Etc.
- As a VET-centre director how do you scale all these similar requests up for your centre?
- As a VET-policy maker how do you scale all these similar requests up for your city/region/province/country...
Etc.

I also clearly see the silver lining though: if e-learning ever had a chance to prove its worth and become a true part of how we all learn and continue to learn throughout our lives, now is the time. The current situation is a wake-up call for many that e-learning has lot of potential, but most of us are far from ready to take full advantage. And even once we are, some challenges will remain e.g. getting the practical hands-on skills in quarantine-times. But as the OECD just communicated we had better continue the roll-out of e-learning, as more periods of lock-downs of schools are quite likely...

Looking forward to the summary of this discussion and to continuing the exchange. Wishing you good health, courage and inspiration for out-of-the-box solutions, Bartelijne
Bartelijne [2]

[Anna Maria Torriente](#) • 3 days ago
I have very much enjoyed reading many of the exchanges posted during the E-discussion. As an official in the ILO's International labour standards department, my team deals with (among others), labour standards related to education and training and lifelong learning, such as the Human Resources Development Convention, 1975 (No. 142). With respect to Week 2 questions concerning the impact of the pandemic on learning and skills development, my impression is that it is a mixed bag. On the positive side, education providers have adapted quickly, and this has enabled many learners to continue their education online for free or at very low cost.

One caveat I think is that if one of the impacts of the pandemic is that more people are turning to e-learning methods, short targeted modules are very appealing. For this reason, I found Dr. Saw's link to the Obvious Choice site very interesting given its focus on the notion of micro-learning in very short form. My impression is that most, if not all of us are time poor. Many of us are also attention poor, our concentration being constantly divided among so many digital sources of information. Apps such as Blinkist, which break down key messages in books into a brief series of "blinks" respond to the needs of time-starved learners. (I am partial to Blinkist myself, and am aware there are thousands of applications

out there, but I wonder sometimes if using it when I only have a few minutes to spare will somehow affect my attention span the next time I attempt to read something more like "War and Peace"!)

While the pandemic has encouraged individuals to seek out learning opportunities, the challenge remains as to how to motivate learners to continue to learn and to complete a full course of training. Moreover, the pandemic has both made it easier to learn digitally, but also posed many challenges, as Sophia Shenk pointed out. With schools closed and many households in confinement, parents (primarily women) are working double-time to care for children and other family members, such as elderly or ill persons, while continuing to work and pursue vocational training or education.

In addition, the digital divide poses problems of its own, as María Marta Travieso noted. Many persons do not have access to computer-based learning opportunities, particularly those in vulnerable situations, such as persons with disabilities, who may require accessible technology, migrant workers, persons in rural or remote communities, among others. Another challenge I see is how to evaluate and recognise this form of learning, including across borders.

As for how well teachers have adapted, a number of the articles I have read, as well as anectodal evidence, suggests that some,but not all teachers are welcoming online teaching. Many miss the physical presence of both students and colleagues. For example, an Italian professor friend confided to me that while he is able to teach his university classes from his computer at home, he nevertheless insists on going in to the university so that he can benefit from the services of the IT technician, but mainly so that he can have a moment with his two colleagues around a cup of espresso. Other teachers with whom I have spoken have also said that they find the preparation and delivery of online classes to be more tiring and time consuming, as well as being less rewarding. This human element needs to be taken into account to ensure as much interactivity as possible in the context of the pandemic and beyond. .
  Anna Maria [3]

Maria Marta Travieso • 3 days ago
Dear all,

On the last day of the webinar, and after some days of reading here, as well as the newspapers, the social media, some articles and watching TV programmes that show what is happening around the world, I would like to express first of all my astonishment to the flexibility and adaptability of all human beings to new situations. There are some caveats to this. But I will start with the positive:
The current situation has allowed us to see and know how many platforms and apps there are that allow us to exchange information, to communicate and to learn.

Furthermore, we have been able to adapt quickly and start learning new things, new situations and replying to new needs and challenges.
Many of us have been put before the stress to learn something new, to communicate something new, to teach, throughout new mechanisms and to new audiences that were not used to technology. And in general terms we can say that we managed sufficiently well. May be the productivity is not the same. But this comes with time.

Pupils have been on many occasions more participatory, and have proposed new ideas to improve communications and make courses better

Teachers have had to learn new methods of teaching, to make the classes interesting. Social media and internet have provided a wealth of good practices that have served many professors, teachers and even parents at home to make classes more interesting.

There are however many issues that have to be taken into account at the same time. This situation described does not take place in all countries or in all regions. Access to internet and communications, access to computers or telephones is not widespread in many countries. Furthermore, not all persons are technology savvy, as indicated by Sophia, women in many regions are left behind in this respect.
This will have to be addressed urgently, if not the digital divide will add to all the other "divides" (gender, north south, etc) that are affecting our world.
The current experience has also shown the importance of personal contact. As this is not possible now, some parts of the class time is devoted to know how the person on the other side is doing, feeling and coping. May be this specific time should be taken into account in the planning of courses in the future, when we are back to normal, or back to a "new" normal. Feedback about the learning process and ways to improve it is crucial.
Examinations and practices present also many challenges and add to the stress of pupils. How to make them possible in many cases, and how to make them profitable .

Lifelong learning will be impacted, from my point of view. People have been forced, by circumstances, to see how teleworking and distance learning takes place. Provided with the right incentives, with sufficient time to learn, I think they will take the opportunity to learn new things, to acquire or improve their skills.
But as said before, the important thing is try to grant equality of opportunities to learn to everybody.

Many thanks
Maria [4]

> **Paul Comyn** Maria Marta Travieso • 3 days ago
> Hi Maria
> thanks for this contribution. I get the impression you've adopted a generally

positive position on the current situation which is good to see. As you say, there's been a shock to 'the system' so hopefully individual learners and policy makers all take the opportunity to reflect on this different way of learning and working so we can take something positive away from the experience.

Good luck for the rest of the lockdown!

Cheers

Paul

Paul [5]

Sophia Shenk • 4 days ago

The following answers come from UN Women consultant Penny Holzmann who is working on the Second Chance Education and Vocational Learning Programme currently being piloted in Australia, Cameroon, Chile, India, Jordan and Mexico.

7. Many of the women in UN Women's Second Chance Education programme have low levels of digital literacy and need support from the SCE facilitators to navigate online material. We are hearing that facilitators and local partners are sharing video content through WhatsApp, thereby allowing participants who are able to study remotely to continue their learning. For SCE beneficiaries, access to devices will be a problem – many do not have access even to a phone, and many will only have shared access to a device that serves the whole family. This makes the need for simple, bite-sized content in an easily accessible format like a video all the more acute. Facilitators who would ordinarily be training or supporting women in person in the women empowerment hubs are offering support by phone or WhatsApp.

8. We believe that given learning materials that are customised for them, in terms of content and delivery, and given support to get them started and a conducive learning environment, SCE participants would adapt very quickly. We have seen how, in normal times, they leap at the chance of learning new things and respond incredibly positively and persistently to new and unfamiliar ways of learning. But all the things that mitigate against them taking up a 'second chance' at learning in normal times are magnified in the current crisis. Most SCE women have children who they now have to look after 24/7; many have no access to a device by which to access learning material (in many cases, not even a phone) or have only partial access to a device shared by multiple family members; most now have the additional responsibility of home-schooling their children; many who had perhaps made that first step to resuming their education or starting training are now focused entirely on getting hold of the basics for survival; and many will be trying to cope with increased domestic violence, trapped at home with their abuser.

9. The SCE portal, which links to the learning platform Kolibri and a library of free content, is currently being tested by facilitators and beneficiaries. WhatsApp and Facebook groups

will be used to make facilitators aware of the site when it goes live in May. These facilitators will be supporting participants in their use of it, probably remotely.

10. It would be nice to think that the pivot to online and 'learning in the home' would encourage the practice of lifelong learning. But with this target group, and perhaps for women generally, this is unlikely to happen for all the reasons noted above: in being over-represented among lower-paid workers and in the informal economy, with less access to unemployment benefits, social protection or health insurance, and less able to earn money working from home, they will be economically hardest hit; their efforts will be concentrated on their and their family's immediate survival, rather than education and training; what little savings they may have put aside to support their second chance at education will be used on getting through the lockdown. Without direct investment in them and the things they need to be able to study – the income support, childcare, hardware and support to be free of GBV – it's hard to see how the concept of lifelong learning will have any practical meaning for this target group, either during or after the crisis.
Sophia [6]

> **Paul Comyn** Sophia Shenk • 4 days ago
> Hi Sophia, thanks for sharing this interesting contribution from Penny on second chance education. Clearly many of the issues associated with online learning are magnified for women during the great lockdown and we understand that cultural norms related to access to education for girls and women are also having an effect as well. Hopefully those engaed in your program can remain engaged through the efforts of your facilitators and the simple digital tools they are using. Thanks again for your contribution.
> Paul
> **Paul [7]**

Loria-Mae Heywood • 5 days ago
Dear Moderators,
I wish to respond to question 10. Should there be continued efforts to make more teaching and training available online, I believe that more persons would be able to benefit from lifelong learning; I do not believe that the concept of lifelong learning would be impacted but that the means through which lifelong learning previously occurred will be expanded to incorporate more online training.
Loria-Mae [8]

> **Paul Comyn** Loria-Mae Heywood • 4 days ago • edited
> Hi Loria-Mae,
>
> That is indeed the hope, that the current pivot to online learning will have a positive long term impact. But for TVET and skills development programs in

particular, distance and online learning is of itself not a long term solution. Perhaps we will see more blended learning which combines the best of both modes of learning, but as with many innovations, the TVET sector is often overlooked compared with general and university education. Hopefully, the fact that a very high % of TVET institutions have not been able to migrate their programs online will lead to greater investment in the future.

Thanks for your contribution.
Paul
Paul [9]

Halenio Nuaila • 5 days ago • edited

Dear all, I am Halénio form Mozambique, Teacher at TVET Teacher Centre,

Regarding Q3 and Q4:

In our case, since the beginning we wanted to get information from our student, using google form, to know how they are/will handle classes from their home, what abilities there have, types of devices they have, type of internet and at what level they are ready. It's in Portuguese, but I would like to share. We have found very interesting information e.g. 60.3% access to classes via smartphone; 19% via laptop; 5.7% desktop, 5% tablet, and the rest not identified or no device. Thus, the first challenge was how to access to student without a device to attend classes. The second was the type of devices, those smartphones available here don't offer ease access to contents. Last and not least is the cost of internet. This has appear as one of the debate used, for example, to ask reduce of the fees to support cost of internet.

In regarding to challenges, for sure, abilities of teacher and student to provide and receive online lessons. Additionally, the issue of practical classes, we still not find any solution for that!
Halenio [10]

Pedro Moreno da Fonseca Halenio Nuaila • 5 days ago • edited

Thank you for sharing this information, Halénio.
There is indeed unequal access to digital equipment, depending on age groups, residence areas and socieconomic status. Families are also facing issues with having to use a single device with conflicting schedules.

Creating phone apps is an option, but it is also necessary to develop initiatives which can enable access to computers such as distributing free/inexpensive equipment, retasking used equipment or providing loans with special conditions. A

number of schemes are being created in several countries alongside growing availability of leraning platforms and training in digital skills.

The crisis is also forcing greater attention to the practical implementation of digital citizenship. The discussion around the cost of internet services will certainly come to the fore.

Best regards,

Pedro [11]

Md Towhidur Rahman • 8 days ago
Dear colleagues, I am Towhid, programme officer, Skill 21, ILO Bangladesh
Response to Q7- In Bangladesh, the number of these approaches are yet limited. With the initiatives of Ministry of Education, National TV channel is running number of classes for grade 8 to 12 students considering to cover their syllabus for upcoming board exams.However, the evidence of introducing innovative and online courses is still limited in primary and secondary education and it's even rare in TVET sector.

Skill 21 developing e-campus which would be the first online learning management platform for TVET sector of Bangladesh.After providing training and technical support, some of the enthusiastic teachers are now developing e learning courses with their limited resources (mobile video, ppt, graphics tools, etc) and engaging their students and other teachers. Some are also exchanging knowledge in that forum. It is noted that, the e-learning concept for TVET students and teachers in Bangladesh is very new compare to general education streams.

There is another platform run by jointly with a mobile network company and foundation who are famous for making over 12000 tutorial video for grade 1 to 12 students.Recently they are also promoting skill development courses for number of soft skills programme that seems to be getting popular.

However, I would still think the innovative skill development effort at his situation can be go beyond – although students are unable to attend f2f classes , laboratory for practical, there are number off technologies should be capitalized . For instance, simulation software and equipment, virtual technology, Animation. On Click animated e-content, learning through 3D games, etc. This may take longer time to develop and contextualized but we could adapt lot of resources from neighboring region.

Response to Q8- There could be 3 factors to be consider

a.Users: Students/population from major cities are well equipped with information hence, this approach is easily adaptable by them but this is not the same for users from rural areas.

b.Perception: From the beginning, the acceptance of e-courses among traditional educational institutions is not very great. It was observed that students/graduate holding distance/e-learning courses/degree not always appreciated by traditional education authority. But I believe, capturing the learning impact at this situation would provide a positive evidence and will contribute to change to this perception

c. Awareness: Campaign and promotion in all part of country is limited. More campaign will ensure more accessibility and adaptability

Response to Q9- TV, print media and mobile operators are providing information but these are very limited. Considering the resource and facilities, country is prioritizing more to handle the pandemic situation at this point and we hope learning solutions will evolve more in coming days. Some international learning solutions, portal also shared with our stakeholders

Response to Q10. - Yes, It has an impact on the concept of lifelong learning. The positive impact of these alternative learning approaches will be a good evidence for the policy makers and key stakeholders to shift from the traditional approaches towards for the development of more distance learning opportunities. This will especially help the learners who are from Bangladesh non-formal education board, adult learning center and open university which are limited to evening classes and limited f2f teaching and learning opportunities..

Towhidur [12]

> **Pedro Moreno da Fonseca** Md Towhidur Rahman • 6 days ago
> Dear Towhid,
>
> Thank you for raising very interesting points in your contribution.
> I especially take in the discussion on attitudes and acceptability on online learning, which is coming through as an important limitation of the response and a key area for future development. As you mention, there is also clear opportunity for development of innovative tools which likely have a lasting impact over flexible learning opportunities at large.
>
> Best regards,
>
> Pedro
> **Pedro [13]**

Moustafa Wahba • 9 days ago • edited
Dear Moderators
Thanks for your initiative and let me advise few thoughts, which I published in UNESCO-UNEVOC TVeT forum regarding COVID 19 pandemic, its effect on TVET and the inability to predict future implications of the pandemic outbreak on Organizations' workforce, learning

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and development policy.

1. Define what actions should be taking by the organization to continue the learning and development of their employees / staff during the COVID 19 outbreak

2. Develop and implement a business continuity plan across all the organization's education and training activities to cope with the pandemic outbreak

3. Define the measures to be undertaken by organizations to support its TVET staff in managing the learning and development of their employees remotely / online by providing job aid materials such as videos, checklists, templates and simulators, virtual training in-company training , inter-company training and best practices

4. Identify actions to be undertaken by organizations to apply and implement remote / online learning and development of their employees either by training the TVET Staff on methodologies to apply such online mode of training or by recruiting experienced E-learning Advisers to transfer exiting curriculum / courses and practical training programmes into online ones

5. Determine how much organizations are concerned with the productivity level of their employees working from home, trained and developed remotely

6. Identify constructive methods to be undertaken by organizations during COVID 19 outbreak to measure the following parameters:

a. Productivity of employees working from home, trained and developed remotely

b. Employees' engagement level

c. Effectiveness of resources / tools used to enable employees working from home, , training and developed remotely

d. Implementation of the Organization's Health, Safety and Environmental Protection HSEP / Occupational Health, Safety and Environment OHS&E Policy

7. Identify the effect of the pandemic outbreak on the organization's TVET life cycle milestone events

8. Identify the effect of COVID 19 outbreak on TVET staff recruitment services. Should organizations freeze all hiring, hire critical TVET staff members (Training Managers, Trainers / Instructors / Teachers, Master Trainers, Assessors / Verifiers) only or make no change in the recruitment activities

9. Decide if the organization needs to consider layoffs as part of its cost reduction plan i.e. dismiss part of its TVET staff temporarily as an act of enforced unemployment

10. Identify, in case that the organization needs to consider full lock-down, what are the adjustments to be made by the organization regarding the compensation and benefits of employees who are unable to work remotely such as reduction in pay and allowing employees to take unpaid leaves

11. Define the reward and benefit measures to be undertaken and implemented by organizations as a result of the pandemic outbreak e.g. reduce salaries, undertake salary cuts, delay or reduce bonus / allowances, provide mobile facilities, pay telecommunications , transportation and food allowances

12. Identify how far the Return on Investment ROI in TVET has been affected due to COVID 19 pandemic

13. Identify what adjustments to be added by the organization in the future after the end of the pandemic outbreak such as working from home, capitalizing on remote / online training and development, organization restructuring, redeployment, redundancy, working without supervision, under supervision and under minimal supervision, increase HSEP / OHS&E awareness / measures apply result-based rather than task-based performance management

Best regards.
Eng. Moustafa Wahba
Competency Assurance & TVET Consultant
Scottish Qualification Authority SQA Qualified Internal Verifier
Moustafa [14]

> **Pedro Moreno da Fonseca** Moustafa Wahba • 6 days ago
> Dear Moustafa,
>
> Thank you for a quite a comprehensive list of actions. I think your last point has great relevance, since lessons learnt during the crisis should lead to consequent adjustment in TVET and enterprise based learning. It is also relevant that there is a reflection on which support can (financial or not) be made available for enterprises to plan and implement post-crisis staff development.
>
> Best regards,
>
> Pedro
> **Pedro [15]**

Louis van Huyssteen • 10 days ago
3. What technical hurdles have you observed in delivering online training and skills development?
In the main, in South Africa, on delivering online training and skills development, the technical hurdle is the lack contingency plans for pandemic of this magnitude. The suspension of face-to-face training on a national basis caught everybody off guard, but within a very short space of time South Africans have proven to find solutions and 'dust off' solutions with functionalities. South Africans see hurdles as opportunities and manage to find solutions.

4. What challenges do learners face in accessing / using e-learning?
In South Africa, as mentioned above, hurdles are seen as opportunities. We have the ties in a society that bind our people together as one - solidarity. We win Rugby World Cups that bring our nation together. We have a Miss Universe 2019 who brings our nation together.

We host huge tennis matches with Rafa, Federer, Trevor Noah and Bill Gates that brings our nation together and demonstrates to the world that by standing together we are stronger. Our mobile service providers have lowered data costs. No learner, that I am aware of, sees data costs as a hurdle to communicate by WhatsApp. Lecturers have responded accordingly and communicate with learners to continue with learning during this trying time via WhatsApp.

5. How can individuals and learning providers ensure that the effects of the disruption are minimized and that wherever possible, apprentices and learners are not negatively impacted in the long-term?
Understand and comprehend that apprentice (by way of example) training do yield a return on investment. Have even the 1st year apprentice understand what investment is, and investment in them. Let even the 1st year apprentice understand the basics and formulas of how 'efficiency; utilization and productivity' in a productive environment get calculated. Many models are available to demonstrate and teach this. In South Africa we have developed, in conjunction with our merSETA (Sector Education and Training Authority) a Return On Investment calculator, see on link http://roi.merseta.org.za/. Employers "Take 3 short steps to discover the potential payback from recruiting an Apprentice Mechanic, Body Repairer or Spray Painter."
6. How have government policies affected the operation of education and training providers?
The President of South is leading from the front and must be commended. Various regulations have been put in place. By way of example:

"In Line with Section 8 of The National Disaster Regulation 10, the Minister of Employment and Labour has announced measures that the Department will put in place under the current special circumstance relating to the Corona virus (COVID-19) and its impact on UIF contributors.

The Unemployment Insurance Fund will assist affected workers through existing benefits including Illness, Reduced Work Time, Unemployment and Temporary Employer/Employee Relief Scheme (TERS) benefits.

The Unemployment Insurance Commissioner, after consultation with the Unemployment Insurance Executive, has also developed a Corona Virus Temporary Employer-Employee Relief Scheme (COVID19TERS) to contribute to the containment of the Corona Virus and its impact.

Employer/s that have to enforce lockdown as regulated and who might require financial assistance from the UIF should access information regarding available funding." (source: merSETA website)
Louis [16]

Pedro Moreno da Fonseca Louis van Huyssteen • 6 days ago

Dear Louis,

Thank you for your information on the South African response. Information from several countries has been showing how important it is to complement social protection measures with skills development policies, to guarantee a quick economic recovery.

Best regards
Pedro [17]

Patrick • 11 days ago

Good evening from Amman - I am Patrick Daru, ILO Skills and Employability Specialist for Arab States.

I want to mention quickly four points:

a. Learners reaction to e-learning solutions is less enthusiastic than expected - the Donors' group on education discussed recently the results of a learners' survey by the Center for Strategic Studies. As per the MoM, 80% of students prefer classic school education to distant learning. At the same time, students shared that there's no difference in the contents quality between the TV based education supported by the Government and Darsak's (the main education platform here). There is certainly greater appetite for byte size learning but I am still unsure of the best option on questions of assessment, and integration within full curricula.

b. Teachers' and instructors' reactions were also uneven - with some arguing this was not part of their JDs and they have not been trained for it. This is possibly an element for social dialogue at sector level.

c. There is a lack of TVET e-learning contents readily available in Arabic (at least that we are aware of :)). More technical education contents is planned to be made available on TV and on platforms in near future in Jordan. The Vocational Training Corporation has completed some of its TVET training programmes using "Google Class" platform, and is boosting its distance learning capacity, based on PPPs. So far, VTC online learning is focusing on hybrid mechanics, electric vehicles, air conditioning and refrigeration. The Ministry of Education is also planning to launch a new platform.

d. As the crisis took everybody by surprise both systems and households are not ready here for a swift shift to e-learning - and this sudden move may increase the inequalities in terms of access to education between countries in the region and between households within the same country. We were planning for instance to use some e-learning in group mode for some of our programmes for vulnerable households - which is no longer an option as a result of social distancing norms.

Still, on the programming side, we are repackaging a partnership in Syria with IECD to include e-learning, and are developing the 250 byte size videos, related to specific tasks - for

occupations that have been the focus of recent training programmes in construction, agriculture and manufacturing. They will be shared widely on FB and on available platforms (Microsoft Sangham?), and we may link them to RPL process that we already helped the Government to set up.

That's what we have for the moment. We are very much on a learning mode and I look forward to the continuation of this discussion.

Patrick [18]

Paul Comyn Patrick • 3 days ago

Hi Patrick

thanks for your contribution. The work in Syria sounds interesting and innovative. What platform are they going to be available on? Something generic like YouTube or a dedicated learning management system?

Cheers

Paul

Paul [19]

Pedro Moreno da Fonseca Patrick • 6 days ago

Dear Patrick,

Thank you for sharing the insights from responses in the Arab States. I think we are all learning with the pandemic.

It was already known, but not very visible that the attitudes of teachers and learners towards digital learning was not necessarily the best. There is also a lot of direct transposing of classroom methodologies and tools into digital environments which is not necessarily engaging. Digital technologies, as much as any other resources, will also have, as you note, the potential effect of stressing inequalities, if appropriate actions for building capacity are not undertook.

This crisis is indeed identifying a lot of points for reflection regarding how to use ICT effectively in training and education.

Best regards,

Pedro

Pedro [20]

Hari Pada Das • 11 days ago

Dear Moderator, please find bellow the Bangladesh situation on 2nd week questions.

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Q7. New approaches to learning and skills development observed since the start of the pandemic?
For the Technical – Vocational Education in Bangladesh the following approaches has emerged for continuing learning environment.
a. Face book groups have been developed.
b. A dedicated TV channel for primary and secondary level students offering lessons. Students and guardians are notified through mobile message and social media notification.
c. Interactive group through social media.
d. Learning sessions through question – answering (individual and group)
e. Learning through problem solving (individual and group)
f. Discussion is going on for the adaptation of on line skill assessment using web camera along with other tools for assessment of time bound short term workplace based skills development training.

Q8. How adaptable are learners?
Learners understand the challenges of time and get interested for the new ways of learning and use of technology.

Q9. Measures taken to aware of existing learning solutions and access and use them.
Learners are communicated through mobile messaging, social media and by the designated teacher or facilitator of school. Sometime school advise technologically advance group of students as guide or mentor to other students for accessing the technology,

Q10. Current situation having an impact on the concept of lifelong learning.
Current situation has a positive impact on the concept of lifelong learning. Specifically, foreseeing a handy and IT enabled advance learning environment for the adults will be developed and marketed. Possibility of growing many channels as business like e-commerce sites.

Q11. New forms of partnerships, and collaboration are emerging.

New partnership and collaboration are emerging;
a. Developing deeper partnership with ICT Division and Ministry of Education and Educational Institutions and training centers.
b. Partnership developing with schools and private IT companies for creation of an digital environment for the schools/training centers.
c. Partnership for development of digital content for the school/learning centers;

Hari Pada Das [21]

Pedro Moreno da Fonseca Hari Pada Das • 11 days ago • edited

Thank you very much for these insights. It is important that the crisis also operates as a stimulus for the development of distance learning, as the Bangladeshi experience is showing. It is good to see that there are also growing options to support learners.

Pedro [22]

T.I.M. Nurunnabi Khan • 11 days ago • edited
Dear colleagues,

Warm greetings from Dhaka, Bangladesh in this time of difficulty! I think the topic of this e-discussion "learning and training anywhere, anytime" is relevant in a crisis situation like COVID – 19. I will cite two examples from Bangladesh (though these are far from ideal!) and then provide some ideas for further discussion.

The first example is an initiative by the Government through the Ministry of Education's to start distance or remote learning programmes using digital technologies. The state-run Bangladesh Television started broadcasting (two hours a day) pre-recorded lessons for the secondary school students (Class VI to IX) from 29 March and for primary students (Class I to V) from 07th April. The target groups are students of general education (primary and secondary). To my knowledge, students of TVET institutes are not covered. UNICEF is supporting the Primary Education Division in this initiative. Why not try this concept in case of TVET students?

The second example is regarding preventing drop outs of poor students from TVET institutes through providing some incentives like one-time special financial assistance. The Asian Development Bank (ADB), under its Skills for Employment Investment Programme (SEIP), will provide Tk. 5,000 (US$59 approx.) to each of the 22,619 current trainees. This is particularly important for Bangladesh where more than 85% of people work in informal economy (including working adolescents) and earn their livelihoods.

With regard to the first example, there are practical limitations: first, it is reported that most of the learners found it unattractive – the lessons delivered are short and not interactive and home environment is not suitable in many cases; second, lack of adequate preparedness and capacity of the relevant agencies and non-availability of appropriate learning materials make this effort less effective; and third, the issue of access - only 33 per cent of the people in the South Asia Region have access to the internet. Only 43.9 per cent of households in rural Bangladesh have a television set at home.

As the situation is still evolving, it is too early to draw any definitive conclusions and lessons learned from the above two examples. However, it is obvious that the concept of "learning and training anywhere, anytime" should be an integral part of future education and training

system. This is feasible through use of digital technologies as several examples have been cited here.

So, what then are the next steps? Here are a few suggestions (not exhaustive though) of mine: first, to identify what are the emerging priorities in flexible and distance learning based on existing good practices; second, how to address the capacity constraints of trainers and teachers and availability of affordable learning materials; third, finding good modalities of public-private partnerships in the area of education and training to deliver flexible and distance learning through use of digital technologies; and finally, allocation of resources for this new types of training modality on an expanded scale including provisions (mainly financial) for the marginalized groups in times of crisis.

ILO, based on its global experience and knowledge, can play the leading role in advancing these measures at the country level.

(Nurunnabi Khan, Former ILO Official).
Nurunnabi [23]

SkillsforEmployment Mod • 12 days ago
The following message was received from Srinivas Reddy, ILO Chief/Skills and Employability Branch:

Dear colleagues,

Thank you for this very interesting discussion. Do we see this as an opportunity to promote access to flexible bite size learning modules using mobile and digital technologies and online learning support to developing countries? What can be done practically to bridge the digital divide in TVET centres and skills development programmes in Africa? Do you know if any countries are developing these bite size learning modules on mobile devices which count towards a formal recognition of skill or qualification?

There must be some examples in Europe/ Latin America/Africa/Asia or ME from even a different field that we can take inspiration to bring these learning programmes into a qualification that promotes employability of people. For example, can we work on a course for health care workers through bite size flexible mobile learning programmes, that people can learn during this time using their mobile devices at their will and pleasure and wherever they have access?

Best regards,

Srinivas B Reddy

ILO Chief/Skills and Employability Branch

Employment Policy Department
Srinivas [24]

> **Dr Brad Shaw** SkillsforEmployment • 12 days ago
> Hi Srinivas
> I am happy to put you onto an organisation called Obvious Choice who I did some
> work with in PNG and also in Adelaide. They first looked at what they called
> "Knowledge Bytes" back in 2013.
> See the link below and also contact details.
> regards
> Brad
>
> https://www.obviouschoice.c...
> Contact them on:
> https://www.obviouschoice.c...
> **Brad [25]**

>> **SkillsforEmployment** Mod Dr Brad Shaw • 11 days ago
>> The following reply was received from Srinivas Reddy, ILO Chief/SKILLS:
>>
>> Thank you very much Brad for sharing the link and the details. We are
>> interested in pursuing this further.
>>
>> Kind regards,
>>
>> Srinivas
>> **Srinivas [26]**

Tchegoun Koba • 12 days ago
Great reading all these useful comments
Tchegoun [27]

Paul Comyn • 12 days ago
Dear colleagues

the ILO International Training Centre in Turin has launched an e-learning design
lab https://www.itcilo.org/cour... (4 May – 26 June)
This course takes the form of an e-Learning lab. It focuses on contemporary instructional
design models, e-Facilitation and
e-Moderation strategies, e-assessment tools and technologies for increased engagement,
online collaboration and communication, ande-Learning quality assurance frameworks.

This fully online course helps participants recognize and apply modern e-Learning methods to their professional context.
· e-Learning instructional design models
· e-Facilitation and e-Moderation
· Online Assessment Strategies
· Learning Technologies for Increased Engagement
· Online Communication and Collaboration
· e-Learning Quality Assurance Frameworks

Please share among your networks.
Paul [28]

Andrei Frank · 12 days ago

Hi, Andrei from SOLIDAR Foundation here again. Following up on the answers we offered last week, our members have been very active in finding innovative ways to deliver education. Various Facebook challenges led by our members encourage learners to read/watch/listen to various cultural and historical products, while our members are always contextualising such challenges and provide food for thought and debates. In terms of such debates, ARCI from Italy is organising the Viral Resistance Campaign (https://www.arci.it/resiste.... Though it is meant as an exercise for solidarity and cooperation and for bringing a semblance of normality in people's lives, the programme offered online develops learners' skills related to access the online content and allow them to continue the consumption of cultural, historical and artistic creations, while afterwards exchanging with fellow learners on the topic. Critical thinking is, therefore, further developed while ensuring an element of inclusion and solidarity. Students preparing to become teachers in Spain were part of a project developing methodologies for Global Citizenship Education organised by our member La Liga. During COVID-19, innovative ways have been designed for the learners to access online platforms to receive the courses, and then, since the course had a practical component related to gardening for sustainable development, they are encouraged to use their own gardens, seed beds and other home resources to creatively implement the tasks of the online courses.

Th learners clearly show tremendous adaptability to this, however, a pointed out in the answers we provided last week there are limits linked to inequality. Many will not have access to the telecommunications tools needed to adapt to this new environment. Once the crisis passes, more investment in closing inequality gaps and more training on digital aspects must be provided to ensure that all learners can focus on this. The investment I mention, goes beyond digital infrastructure, as many not only did not have the digital tools to engage in these learning processes, but also did not have a safe environment in which to be during this crisis, therefore, thinking more of safety and subsistence rather than learning.

I will link the above paragraph with potential changes to lifelong learning. Informal education must receive a more privileged spot in the lifelong learning concept once out of the crisis, ensuring better validation of skills. Many people will be developing skills in confinement while CSOs push forward learning but in a way that normally is not recognised or is relegated in many debates. This must be altered. Moreover, the concept will revolve even more around digital skills after this current crisis, and after the tremendous gaps that were observed.

In terms of how the learners can be made aware of the resources at hand, it is all about setting up partnerships and ensuring that each individual and organisation will also promote the work of their peers on this topic. Sharing best practices and advertising the great examples of other organisations ensures more chances for these great initiatives to enter people's lives and encourage them to take up these learning methods. Constant partnership, exchange and promotion of learning solutions in ad-hoc ways will go long ways in ensuring that learners have access to these resources.

Andrei [29]

> **Paul Comyn** Andrei Frank • 12 days ago
>
> Hi Andrei
>
> Thanks again for your solid contribution. It has been interesting to observe how digital tools being used to bolster engagement and strengthen the 'commons'. Hopefully the issue of digital skills will be given greater priority after the crisis to ensure that people are better prepared next time something like this happens.
>
> I really like your point about the recognition of learning stock clearly the rush to move programs online is creating problems for assessment and certification so hopefully formal systems will be forced to be more accommodating and to consider different forms of evidence for the purpose of granting certification. I think there was already evidence is starting to happen, for example with national qualification frameworks looking at how they can recognise badges other micro credentials obtained through online learning, but hopefully the crisis will give an impetus to that.
>
> Thanks again for your contribution.
>
> **Paul [30]**

Dr Brad Shaw • 12 days ago • edited

Hi everyone - I have enjoyed reading lots of these posts and thank-you all for sharing! Here are some of my thoughts relating to the Week Two questions:

7. What new and innovative approaches to learning and skills development have you observed in your surroundings since the start of the pandemic?

Given there is no f-2-f contact with our students for the unforeseeable future, we are putting Individual Learning Plans together for them so that our trainers can work on strategies to engage each student based on their progression and accessibility to remote-type delivery and assessment.

8. How adaptable are learners to these new and evolving forms of training and learning?

We believe the learners are very adaptable – the challenge for us will be the adaptability of our institutional systems / curriculum / staff, and compliance regimes.

9. What measures are being taken in order to assure that potential learners are aware of existing learning solutions and can access and use them autonomously?

This will be evaluated for our existing learners via the new Individual Learning Plans, which will be released after Easter.
In terms of potential learners, the APTC website and our Alumni Association FB page are successful mediums through which learning solutions are articulated.

10. Do you foresee the current situation having an impact on the concept of lifelong learning?

Yes – again from a positive standpoint. Situations such as this naturally stimulate innovation. With innovation comes new ideas and the entrepreneur in us rises to the surface. This situation is part of our learning journey and at the very least, will provide us access to different and varied ways to engage as learners.

11. What new forms of partnerships, for example, public-private partnerships and collaboration are emerging during this crisis period?

In terms of "form" – it has enabled the APTC project to collaborate with other multi and bi-lateral program stakeholders and managing contractors through meetings (in our case) with DFAT and other government agencies. The impact on us all is common – and with that comes the focus on a common goal. I have seen sharing of different ideas manifest over the last few weeks, which is something that I have not seen in the past.
Brad [31]

Paul Comyn Dr Brad Shaw • 12 days ago

Hi again Brad

thanks for sharing your thoughts on these questions. Very much like the idea of individual learning plans which no doubt address support and communication measures to keep learners engaged during these times of 'social distancing'. Let's hope the innovation is carried ahead.

Cheers

Paul

Paul [32]

joe180 • 13 days ago

Hello everyone. I would like to speak to Questions 7 and 11. Our company, 180 Skills http://www.180skills.com/ provides online, technical and employability skills training for the manufacturing and logistics sectors in North America. We typically provide these services to Community and Technical Colleges, directly to employers, and to the U.S. Workforce System.

Over the past two weeks we have been working with Federal and State partnerships to create Rapid Skilling programs to transition displaced vocational and technical workers into currently in-demand occupations. To accomplish this we have created innovative partnerships between States, academic partners, and employers who are in desperate need of skilled workers. The industries we are serving include Manufacturing, Logistics and Distribution, Retail, and Industrial Safety related occupations.

The innovation exists in the use of competency-based online courses, curated into ultra-short-term programs with the minimal amount of skills for initial employment. We have organized our library into five discrete programs for these industries. States and Colleges are disseminating the program on a local level to those in need.

The second innovation has been the ability to deliver these programs for less than $20 per learner without external funding from the government. Our collective goal is to reach at least 1 million people in the next 100 days. We will be presenting these programs to the U.S. Federal government later this week.

We are unique on our ability to reach low-skills, low-income learners where they are and get them to mastery on their terms. This is important to consider as you look to online skills training tools to serve your displace populations. With our current library of more than 700 online courses, we address the most remedial skills and get the learner to high levels of technical competency.

These programs support the need for competency-based learning that can be quickly organized to meet local employer requirements at no-cost. Alignment at this level ensures that the person in need will move from a difficult situation to employment in the least amount of time, at the lowest possible expense.

If anyone in the discussion would like to have the program curations, we are happy to share freely.
Joe [33]

> **Paul Comyn** joe180 • 12 days ago
> HI Joe, thanks for this interesting post. We've actually been looking for examples of how distance learning is being used to help transitions in the short term so I'll share it with colleagues. Have you created the content yourselves or formed partnerships with existing online providers?
> Cheers
> Paul
> **Paul [34]**

Paul Comyn • 13 days ago
Dear colleagues,
I am happy to announce that a joint ILO-UNESCO survey for TVET providers, policy-makers and social
partners on addressing the COVID-19 pandemic is live! I would like to ask that the survey be shared among your networks so we can obtain comprehensive information on how the TVET and skills sector is being affected by the COVID-19 pandemic.
The main link to our webpage is here, with three links to the 3 language versions:
https://www.ilo.org/skills/...
Link for English version: https://www.surveymonkey.co...
Link for Spanish version: https://www.surveymonkey.co...
Link for French version: https://www.surveymonkey.co...
Thanks for your support!
Paul [35]

chinmaya • 13 days ago
Here is a new situation, which most of us did not estimate to arise. It is a good time to improve our online learning resources. As a training institute, we at https://www.chinmayaias.com/ are turning our focus on providing materials online for our candidates. This could be a potential learning opportunity for aspirants.
Chinmaya [36]

> **Pedro Moreno da Fonseca** chinmaya • 13 days ago
> Thank you for your comment. It is good to know that providers are taking steps to adapt to the current situation. Can you provide some examples of materials? Are learners adapting well?
>
> **Pedro [37]**

SkillsforEmployment Mod • 14 days ago

The following post was received from CEAR on the Spanish language equivalent of this E-discussion - Unofficial translation has been provided below:

Buenos días,

Nos ponemos en contacto desde Comisión Española de Ayuda al Refugiado (CEAR), una ONG de España con una trayectoria de 40 años en la defensa de los derechos humanos de las personas solicitantes y beneficiarias de protección internacional así como de las personas inmigrantes procedentes de terceros países. Concretamente les escribimos desde el Servicio de empleo y formación de la entidad para compartir en estos duros tiempos de emergencia sanitaria generado por COVID-19 a nivel internacional y poder participar en este diálogo virtual aportando nuestro feedback de la situación con la que nos encontramos.

Nuestro servicio incorpora, dentro de los proyectos europeos que gestionamos, acompañamiento y orientación laboral para las personas participantes que incluye una compleja gestión de cursos de preformación, formación ocupacional y mejora de la empleabilidad adaptados a las competencias técnicas de cada persona. El estado de emergencia sanitario ha tenido un fuerte impacto en poder desarrollar nuestro trabajo y llevar a cabo todas las actividades con las personas participantes y para ello nos ha parecido muy útil vuestra propuesta de poder dialogar y encontrar nuevas formas de llevar a cabo nuestra misión fundamental: la inserción sociolaboral de las personas beneficiarias.

A continuación, vamos a exponerles brevemente nuestra opinión a las preguntas planteadas para esta semana:

1. ¿Qué enfoques nuevos e innovadores del aprendizaje y el desarrollo de competencias ha observado en su entorno desde el inicio de la pandemia?

Desde el inicio de la pandemia hemos reajustado el enfoque de aprendizaje, y la formación presencial se ha paralizado priorizando una formación online mas participativa y personalizada de nuestros participantes teniendo en cuenta las características competenciales de dicho colectivo. Para ello se utilizan las herramientas friendly para dispositivos móviles asi como el acceso a recursos en linea siempre preservando la protección de datos.

2. ¿En qué medida pueden adaptarse los educandos a estas formas nuevas y cambiantes de formación y aprendizaje?

Solamente cuando se les facilite el acceso a las herramientas digitales individuales y el acceso a Internet de manera universal. Con lo cual ha sido bastante complicado facilitar la adaptación de estas personas a estas nuevas metodologías produciéndose así una gran brecha en el acceso a la educación.

3. ¿Qué medidas se están adoptando a fin de asegurar que los educandos potenciales conozcan las soluciones de aprendizaje existentes y puedan acceder a ellas y utilizarlas de manera autónoma?

Se están haciendo un acompañamiento individual y personalizado de todas las personas con el fin de facilitar estos nuevos procesos de aprendizaje y detectar las dificultades surgidas durante la pandemia.

4. ¿Prevé que la situación actual tendrá un impacto en el concepto de aprendizaje permanente?

Totalmente! Desde CEAR estamos seguros que esta situación actual va a tener un gran efecto negativo en el concepto de aprendizaje permanente produciéndose un retroceso en la adquisición y mantenimiento de los conocimientos de las personas.

5. ¿Qué nuevas formas de alianzas, por ejemplo, alianzas público-privadas y colaboraciones, están surgiendo durante este período de crisis?

Contamos con la colaboración de varias entidades publicas y privadas del país para la adaptación a este nuevo proceso de aprendizaje con un objetivo de fidelización a medio-largo plazo. Confiamos en que estas alianzas tengan un carácter duradero y fructífero.

Un saludo del equipo de empleo y formación de CEAR.

UNOFFICIAL TRANSLATION (Google translation):
Good Morning:

We are from the Spanish Commission for Refugee Assistance (CEAR), a Spanish NGO with a 40-year track record in defending the human rights of applicants for and beneficiaries of international protection as well as immigrants from third party countries. Specifically, we write to you from the entity's Employment and Training Service to share in these tough times of health emergency generated by COVID-19 at the international level and to be able to participate in this virtual dialogue by providing our feedback on the situation in which we find ourselves.

Our service incorporates, within the European projects that we manage, personalized attention and career guidance for the participants that includes a complex management of pre-training courses, occupational training and improvement of employability adapted to the technical skills of each person. The state of sanitary emergency has had a strong impact on being able to carry out our work and carry out all activities with the participants, and for this we have found your proposal to dialogue and find new ways to carry out our fundamental mission very useful: the socio-labor insertion of the beneficiaries.

Below, we will briefly present our opinion on the questions posed for this week:

1. What new and innovative approaches to learning and skills development have you observed in your environment since the start of the pandemic?

Since the start of the pandemic, we have readjusted the learning approach, and face-to-face training has been paralyzed, prioritizing more participatory and personalized online training for our participants, taking into account the competency characteristics of said group. For this, friendly tools for mobile devices are used as well as access to online resources, always preserving data protection.

2. To what extent can learners adapt to these new and changing forms of training and learning?

Only when they are given access to individual digital tools and universal access to the Internet. With which it has been quite complicated to facilitate the adaptation of these people to these new methodologies, thus producing a large gap in access to education.

3. What measures are being taken to ensure that potential learners are aware of and can access and use existing learning solutions independently?

Individual and personalized accompaniment of all people is being carried out in order to facilitate these new learning processes and detect the difficulties that arose during the pandemic.

4. Do you foresee that the current situation will have an impact on the concept of lifelong learning?

Totally! From CEAR we are sure that this current situation will have a great negative effect on the concept of lifelong learning, causing a setback in the acquisition and maintenance of people's knowledge.

5. What new forms of partnerships, eg public-private partnerships and collaborations, are emerging during this period of crisis?

We have the collaboration of various public and private entities in the country to adapt to this new learning process with a medium-long-term loyalty objective. We trust that these alliances have a lasting and fruitful character.

Greetings from the CEAR employment and training team.
[38]

        Paul Comyn SkillsforEmployment • 14 days ago

Thanks CEAR. Very interesting. I wonder why you say you think 'the current situation will have a great negative effect on the concept of lifelong learning'? Could you explain a little more? Many commentators are saying that as the current crisis has led to many people being at home with time on their hands, many of them will take up online learning. Why do you say it will be a disaster for LLL?

Thanks
Paul
Paul [39]

[SkillsforEmployment](#) **Mod** • [14 days ago](#)
The following post was received by Eng. Moustafa Wahba via the UNESCO-UNEVOC TVET Forum:

In order to support your global discussion on 9 April regarding the global Corona virus (COVID-19) outbreak, I wish to advise the following:

I noticed with interest that due to COVID-19 outbreak, few organizations have started recruiting Online / Distance Learning Experts / Advisers via short-term contracts in order to work / advice on the processes and mechanisms for the transfer from face-to-face courses into a distance learning ones.

For the benefit of the Global Skills for Employment Knowledge Sharing Platform, I would suggest that the role of those Experts / Advisers be, but not limited, to the following duties:

1. Review existing curriculum / class based courses / training session modules and assess the on-line training delivery capability with a view to develop an approach to convert the face-to-face learning contents to online / distance learning environment

2. Advise and recommend any needed or modified existing curriculum / courses for adaptation to online / distance learning mechanisms

3. Identify which technological equipment is available in the market to be used to support new curricula and develop a comprehensive e-learning platform e.g. Moodle "Modular Object-Oriented Dynamic Learning Environment" as an online educational platform that provides custom learning environments for students

4. Train and develop the organization's Training Managers, Trainers / Instructors / Teachers, Master Trainers and Assessors / Verifiers in topics related to curricula design, adult learning methodologies, Information and Communication Technology ICT and online training platforms

During the discussion, participants may wish to review / add other duties to the above ones.

Best regards.

Eng. Moustafa Wahba

Competency Assurance & TVET Consultant

Scottish Qualification Authority SQA Qualified Internal Verifier

Moustafa [40]

Paul Comyn SkillsforEmployment • 14 days ago

Thanks Moustafa. Glad to hear the crisis is creating job opportunities for e-learning specialists. Every cloud has a silver lining!
Paul [41]

SkillsforEmployment Mod • 15 days ago

Dear Participants,

Thank you for your excellent contributions to this virtual dialogue. As we move into the second week of this discussion, we would be especially interested in hearing from you on WEEK TWO questions, posted above and reproduced immediately below:

7. What new and innovative approaches to learning and skills development have you observed in your surroundings since the start of the pandemic?
8. How adaptable are learners to these new and evolving forms of training and learning?
9. What measures are being taken in order to assure that potential learners are aware of existing learning solutions and can access and use them autonomously?
10. Do you foresee the current situation having an impact on the concept of lifelong learning?
11. What new forms of partnerships, for example, public-private partnerships and collaboration are emerging during this crisis period?

Once again, thank you for your inputs.
[42]

SkillsforEmployment Mod • 15 days ago

The following post was received from Pablo Martinez on the Spanish language equivalent of this E-discussion - Unofficial translation has been provided below:

Saludos, mi nombre Pablo Martinez, actualmente Director del Centro de Capacitación y Certificación Técnia y Profesional en la Universidad Santa María La Antigua, con la llegada del COVID-19, inmediatamente las autoridades de nuestra universidad tomaron las medidas para asegurar a los colaboradores y estudiantes, cerrando las instalaciones. Esto provocó hacer una cambio en la modalidad de los cursos que estaban funcionando y otros que estaban por iniciar. Es así como a través de la plataforma virtual de la Universidad y otros medios electrónicos se dió inicio a la atención de los participantes. Se cuenta con la plataforma moodle, se habilitó el micorsoft team, al igual que se utilizan la aplicación Zoom,

el correso electrónico, creación de videos didáctivos por los instructores y seguimiento a través del Whats App, entre otros. Hacer el cambio repentino de una modalidad presencial a otra virtual, fue asimilado por los participantes entendiendo que la situación nos obliga a adecuarnos a los acontecimientos y a las medidas de protección que se deben mantener, sin dejar de lado las orientaciónes, seguimiento, guía y motivación de los instructores.

UNOFFICIAL TRANSLATION (Google translation):
Greetings, my name Pablo Martinez, currently Director of the Training and Technical and Professional Certification Center at the Santa María La Antigua University, with the arrival of COVID-19, immediately the authorities of our university took the measures to assure the collaborators and students , closing the facilities. This caused a change in the modality of the courses that were working and others that were about to start. Thus, through the virtual platform of the University and other electronic means, the attention of the participants began. It has the moodle platform, the micorsoft team was enabled, as well as the Zoom application, the electronic mail, the creation of didactic videos by the instructors and follow-up through the Whats App, among others. Making the sudden change from a face-to-face modality to a virtual one, was assimilated by the participants, understanding that the situation forces us to adapt to the events and to the protection measures that must be maintained, without neglecting the guidelines, follow-up, guidance and motivation. of the instructors.
Pablo [43]

> **Paul Comyn** SkillsforEmployment • 14 days ago
> Hi Pablo, thanks for your update from Panama and the description of the various tools being used to shift courses online. Do you think it will have a long term impact on how courses are delivered at the university? Does your institution run any courses in vocational education and if so, did the same process occur with them?
> **Paul [44]**

RUDRAN JAYANTHI31 • 15 days ago • edited
Good morning everyone. I am R.Jayanthi, training officer from Amara Raja Skill Development centre,Petamitta, Chittoor. As everyone of us are aware of the present tragic situation being faced by everyone of us all over the world, we should take an oath that we will follow all the instructions given to us by our organization, government, doctors and all our well-wishers and that it should be strictly followed to win over Covid19.

We should all be united towards this cause and pray the almighty to shower his blessings upon us to restore to normalcy again.let us pray for the souls of our brothers and sisters whom we have lost to rest in peace.Come let us all fight together and win.
Rudran [45]

Paul Comyn RUDRAN JAYANTHI31 • 14 days ago

Thanks Jayanthi. We hope the crisis will pass quickly too. What has happened to the operations of your training centre? Have you moved any courses online or to distance learning?

Paul [46]

RUDRAN JAYANTHI31 Paul Comyn • 14 days ago • edited

Welcome Sir. We are going on with online classes every day. Students are eager to interact in the sessions that we are conducting.It's being continued under the guidance of our dean and management. Thank you.

Rudran [47]

Paul Comyn RUDRAN JAYANTHI31 • 13 days ago

Hi Rudran

did you have online learning in place before the crisis or did you have to migrate things quickly online? Also, are you using any written resources like learning guides as well? Any use of TV or radio?

Thanks for your answers.

Paul

Paul [48]

RUDRAN JAYANTHI31 Paul Comyn • 12 days ago • edited

Hello Sir,

Before the crisis we did not have any online classes for students. But we quickly arranged for online classes to have continuity in taking classes. We are using white board to write and show what they can't understand orally. We use ppts and slides also to make teaching very effective. We conduct interaction session with students to know their understanding level too. its going on with utmost care. Our dean is also arranging online classes to the staff from experts in the field of teaching to enhance our knowledge.

Thank you Sir.

Rudran [49]

RUDRAN JAYANTHI31 RUDRAN JAYANTHI31 • 9 days ago • edited

Hello sir,

Can you please suggest any websites that are useful for students to go through during this period at home and even to the staff for our

improvement, or any other way of giving some work sheets for practice or so based on our skill development centre.

Thank you, sir.
Rudran [50]

D Thriveni • 15 days ago • edited
Amara Raja skill development center. I am interested in the latest skill updates.
D Thriveni [51]

Dr Brad Shaw • 15 days ago • edited
6. How have government policies affected the operation of education and training providers?

It is not really about how governments have affected TVET operations - COVID-19 is what has affected us. The government directives are responsible directives and these are positive in the case of the Australia Pacific Training Coalition project. The "affect" as such, will be determined by the decisions governments make as to how we resume normal operations, based on important COVID-19 data and projections. I see this point having the most impact - we rely on this so it can inform our planning.

(Added subsequently):
Polices relating to COVID-19 have been positive by both the PNG and Australian Governments. They have affected operations because we have had to temporarily close down campuses. Also the in-boarding and out-boarding of staff and students due to border control mechanisms has affected us, but we understand why this has happened and have put in risk management contingencies to deal with this new situation.
Brad [52]

Dr Brad Shaw • 15 days ago
5. How can individuals and learning providers ensure that the effects of the disruption are minimized and that wherever possible, apprentices and learners are not negatively impacted in the long-term?

This is a time for planning on two fronts for the Australia Pacific Training Coalition:
1) To ensure once COVID-19 clearance is given, that we get all students back to complete their programs. These are Australian qualifications, so are crucial to students' employment opportunities.
2) We need to think about the "new" skills required by industry and employers post-COVID-19 in terms of what is needed to get people back into employment quickly. These might encompass short courses and / or skill sets that are targeted. There will be other up-skilling / skilling opportunities too in the e-space that will need addressing, given the ramp up of e-

collaboration and distant work activity that in some areas has been realised. Businesses could utilise new approaches for better efficiencies, outputs and more work-friendly environments that are flexible and more "life-style" oriented.
Brad [53]

[Dr Brad Shaw](#) • 15 days ago • edited
3. What technical hurdles have you observed in delivering online training and skills development?
4. What challenges do learners face in accessing / using e-learning?

The main hurdle in PNG is connectivity. The remote provincial regions are in many cases mountainous with limited access and ICT services.
Additionally, the structured nature of our 22-week programs sees students participating from all Pacific Island countries in f-2-f TVET learning environments. The connectivity varies from country to country, thus the challenges are there to embed e-learning that is consistent across all programs and countries.
The COVID-19 dilemma however, has forced us to now think outside the box and we have a dedicated team working on some e-solutions moving forward.
Brad [54]

[Dr Brad Shaw](#) • 15 days ago
2. What resources are being used or referred to maintain training services remotely and via e-learning platforms? Could you share some examples?

Some of our training programs such as leadership and management, as well as TVET teacher training, can be delivered online. TAFE Queensland is the managing contractor for the Australia Pacific Training Coalition program and they use **"Connect"**, which is TAFE Queensland's Learning Management System (LMS). It gives students access to their study resources, the ability to submit assessments and communicate with teachers and classmates, the flexibility to study anywhere at any time both in synchronous and asynchronous environments.
Brad [55]

[Dr Brad Shaw](#) • 15 days ago
I am the Papua New Guinea Country Director for Australia Pacific Training Coalition (APTC). It is an Australian Government aid development program established in 2007, and is a centre of training excellence designed to help Pacific Island men and women to gain Australian-standard skills and qualifications for a wide range of vocational careers throughout the Pacific. APTC offers vocational courses in the areas of Tourism and Hospitality; Community Services and Health; Trades and Technology; and Training and Assessment, with campuses located in Fiji, Papua New Guinea, Samoa, Solomon Islands and Vanuatu.
APTC collaborates extensively with other Pacific TVET organisations including the Port

Moresby Technical College in Papua New Guinea and the University of the South Pacific (Pacific TAFE). This has enabled the APTC to support a strong strategic approach to achieving regional economic and training development in the Pacific.

1. How has the current situation linked to COVID-19 disrupted the provision of training where you are (including apprenticeships, full time programs and short courses)?

We have had to cease all technical trade training and our hospitality and cookery programs mid-semester and send all students home. We deployed 20 students back to their homes in Solomon Islands the day before the PNG Government stopped all flights to international destinations (except Australia). We have 40 PNG boarding students stranded on campus because domestic flights were cancelled for a 14-day period. The PNG Government just announced however, that domestic flights will resume on Monday 6 April - so these students can return home. The local day students also have had to cease attendance until further notice.

Our 45 staff are all working from home and we have a permanent campus warden who lives on site who has been able to provide support for the boarding students. Essential services staff such as our Operations Manager, Finance Officer and ICT Officer, as well as the Student Service Supervisor have been accessing the Campus each day to provide on-ground support and services for the PNG operation. We have four expatriate staff who had to demobilise to Australia (including me) and we are all engaging in virtual meetings with other staff during the week. We have set up WhatsApp groups for the academic and administration staff in order for continuous contact to occur. All staff have a workplan in place that provides guidance to engage in meaningful work.

I have sent out a health and well-being survey to staff to monitor how they are feeling during this difficult time.

Because we are a Pacific regional program, we also continue to have senior management team meetings and the other usual calendared meetings. APTC staff are used to across-Pacific online communications, so there is no disruption in that sense.

We will mobilise all students back to the Campus to complete their 22-week programs once it is safe to do so - hopefully before the end of 2020 so we can start new groups in 2021.
Brad [56]

> **Paul Comyn** Dr Brad Shaw • 14 days ago
> Hi Brad, thanks very much for your comprehensive responses to this week's questions. I've had the benefit of visiting the APTC centre in Port Moresby and believe it is a model the Australian government should continue to support. Clearly we are seeing the greatest impact on TVET courses, particularly those with practical skills requirements that can't be easily migrated to a distance learning environment, especially in the short term. Do you think the crisis will have a long

term effect on the operations of APTC or will it be more of a short term disruption (at least that's what we can hope)
Paul [57]

Dr Brad Shaw Paul Comyn • 12 days ago

Hi Paul - thanks for your reply!

I believe the disruption will be short term, however in the long term, I think the effect will be positive. I say this because it has forced the project to think outside the box in terms of adopting more "e-type" methods of delivery. The ongoing issue in this space has been lack of consistent and rigourous Internet connectivity across the Pacific countries where we deliver the programs as they all run in sync because students come from different countries into our PNG (and other country) programs. We are already developing different approaches as I speak and this is what crises such as this force us to do!

Brad [58]

Paul Comyn Dr Brad Shaw • 12 days ago

Connectivity is surely an issue but, the digital divide also means a lack of digital skills let alone access to IT tools and a space to learn. Glad to hear the APTC is still going strong.

Paul [59]

Moderator (Ashwani Aggarwal) • 16 days ago • edited

In England, the Education and Skills Funding Agency (ESFA) is responding to the impact of COVID-19 by taking steps to ensure that, wherever possible, apprentices can continue and complete their apprenticeship, despite any break they need to take as a result of COVID-19, and to support providers during this challenging time. The support includes:

1. encouraging training providers to deliver training to apprentices remotely, and via e-learning, as far as is practicable allowing the modification of end-point assessment arrangements, including remote assessments wherever practicable and possible;
2. clarifying that apprentices ready for assessment, but who cannot be assessed due to COVID-19 issues, can have their end-point assessment rescheduled;
3. apprentices whose gateway is delayed can have an extension to the assessment time frame;
4. enabling employers and training providers to report and initiate a break in learning, where the interruption to learning due to COVID-19 is greater than 4 weeks;
5. clarification on how to record breaks in learning so that funding is not unnecessarily disrupted; and,
6. confirming that, where apprentices are made redundant, ambition is to find them

alternative employment and continue their apprenticeship as quickly as possible and within 12 weeks.

Source: https://www.gov.uk/governme...
Ashwani [60]

Sai • 16 days ago • edited
Hello Everyone,

I'm from India working in Amara raja batteries limited one of MnC , I wish you you a Happy health for all over world.

One of present issue COVID-19 entire world suffering from this virus generated in Wuhan in China, and now China hits freedom from it, but the entire world like top medico states like Italy, Spain, America, from mostly European countries are suffering - the people and also its economy. But India is also locked down in few cases. It's very near to China and the world's secondly populated country, but by comparison is very less from countries less populated, highly educated and also medical excellence. Now our PM take on it hands hope. As soon as possible we got relieve from COVID-19.
Sai [61]

> **Moderator (Ashwani Aggarwal)** Sai • 16 days ago
> Dear Sai. Does your company offer apprenticeships? If yes, what steps the company has taken for continuing the training of apprentices?
> **Ashwani [62]**

Mahir Hameed Majeed • 17 days ago
Hello every one
I am Mahir H. Majeed from Iraq, I am the dean of the Technical Institute of Karbala, one of the TVET institutes in Iraq.
Well, first of all, I wish good health for every one around the world, and hope that this pandemic ends soon and every thing become ordinary again.
One of the most affected fields by COVID-19 outbrea is the education sector, which will affect the labor market, and this will affect the economic sector.
In Iraq, as in all of the affected countries, education is depending now on the E-learning completely due to schools and universities closures, but the most challenge is how the TVET institutes will gain their students the required skills as demanded by labor market?, this may be very difficult to answer, because, and as every expert in education know, E-learning can cover knowledge only, while skills can not be covered except by real practice, in the laboratories, workshops, or workplaces, so, if this matter does not covered due to the pandemic, the labor market will sever from a wave of unskilled graduated people, and this will affect negatively the high demand on the products of 4th generation of industry.

On the other hand, there is another required skills appeared due to COVID-19 outbreak, these are skills of working from home, so such skills may could be covered by E-learning. Thus, educational institutes must focus now on these skills which they may change the nature of work in the world even after the end of pandemic.
Mahir [63]

> **Moderator (Ashwani Aggarwal)** Mahir Hameed Majeed • 16 days ago
> Thank you, Mahir. Do you think, e-learning would become a prominent part of the learning strategy after the pandemic is over?
> **Ashwani [64]**

>> **Mahir Hameed Majeed** Moderator (Ashwani Aggarwal) • 13 days ago
>> Yes I think that, so I am writing now a paper of necessity of converting completely to the blended education, which is covering the theoretical knowledge by E-learning, while the practical skills be covered inside the universities and institutes campuses.
>> **Mahir [65]**

Hari Pada Das • 17 days ago
This is Hari Pada Das from Bangladesh.

Dear Moderators, thanks for the initiative and for the opportunity for sharing the country situation and thoughts on the topic.

1. Current situation linked to COVID-19 disruption: All sorts of school programme including training activities has been suspended since last two weeks and the country is under locked down as a precautionary measure from COVID19.

2. Resources are being used as remotely operated platforms:

A Govt. TV channel is allocated to offer distance learning initially started with secondary level students (grade 6 to 10) which will be expanded. The sessions are also posted in face book and other social media.

Most of the universities have introduced their online mode of delivery in a limited scale creating different interactive groups.

Private coaching centers are continuing their services through interactive online arrangements.

3. Technical hurdles in delivering online training and skills development: As this COVID19 shock appeared suddenly and the country was not ready to switch over from face to face to online training mode of delivery. But many of the higher education institutions could

manage to offer online courses in a limited scale at the initial stage, others are preparing. But many of the secondary level technical/ vocational schools have serious shortage of IT equipment, digital contents and trained teachers for delivering online training.

4. Challenges faced by the learners in accessing / using e-learning: Learners in urban areas are in advantage of digital access than rural areas. Govt. has expanded access up to union level (lowest unit of governance) through Union Digital Center. But at this situation digital equipment required at individual level is a great challenge.

5. Effects of the disruption and impact in the long-term: Govt. has taken measures so far and further measures will be taken that learners and training providers can minimize the effect. But due to different types of variations, affects at the individual level will impact at the long run.

Hari Pada [66]

> **Moderator (Ashwani Aggarwal)** Hari Pada Das • 17 days ago
> Thank you very much, Hari Pada, for sharing the initiatives taken by the government and training providers in Bangladesh to continue education using internet, TV and other methods. You also cited the challenges faced by learners.
>
> What about apprenticeships? What are the initiatives taken to overcome the loss of training of apprentices?
>
> **Ashwani [67]**

> > **Hari Pada Das** Moderator (Ashwani Aggarwal) • 16 days ago
> > Thanks Mr. Ashwani. As you know organised apprenticeship in Bangladesh operates in a very limited scale and mostly by multinational and large companies. At this stage it is assumed that apprentices in big companies will receive same treatment like other workers of those enterprises. But it can be apprehended that apprentices/ helpers in the unorganized enterprises will be affected by pay cut as the businesses are closed (so far for a period of two weeks) and no alternative arrangements have been developed yet for continuation of the training as those training is fully workplace based .
> >
> > **Hari Pada [68]**

giovanni crisonà • 17 days ago
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Giovanni [69]

giovanni crisonà • 17 days ago • edited

All over the world, we all feel the extraordinary knock-on effect of the new COVID-19, while schools are being closed due to the public health emergency. According to the UNESCO data, nationwide closures are impacting over 89% of the world's student population with more than one and a half millions affected learners in 188 countries.

Our Italy's Education Minister decided that all schools are closed nationwide and as you maybe know, Italy is one of the most affected countries. The United Nations has warned of the unparalleled scale and speed of the educational disruption being caused by COVID-19. School closures - even when temporary - carry high social and economic costs.

In response to this, we all understand the need to use distance learning programmes to limit the disruption of education and because we provide incoming mobility to Italy for around 18.000 work placement-learners days per year, with students arriving especially from other EU countries, we are also seriously meeting the challenge of the COVID-19.

Our response was to design an offer of real-world model solution for our partners, schools and teachers, which are, like us, planning responses to COVID-19.

Our idea has been to implement a distance internship solution. We have designed our concept among numerous strategies that can be implemented for distance education. Our aim is to offer continuity of practical learning during educational disruptions.

I would like to make it clear at the outset that this solution, even if it is good for many professions and fields, is not applicable to all job roles. It is great for some disciplines, but unfortunately, for many placements that have a practical hands-on component, isn't an option.

Our proposal is to implement real work experiences done at distance executing real tasks, with a real tutor and a concrete pedagogical support within a specific IT learning infrastructure.

This solution:

covers professions that are already carried out online by millions of people around the world, meaning real professions or real job roles

is a real online work experience ;

applies the same principles of the Erasmus+ Virtual Exchange project launched by the EU Commission to promote intercultural dialogue and improve the skills of young people through digital learning tools.

I hope that this idea will be of your interest and I wish to receive your feedback to improve our capacity in offering this opportunity of virtual mobility to our students. You can find all the details of our idea in the attached file or at this link.

VIRTUAL MOBILITY

Have a good continuation and thanks so much to the organisers for this opportunity of discussion.

Giovanni [70]

Paul Comyn _giovanni crisonà_ • 14 days ago

Thanks for sharing your interesting model Giovanni. Can you give us an indication of what occupations you are offering these virtual internships in? How do you deal with the challenge of developing practical skills that require the use of tools and equipment that a student does not have at home?
Paul [71]

> **giovanni crisonà** Paul Comyn • 14 days ago
> hello Paul and everybody! this is a good question "*to make it clear at the outset that this solution, even if it is good for many professions and fields, is not applicable to all job roles. It is great for some disciplines, but unfortunately, for many placements that have a practical hands-on component, isn't an option.*"
>
> View — uploads.disquscdn.com
> regarding the profession that we are able to identify at the moment I will put here a text taken from our current work, but please consider that it is something that we are not deploying from long time like 'traditional' internships, so we need to make more experience to analyse better:
>
> **Job roles**
> As technology continues to advance, teleworking has become more and more common in a variety of industries in the market. Indeed, the number of remote jobs has increased in every industry, given the benefits it offers to both companies and employees and, in the long run, to the environment. According to "Working anytime, anywhere: the effects on the world of work", teleworking has several benefits, such as shortening of commuting time, greater working time autonomy, better overall work–life balance and higher productivity.
>
> The job roles that can be included with the Italymobility work experience mainly refer to the 'sharing economy' or 'collaborative economy', but comprise a very large range of activities also belonging to the 'traditional jobs'. The latter can be considered if deployed online instead of on-site and are aimed at implementing a number of tasks without any engagement at the employers' premises.
>
> A long list of job roles can be drawn for remote working internships like for example:
> graphic,
> designer,
> text editor,
> journalist,

bookkeeper,

transcriber,

interior designer,

social media and marketer,

product consultant,

branding expert,

mechanical manufacture designer,

web designer,

software developer and many more.

The same job role can be implemented in different areas.
Giovanni [72]

Paul Comyn giovanni crisonà • 14 days ago

Thanks Giovani. That's a good list of job roles. Maybe one day when VR and simulations are common place, we will have more options.
Cheers
Paul
Paul [73]

giovanni crisonà Paul Comyn • 14 days ago

Right, I remember to have met, within the skillman.eu network, a startup offering learning virtualisation in manufacturing that is something in line with your concept.
In a futuristic scenario, but already happening in many cases, many professions will be done at distance controlling remote robots and machineries or printing 3d objects in automated factories located in the opposite side of the globe.

These jobs will be executed all implementing remote controls like, for example, distance excavation or distance surgery etc.

All these professions will offer the possibility of distance Internships, it's just a matter of time.
Giovanni [74]

giovanni crisonà giovanni crisonà • 13 days ago

The startup I was talking about in my last post is Nebulous Systems and the contact person from the skillman.eu network is Luis de la Torre Cubillo.

For the ones curious they are organising a very interesting [webinar on April 13 at 12 PM (GMT+2). to show their solutions for remote laboratories for education & research](#).
Please feel free to join from here: [https://skillman.eu/webinar...](#)
Giovanni [75]

[Paul Comyn](#) giovanni crisonà • 13 days ago
Indeed, but unfortunately we are not there yet:(
Paul [76]

[Sophia Shenk](#) giovanni crisonà • 17 days ago
Thank you, Giovanni for bringing up the possibility of virtual internships during the crisis. I so happened to begin my internship with the ILO on the day that the HQ asked employees to begin working from home, so I have begun my internship via telework. While it was not what I was expecting and there are some aspects of being at a physical office and being able to meet my team and supervisor that I miss, it has been working out quite well. I have been able to learn a lot and feel fortunate to be able to contribute to the work of the ILO during this crisis.
Many students and recent graduates, myself included, are practicing social distancing and watching as the economy tanks. We are worried about the prospects of getting a job after this pandemic is contained. Being able to begin my internship and gain professional experience has quelled my anxiety about finding work in the future because I know the experience I am gaining now is invaluable. I am pleased to see that there are efforts to make distance internships more widely available for young people.
Sophia [77]

[Moderator (Ashwani Aggarwal)](#) Sophia Shenk • 16 days ago
Thank you, Sophia, for sharing your views. A warm welcome to you to the ILO. Looking forward to meet you in person soon.
Ashwani [78]

[Moderator (Ashwani Aggarwal)](#) giovanni crisonà • 17 days ago
Thank you very much, Giovanni, for excellent information about continuing education despite the closure of schools and other institutions, specifically for the innovative initiative on "Virtual Mobility" taken by Italy.

Will you like to share the lessons learned from these initiatives and policy recommendations for other countries or how can others learn from Italy?
Ashwani [79]

[giovanni crisonà](#) Moderator (Ashwani Aggarwal) • 17 days ago

dear Ashwani Aggarwal and Sophia Shenk,
thank you very much for your positive feedback and remarks.

We will publish as soon as possible a first information concerning an ongoing distance internship with a video interview to an entrepreneur and to a trainee and some technical data about the tools and the procedures implemented. If you Sophia could be available and allowed by ILO, we would like to make a video interview to you too.

We are trying to evidence the variations among the internship experience in a situation where the distance work is implemented with the standard working tools and working procedures offered by the hosting organisation and a situation where instead it is also provided an external pedagogical support by third party implementing specific tools and procedures that are not addressed to the work in itself, but are designed specifically for the distance internship experience and aimed to improve the learning results.

Indeed there is a big interest around this kind of innovation, I received a lot of messages from our partners asking to define common models for better understanding and implementation.

We know that many professions in the future will be online and there are many young workers that are considering relevant the opportunity to work where they like, instead to be in a traditional office, or at the time that they prefer instead at the strict time given by the organization.

To understand better the implications, we have set a survey that will be promoted with a large campaign in few days, but that is already available and if someone of you would like to start to contribute, this is the page: VIRTUAL MOBILITY SURVEY
We are looking to get the opinion of colleagues and youngsters too about the virtual mobility model. For this, we have also launched a VIRTUAL MOBILITY GIVEAWAY 2020! that offer prizes to survey participants to attract more young learners. The participation to access to a prize is free of charge, off course. I will be very glad if you could diffuse the opportunity to young learners > 16 Y O among your own schools and organisations.
The survey results will be published and available for free after we will have ended to receive and elaborate the answers.
Giovanni [80]

Moderator (Ashwani Aggarwal) giovanni crisonà • 16 days ago

Thank you very much for additional information. We look forward to receiving the results of the survey. You may send it to my email aggarwal@ilo.org as the e-discussion would close before the survey results are available.
Ashwani [81]

SkillsforEmployment Mod • 18 days ago
Dear Participants:

Thank you all so much for your excellent and thoughtful contributions to date! As week one of our discussion draws near, I wondered if we could draw your attention to Question 2 above that focuses on e-learning platforms, tools and other digital resources being used to maintain training services remotely. To this end, could you share some examples of online tools, training packages and other resources for TVET managers and teachers to use in conducting training for students?

Once again, thank you!
[82]

Moustafa Wahba SkillsforEmployment • 14 days ago • edited
Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments. You can download the software onto your own web server or ask one of our knowledgeable Moodle Partners to assist you.

Moodle is built by the Moodle project which is led and coordinated by Moodle HQ, which is financially supported by a network of over 80 Moodle Partner service companies worldwide.
Website for Moodle is: https://docs.moodle.org/38/...
Best regards.
Eng. Moustafa Wahba
Competency Assurance & TVET Consultant
Scottish Qualification Authority SQA Qualified Internal Verifier
Moustafa [83]

SkillsforEmployment Mod SkillsforEmployment • 18 days ago
View — uploads.disquscdn.com

[84]

Olga Zolotina • 18 days ago

Hello! It is Olga Zolotina, Department of Labor Economics and Personnel of the Economics Faculty of Moscow State University, Moscow. The answers to the questions of the discussion

of the first week are below:
1) During the quarantine period, we were forced to switch to the completely remote provision of educational services for the main full-time educational higher education program.

2) The main reference resource is the information system of the Faculty of Economics of Moscow State University Lomonosov, he is an econ of MGU. It contains materials for study in the disciplines: video lectures, recordings of seminars (in webinar format), files with additional materials and links to generally available useful materials.
As services for conducting interactive classes, publicly accessible webinar platforms are used at the discretion of the departments and teachers. Mostly, it is Zoom and MS Teams.

3) Imperfections in the technical organization when organizing a workplace at home: speed of Internet connection (including the characteristics of mobile Internet depending on the area of residence), a model| generation of computer, that may not be very modern; organizational difficulties in allocating individual time for work and conducting interactive classes in a situation where children and other family members are present at home.

4) Some problems for students similar to teachers - the organization of a workplace with the required quality of computer equipment and Internet access.
An additional difficulty for students is the need for a very long stay without movement in front of the on-screen monitor. For example, they may have 7 pairs per day with 10-minute breaks between pairs. For example, sitting across from monitor from 09:00 a.m. to 20:30 p.m. seems to be not very good for their health.

5)
-To organize classes involving not only computer work, but also other ways of completing tasks
Post lessons on electronic resources of disciplines
-To use not only technically advanced opportunities for conducting classes, but also basic (ppt), which will definitely be available to 100% of the audience.

6) Due to the introduction of a non-working period, the period of the school year increased. In the future, due to difficulties with the admission of new, especially foreign students, there is a risk of a decrease in income.

Olga [85]

> **Moderator (Ashwani Aggarwal)** Olga Zolotina • 18 days ago

Thank you, Olga, for your responses to all six questions. You have rightly suggested to use high technology solutions as well as other means that can be accessed easily by all.

Ashwani [86]

Louis Van Huyssteen • <u>18 days ago</u> • edited

2. What resources are being used or referred to maintain training services remotely and via e-learning platforms? Could you share some examples?

The Sector Education & Training Authorities (SETAs) in SA i.e. merSETA, WR-SETA, and Services SETA, have extended the opportunity for stakeholders (i.e. employers, skills development provider) to apply, on the basis that it is couched in legislation, for extension of mandatory grant (Workplace Skills Plans 'for the ensuing SETA year', and Annual Training Reports 'for the past SETA year') submissions. SETAs in South Africa have also during this trying time extended an opportunity for stakeholders to submit an application for the suspension of learning. Some Technical Vocational Education Training colleges have blended delivery methods for programs i.e. College of Cape Town, on the occupational certificate: automotive motor mechanic, uses the Haynes Pro electronic workshop data platform functionalities (i.e. for wiring diagrams on vehicles) to complement traditional hard copy material. This College has also acquired the Electude platform with functionality including but not limited to digital 'simulators'.

Louis [87]

Moderator (Ashwani Aggarwal) Louis Van Huyssteen • 18 days ago

Thank you, Louis, for the excellent information.

Has apprenticeship training stopped in South Africa? If yes, is the training period extended? Will apprentices continue to get wages?

Ashwani [88]

SkillsforEmployment Mod • <u>19 days ago</u>

The following post was received from Salous of Moroco on the French language equivalent of this E-discussion - Unofficial translation has been provided:

Je suis Saloua du Maroc, et je vous remercie pour cette initiative, qui nous permet d'échanger sur ce sujet très important, pendant cette période unique. Je souhaite contribuer

par le témoignage d'un contact que j'ai au niveau de l'Université, et qui a bien voulu partager avec moi les principales difficultés pour passer d'un enseignement exclusivement en présentiel (aucun cours en ligne avant cette crise), à un enseignement exclusivement en ligne depuis la décision du confinement et de la fermeture des tous les établissements universitaires, et ce sans aucune préparation préalable. Voici son témoignage :'La situation actuelle et ses particularités ont "imposé" le recours à l'enseignement à distance "Elearning". Peu nombreux étaient les profs ayant suivi des formations de formateurs en Elearning et rares étaient ceux qui l'utilisaient. Covid19 a fait en sorte de changer complément les habitudes et les techniques d'enseignement dans nos universités. Une commission Elearning a été créé à la hâte au niveau de la Présidence et une autre au niveau de chaque établissement, le but étant d'aider les enseignants à dispenser leurs cours via "ENT" =Espace Numérique de Travail et d'inviter les étudiants à accéder à leur compte ENT afin de consulter les cours mis en ligne.

L'usage de l'ENT et de Moodle est priorisé de manière à ce que tout le monde l'utilise tout en laissant la liberté aux enseignants de recourir à tout autre mode d'apprentissage à distance (google meet, google classroom, etc), tout en centralisant le tout sur ENT.

Concernant les obstacles techniques observés : 'l'accessibilité à internet et aux outils informatiques pour les étudiants dans le besoin'; le nombre important de profs et d'étudiants qui se connectent à la plateforme (qui n'était pas utilisée tant au passé ce qui causait des problèmes techniques, surtout au début) ; le manque de formations de profs en matière de elearning.

Enfin pour la question N5 : Comment les individus et les pourvoyeurs de cours en ligne s'assurent que les effets de cette perturbation sont minimisés et que, où que ce soit, les apprentis et les apprenants ne soient pas négativement impactés dans le long terme ?
'A travers un questionnaire d'évaluation périodique qui a pour objectif d'évaluer l'efficacité du moodle et de le performer dans l'avenir proche'.

Pour résumer ce témoignage, je retiens 2 points essentiels :
1. Aucune formation des formateurs ne permet à ces derniers de mieux appréhender ce passage forcé et précipité des cours en présentiel vers les cours en ligne;
2. Tous les étudiants n'ont pas les moyens techniques (Un laptop personnel et une bonne connexion internet) pour suivre les cours en ligne, d'où peut-être l'aggravation des inégalités de chance.

Je reste disposée à donner plus d'informations au besoin et attentives aux autres contributions spécialement de collègues d'autres pays à niveau comparable que le Maroc pour explorer des possibilités de renforcer les formations en ligne.

Unofficial translation (Google translation) :

I am Saloua from Morocco, and I thank you for this initiative, which allows us to exchange on this very important subject, during this unique period. I wish to contribute by the testimony of a contact that I have at the University level, and who was kind enough to share with me the main difficulties in passing from teaching exclusively in the classroom (no online courses before this crisis) , to teaching exclusively online since the decision to confine and close all university establishments, without any prior preparation. Here is his testimony: 'The current situation and its peculiarities have "imposed" the use of distance learning "Elearning". Few were the teachers who followed training of trainers in Elearning and few were those who used it. Covid19 made sure to completely change the habits and techniques of teaching in our universities. An Elearning commission was hastily created at the level of the Presidency and another at the level of each establishment, the aim being to help the teachers to teach their lessons via "ENT" = Digital Workspace and to invite the students to access their ENT account in order to consult the courses posted online.

The use of ENT and Moodle is prioritized so that everyone uses it while giving teachers the freedom to use any other distance learning mode (google meet, google classroom, etc.) , while centralizing everything on ENT.

Regarding the technical obstacles observed: 'Accessibility to the Internet and IT tools for students in need'; the large number of teachers and students who connect to the platform (which was not used so much in the past which caused technical problems, especially at the beginning); and, the lack of teacher training in elearning.

Finally, for question N5: 5. How individuals and providers of online courses ensure that the effects of this disruption are minimized and that, wherever it is, apprentices and learners are not negatively impacted in the long run term?
'Through a periodic evaluation questionnaire which aims to assess the effectiveness of the moodle and to perform it in the near future'.

To summarize this testimony, I retain 2 essential points:
1. No training of trainers allows them to better understand this forced and precipitous transition from face-to-face courses to online courses;
2. Not all students have the technical means (a personal laptop and a good internet connection) to follow online courses, which may be the source of the inequality of opportunity.

I remain willing to give more information if necessary and attentive to other contributions, especially from colleagues from other countries at a comparable level than Morocco, to explore possibilities of strengthening online training.

Saloua [89]

Thank you very much, Saloua, for sharing the challenges faced in suddenly switching over to e-learning in Morocco. It is clear that neither teachers nor students are prepared for it. Do you think, this pandemic will act as a turning point in the history of education system and promote the use of modern technology in the medium to long term.

What policy measures should the government take to overcome the challenges?

Ashwani [90]

The government of India has notified that apprentices will continue to get their full stipend during COVID-19 lockdown.

As per Apprentices Act, 1961 amended up to 2014 and Apprenticeship Rules, 1992 amended up to 2019. Sub-rule 2(b) of Rule 7 states that if a trade apprentice is unable to complete the period of apprenticeship training due to strike or lockout or layoff in an establishment where he is undergoing training and is not instrumental for the same, the period of his apprenticeship training shall be extended for a period equal to the period of strike or lockout or layoff, as the case maybe, and shall be paid stipend during the period of such strike or lockout or layoff or for a maximum period of six months, whichever is less.

Ashwani [91]

Hello. I am Andrei, Policy Officer on Education and Lifelong Learning at SOLIDAR Foundation, a global umbrella organisation, based in Brussels, for NGOs and CSOs promoting social justice worldwide.

The following comment will refer to questions 3-6 of the first week. At SOLIDAR Foundation we are preparing to launch our annual flagship publication, the Citizenship and Lifelong Learning Monitor. The publication is a research report on the topic of policy developments in the field of attainment of skills, through lifelong learning, for active participation in society. The report investigates digital skills, civic competences and intercultural education competences, by analysing the policies on the topic and presenting best practices coming from organised progressive civil society. Though the results are not public yet, they have been used for this briefing note we just published on Inequalities in terms of Online Learning (https://www.solidar.org/sys.... Based on these, we have seen there is a wide regional discrepancy when it comes to technical hurdles or challenges to use e-learning. Some regions in Europe confront with a lack of broadband connections not only in schools

but in households. Access to digital tools varies from one region to another, and the EU average for basic digital skills attainment is 57%. So, clearly some people do not have the competences to make use of e-learning processes. This will simply lead to an increase in gaps for academic achievement or even prevent certain workers to use this time to build up their skills. Beyond this, the teaching workforce does not receive sufficient preparation to include ICT in the classroom, therefore, a great deal of the effort to make sense of this crisis is left on their shoulders. The current educational curricula are not adapted to digitalisation and this becomes a serious problem that can further spread inequality.

These main findings wish to point towards what has to be done once out of the crisis. Because digital skills acquisition has to change completely to meet the current needs of people. There needs to be more investment in digital infrastructure, access to fast Internet connection must become a public good, teachers need to receive adequate ITE and CPD to be able to include digital tools in the classroom, and the curricula must be adapted to focus on soft skills related to digitalisation, and not just on the usage of devices. Furthermore, the great socially innovative practices put in place at fast speed by Civil Society Organisations to support their communities also in terms of e-learning provides with evidence for the need for education systems to fully embrace inclusive approaches for learning environments, such as the whole school approach. This is something that has to be addressed long-term in the aftermath of this crisis.

In terms of what currently can be done to facilitate online learning, some examples of the work of our members can be found in the Briefing Note I mentioned before. Our members are education providers but also civil society organisations. Just to provide a quick sample of their work, they have been setting up platforms to explain how to use basic digital tools, even providing phone lines where volunteers would explain the use of such tools for people that lacked skills even to access to the platform. They have provided access to free software digital tools as an alternative to the resources provided by tech giants such as Microsoft and Google, as the concern of data privacy should be flagged even during this crisis.
Andrei [92]

> **Moderator (Ashwani Aggarwal)** Andrei Frank • 19 days ago
> Thank you very much, Andre, for an excellent information about the challenges faced by teachers and learners in e-learning and providing suggestions to overcome the challenges.
>
> Will you like to share the weblinks or more details about the platforms and tools mentioned by you?
> **Ashwani [93]**

> > **Andrei Frank** Moderator (Ashwani Aggarwal) • 17 days ago
> > 1. This is the link to the platform set up by La Ligue de l'Enseignement to assist users with basic digital tasks: https://laligue.org/solidar...

2. This is the link to alternative digital tools that would not collect data on the users the same intrusive way that Zoom does it: https://www.cemea.asso.fr/s...
These first two resources are in French.
3. CIVICUS has also compiled a webpage which is mostly dedicated at how CSOs will continue their work in this time, but it has a few sections on digital tools that have been made available for free during these times. The resources they point towards will also explain what each tool is for and will also help users to make informed choices in terms of which tool would fit better their purpose. Some of their suggestions could easily be used to promote e-learning and secure the continuation of TVET but also of any other type of education: https://www.civicus.org/ind...
Andrei [94]

> **Paul Comyn** Andrei Frank • 13 days ago
> Thanks again Andrei. I've referenced your SOLIDAR paper in our ILO note about online learning about to be released. Thanks for your contributions.
> **Paul [95]**

Louis Van Huyssteen • 19 days ago • edited
1. How has the current situation linked to COVID-19 disrupted the provision of training where you are (including apprenticeships, full time programs and short courses)?

In South Africa, face-to-face training at TVET colleges, as public providers, and private providers has been suspended. With regards notices that went out, the Dept. of Higher Education and Sector Education and Training authorities posted same on their respective websites in the public domain. Private providers have communicated similar type messages to their clients either by way of post of their websites and/or email communication.
Louis [96]

> **Moderator (Ashwani Aggarwal)** Louis Van Huyssteen • 19 days ago
> Thank you, Louis, for informing about the situation in South Africa. Are TVET providers using distance learning including e-learning to compensate for the loss of learning due to the suspension of face-to-face training? Has government taken any initiative to promote e-learning?
> **Ashwani [97]**

Moderator (Ashwani Aggarwal) • 19 days ago
To promote more and better learning opportunities for all adults, European Union has established EPALE. It is a multilingual, open membership community of adult learning

professionals, including adult educators and trainers, guidance and support staff, researchers and academics, and policymakers.

EPALE enables members to connect with and learn from colleagues across Europe, through its blog posts, forums, the Partner Search tool, complemented with physical gatherings. It provides a wealth of high-quality, accurate information relevant for adult learning practitioners.

The current worldwide health emergency has highlighted how swift action and cooperation are essential to reduce the impacts that the Coronavirus disease (COVID-19) pandemic could potentially have both in the short and the long term. In this context, the significance of EPALE is all the more important. Please use the weblink below to access it.

https://epale.ec.europa.eu/en

Ashwani [98]

SkillsforEmployment Mod • 19 days ago • edited

The following post was submitted by Gonzalo Sebastian Fernandez on the Spanish E-discussion page for this thread - an unofficial translation has been provided:

Producto del nuevo escenario que se observa con el COVID-19 la preocupación se evidencia en factores como la productividad y la garantía de estabilidad económica vinculada a los sectores que habían impulsado el crecimiento (serirurgia, petroquímica, automotriz). Tanto los empresarios como los trabajadores evidencian una preocupación creciente por el tema de la formación. La paradoja que actualmente se presenta es que la formación que era una variable importante dentro de las relaciones laborales, ya que adquirían mayor importancia a factores como la productividad, experiencia y niveles y tipos de formación, ha sufrido una transformación con respecto a las destrezas que permitían elevar las calificaciones de las personas, y la acción de formación queda aislada y descontextualizada de los procesos de trabajo.

La industrialización avanzada en la producción manufacturera de las actividades mas dinámicas dentro de las industrias productoras de bienes de consumo dejaron de expandirse en sus actividades existentes y se produjo un desplome en todas las bolsas del mundo, esto genera problemáticas particulares en cada sector y la competitividad de los mercados podría sufrir efectos en la globalización. Este nuevo paradigma parte de reconocer los cambios surgidos y las necesidades que aun coexisten en las sociedades de consumo y en la concepción actual de aprendizaje surgida de la nueva corriente que incorporo las dimensiones vinculadas con las nuevas culturas del trabajo y de la producción, como así también atendió la necesidad de adaptación a los avances tecnológicos. La falta de integridad y de congregaciones sociales y la amplitud del

aislamiento debido a los tiempos de cuarentena están solidificando esta transformación sin encontrarse estrategias a corto plazo.

Unofficial translation (Google translation):

As a result of the new scenario observed with COVID-19, the concern is evident in factors such as productivity and the guarantee of economic stability linked to the sectors that had fueled growth (steel, petrochemical, automotive). Both employers and workers show growing concern over the issue of training. The current paradox is that training, which was an important variable in labor relations, since factors such as productivity, experience, and levels and types of training became more important, has undergone a transformation with respect to the skills that they allowed to raise the qualifications of the people, and the training action is isolated and decontextualized from the work processes.

The advanced industrialization in the manufacturing production of the most dynamic activities within the industries that produce consumer goods stopped expanding in their existing activities and there was a collapse in all the stock markets of the world, this generates particular problems in each sector and competitiveness of markets could be affected by globalization. This new paradigm starts from recognizing the changes that have arisen and the needs that still coexist in consumer societies and in the current conception of learning arising from the new trend that incorporates the dimensions linked to the new cultures of work and production, as well It also addressed the need to adapt to technological advances. The lack of integrity and social congregations and the breadth of isolation due to quarantine times are solidifying this transformation without finding any short-term strategies.

Gonzalo [99]

[Caio Bruno](#) • 20 days ago • edited

Sou Brasileiro e me chamo Caio Bruno.
Atualmente sou Técnico em Segurança e Saúde no Trabalho e atuo em uma construtora de grande porte na cidade de Goiânia em Goiás.
Sou estudante de engenharia civil, curso do qual já estou há 1 ano e me encaminho para a minha formação.
Aqui em meu país, vivemos dias intempestivos de incertezas e ansiedades gravíssimas.
Todos os cidadãos estão divididos pelo medo e pelo pânico que têm sido pregado pela mídia brasileira.
Todos aqui temos consciência de que somos uma país de 3º mundo, e que as nossas políticas públicas de assistência social são demasiadamente pobres e infelizmente desamparam aos cidadãos que aqui estão.
Na minha faculdade as aulas estão em regime não presencial, porém ante a falta de preparo

para enfrentar a situação, estamos com a qualidade do ensino totalmente comprometida.

O presidente de meu país tem trabalhado arduamente, editando normas e decretos que visem a proteção social, porém os governadores dos estados brasileiros estão fazendo política em cima da pandemia mundial, desamparando famílias e desprotegendo a sociedade.

É evidente que neste cenário político de meu país, muitos brasileiros ficaram a beira do caos.

Muitos perderão seus empregos, se não é aqueles que já o perderam, e os governantes estão em um entrave político contra o presidente de meu país, como se ele estivesse fazendo algo errado.

Meu sentimento é que pudéssemos criar um estado de auxílio mútuo para enfrentar essa crise grave que passamos, porque caso a humanidade não se una neste propósito, os danos poderão ser irreparáveis.

Peço a Deus que esteja unindo o meu povo e a minha nação e que capacite o meu presidente para que tenha sabedoria de enfrentar os homens maus.

Na esperança de um amanhã melhor.

Fraternalmente,

Caio Bruno.

Unofficial translation (Google translation):
I'm Brazilian and my name is Caio Bruno.

I am currently a Technician in Health and Safety at Work and I work at a large construction company in the city of Goiânia, Goiás.

I am a student of civil engineering, a course I have been on for 1 year and I am on my way for my training.

Here in my country, we live untimely days of uncertainties and serious anxieties. All citizens are divided by the fear and panic that have been preached by the Brazilian media.

We are all aware that we are a third world country, and that our public social assistance policies are too poor and unfortunately forsaken the citizens who are here.

In my college the classes are in a non-face-to-face regime, however, due to the lack of preparation to face the situation, we have the quality of teaching totally compromised.

The president of my country has been working hard, issuing rules and decrees aimed at social protection, but the governors of the Brazilian states are making politics over the world pandemic, destroying families and unprotecting society.

It is evident that in this political scenario in my country, many Brazilians were on the verge of chaos.

Many will lose their jobs, if not those who have already lost them, and the government is in a political hurdle against the president of my country, as if he is doing something wrong.

My feeling is that we could create a state of mutual assistance to face this serious crisis that we are going through, because if humanity does not unite in this purpose, the damage could be irreparable.

I ask God to unite my people and my nation and to empower my president to have the wisdom to face evil men.

Hoping for a better tomorrow.

Fraternally,
Caio Bruno.

Caio [100]

> **Moderator (Ashwani Aggarwal)** Caio Bruno • 19 days ago • edited
>
> Thank you, Caio, for your noble thoughts. COVID-19 presents unprecedented challenge for the humanity. As ILO Director-General, Guy Ryder, said "Corona virus pandemic is not just a medical crisis, but a social and economic one too. If our response is to be effective it must take into account all these factors, and be delivered in a coordinated, global way. In particular, it must answer the needs of the most vulnerable."
>
> UNOFFICIAL TRANSLATION:
> Obrigado, Caio, por seus nobres pensamentos. O COVID-19 apresenta um desafio sem precedentes para a humanidade. Como disse o diretor-geral da OIT, Guy Ryder, "a pandemia do vírus da corona não é apenas uma crise médica, mas também social e econômica. Para que nossa resposta seja eficaz, ela deve levar em conta todos esses fatores e ser entregue forma coordenada e global. Em particular, deve atender às necessidades dos mais vulneráveis ".
>
> **Ashwani [101]**

Paul Comyn • 20 days ago • edited

The Commonwealth of Learning (COL) has produced some interesting resources that are relevant to this discussion. COL has developed three online courses to build TVET educators' capability in flexible learning. The courses are designed to be facilitated in cohorts, but anyone can view them and learn from them at the links below:
https://www.colvee.org/cour...

https://www.colvee.org/cour...

https://www.colvee.org/cour...

Paul [102]

> **Moderator (Ashwani Aggarwal)** Paul Comyn • 20 days ago
>
> Thank you very much, Paul.
>
> **Ashwani [103]**

SkillsforEmployment Mod • 20 days ago

The following post was submitted by Maria of Inefop/Uruguay on the Spanish E-discussion page for this thread - an unofficial translation has been provided:

Buenas tardes a todos. Soy María y me desempeño como técnica en el diseño e implementación de políticas públicas para la Formacion Profesional de mi país. En este momento me parece trascendente la generación de espacios de debate, en consonancia con las propuestas de UNESCO, publicadas el domingo 29 de marzo, a propósito de la búsqueda de soluciones rápidas frente al paradigma de incertidumbre y complejidad en el que estamos insertos. Varias de las propuestas son el punto de partida del camino que está tomando mi país para responder a la demanda de capacitación de una cantidad enorme de trabajadores enviados al seguro de desempleo. En Uruguay la atención a dicha población objetivo se enmarca en lo que denominamos políticas activas para el empleo, con lo cual ya estamos delineando algunos ejes de intervención sobre los cuales me gustaría compartir en este espacio.

Unoffiical translation:
Good afternoon everyone. I am María and I work as a technician in the design and implementation of public policies for Vocational Training in my country. At this moment, the generation of spaces for debate seems transcendent, in line with the UNESCO proposals, published on Sunday, March 29, in relation to the search for quick solutions to the paradigm of uncertainty and complexity in which we are inserted. Several of the proposals are the starting point of the path my country is taking to respond to the demand for training of an enormous number of workers sent to unemployment insurance. In Uruguay, the attention to said target population is framed in what we call active employment policies, with which we are already outlining some axes of intervention on which I would like to share in this space.

Maria [104]

Thank you, Maria, for informing that the government in Uruguay is supporting persons whose employment is impacted by COVID-19. Would you please inform the specific interventions and initiatives taken by the government as part of active labour market programmes?

Ashwani [105]

Sigo por aquí entonces con algunas herramientas de mitigación:
Desde hace un tiempo estamos articulando con la Facultad de Ingeniería y el Centro de Ensayos de Software de la Universidad de la República, así como también institutos privados que puedan responder a la necesidad de crear herramientas no solo para las entidades de capacitación sino para los propios técnicos de INEFOP que no contamos con formación en e-learning. No habría que dejar por fuera esta dimensión. Los técnicos que implementamos las políticas tampoco tenemos demasiada formación en estos temas.

Por otra parte, se están promoviendo espacios virtuales de concentración empresarial que sirva como plataforma de consulta e intercambio entre pares e instituciones que pertenecen al sector empresas, para generar un efecto de red para la mayor captación de emprendedores y empresas del sector.

Se están realizando llamados abreviados para capacitaciones cortas, y esto se realiza en función de que muchas de las personas en seguro de desempleo tienen un causal de suspensión, por ende, tienen derecho (por ley) a un curso corto. Esto será a través de una plataforma específica y la formación será específicamente en competencias transversales.

Se están solicitando capacitaciones de forma rápida a instituciones evaluadas por sus buenos antecedentes.

Se realizaron estudios de mercado y de situación actual de personas en seguro de paro para poder evaluar a qué tipos de capacitaciones derivar. Ya tenemos datos de personas por rubro y por sector, con lo cual estamos más capacitados para solicitar capacitaciones en función de la demanda.

Se generó una estrategia de orientación laboral a distancia, para derivaciones a cursos que ya estaban funcionando y que pudieron utilizar

plataformas (casi todos moodle, eva) para seguir con las clases teóricas. Recordemos que uno de nuestros problemas es que estamos hablando de FP, por lo tanto, las clases deben ser eminentemente prácticas.

Se generó, a la interna del instituto, un plan general que contemple: comunicación, adquisiciones y de suministros, un plan operativo y de presupuestos.

Se está creando una app para asesoramiento a entidades de capacitación y empresas, a modo de "consultorio".

Creación de un protocolo institucional para las capacitaciones a distancia.

Nada de esto teníamos, y ahora se está trabajando en varias mesas simultáneas entre técnicos de diferentes áreas y multidisciplinarias.

Unofficial translation (Google translation):I'm still here then with some mitigation tools:

For some time we have been articulating with the Faculty of Engineering and the Software Testing Center of the University of the Republic, as well as private institutes that can respond to the need to create tools not only for training entities but for their own INEFOP technicians who do not have training in e-learning. This dimension should not be left out. The technicians who implement the policies also do not have much training in these topics.

On the other hand, virtual spaces for business concentration are being promoted to serve as a platform for consultation and exchange between peers and institutions belonging to the business sector, to generate a network effect for the greater recruitment of entrepreneurs and companies in the sector.

Short calls are being made for short training, and this is done based on the fact that many of the people with unemployment insurance have a cause for suspension, therefore, they are entitled (by law) to a short course. This will be through a specific platform and the training will be specifically in transversal competences.

Training is being requested quickly from institutions evaluated for their good record.

Market and current situation studies of people in unemployment insurance were carried out in order to evaluate what types of training to refer to. We already have data on people by category and by sector, with which we are better able to request training based on demand.

A distance work orientation strategy was generated, for referrals to courses that were already working and that could use platforms (almost all moodle, eva) to continue with the theoretical classes. Remember that one of our problems is that we are talking about FP, therefore, the classes must be eminently practical.

Within the institute, a general plan was generated that includes: communication, procurement and supplies, an operating plan and budgets.

An app is being created to advise training entities and companies, as a "consulting room".

Creation of an institutional protocol for distance training.

We had none of this, and now we are working on several simultaneous tables between technicians from different areas and multidisciplinary.

Maria [106]

Moderator (Ashwani Aggarwal) Maria • 19 days ago • edited

Thank you, Maria, for sharing the details of the strategy to continue learning after disruptions to face to face learning caused by the lock down.

Ashwani [107]

Paul Comyn SkillsforEmployment • 20 days ago • edited

Hola Maria, gracias por su mensaje. Es verdad que el reto para los servicios de empleo va a estar mejor porque en muchos casos no tienen la capacidad de dar cursos en linea y los vinculos entre los y el sistema de formacion profesional siempe no es fuerte. Cuales son algunos soluciones rapidos que podemos ver?

Paul [108]

Maria Paul Comyn • 20 days ago • edited

Buenos días, gracias por su interés y comentarios. En este sentido, comparto que INEFOP está considerando diversas estrategias de rápida respuesta frente al dinámico y complejo panorama que debemos abordar como política pública. Consultar en http://www.inefop.org.uy/home
Por un lado, la amplia mayoría de nuestros cursos en funcionamiento se ejecutaron siempre bajo la modalidad presencial, sobre todo porque nuestra población objetivo es fundamentalmente vulnerable frente al empleo: Estamos hablando de grupos focalizados de jóvenes, mujeres, personas con discapacidad, colectivos minoritarios, refugiados y migrantes, población rural y personas con consumo problemático de drogas, personas privadas de libertad, liberados de cárceles, trabajadores en seguro de desempleo, emprendedores, trabajadores en crisis, pequeños empresarios, etc. Esto se traduce, por tanto, en diseñar e implementar capacitaciones para personas con un bajo o medio nivel educativo, con escasa alfabetización tecnológica, con dificultades para acceder a ofertas formativas a distancia y con mínimas competencias para el mundo del trabajo.

Por otra parte, la FP depende, a su vez, de que las entidades de capacitación que convenian con INEFOP. puedan presentar sus ofertas formativas.Tenemos un registro de 700 entidades en todo el país, pero no todas están trabajando actualmente con nosotros, y las que trabajan no tienen plataformas digitales para reconvertir sus cursos presenciales a formato digital.
Otra punta más para el análisis es que la FP, implica, conceptualmente, un "saber hacer". Muchos de nuestros cursos son orientados a oficios. No podriamos digitalizar un curso de soldadura o de retroexcavadora, a no ser que lo hagamos a partir de simuladores, lo cual aún estaría por verse si pueden vehiculizar realmente los aprendizajes en términos pedagógicos, Entendemos que es parte de nuestro trabajo poder comprender y analizar lo que implica el aprendizaje por simuladores.

Precisamente teniendo en cuenta entonces, las características de la población a la que atendemos, las entidades de capacitación con las que contamos, la oferta formativa de FP que tenemos y el presupuesto planificado, estamos realizando algunas acciones que pueden ayudar a planificar mejor y replanificar lo que ya teníamos en ejecución. Muchas instituciones conveniantes tuvieron que suspender cursos y tan solo unas pocas pudieron utilizar plataformas que ya tenían y continuar.

Aquí me sumo al comentario de una de las personas participantes de este intercambio en torno a la trascendencia de la formación docente, a la necesidad de reconversión de las instituciones y la resignificación de la didáctica, pedagogía, metodología y evaluación cuando el curso es a distancia. No todas están capacitadas para hacerlo y no porque no tengamos wi fi en todo el país. Uruguay tiene una excelente cobertura de wi fi, y que cuenta con el Plan Ceibal como política que disminuye brechas digitales. https://www.ceibal.edu.uy/es/crea

Por ende, en INEFOP se creó un plan de contingencia para elaborar llamados a las instituciones que quieran trabajar en cursos a distancia y semipresenciales, se generó una mesa para estudiar la metodología de pasaje de cursos presenciales a online, es decir, analizar la adecuación de las ofertas formativas. Otro equipo está pensando la formación de formadores y el acompañamiento a las instituciones. para implementar los cambios. La mayoría de las instituciones están afines a dicha reconversión a corto plazo, dado que son muchas las personas que por Ley tienen derecho a una capacitación. Otra mesa se encarga de construir herramientas para la supervisión de las capacitaciones, dado que esto también es bastante bueno para los técnicos que supervisan cursos en territorio..

Sigo en otro post con las propuestas de INEFOP para resolver rápidamente algunos problemas mencionados sin perder de vista a todos los actores que están involucrados en este proceso. Disculpen la extensión y gracias por la lectura.

Unofficial translation:
Good morning, thanks for your interest and comments. In this sense, I share that INEFOP is considering various rapid response strategies against the dynamic and complex panorama that we must address as public policy. Consult at http://www.inefop.org.uy/home
On the one hand, the vast majority of our courses in operation were always carried out in person, especially because our target population is fundamentally vulnerable to employment: We are talking about focused groups of young people, women, people with disabilities, minority groups, refugees and migrants, rural population and people with problematic drug use, people deprived of liberty, released from prisons, workers in unemployment insurance, entrepreneurs, workers in crisis, small entrepreneurs, etc. This translates, therefore, into designing and implementing training for people with a low or medium educational level,

with little technological literacy, with difficulties in accessing distance training offers and with minimal skills for the world of work.

On the other hand, the FP depends, in turn, on the training entities that agreed with INEFOP. They can present their training offers. We have a registry of 700 entities across the country, but not all are currently working with us, and those that work do not have digital platforms to convert their face-to-face courses to digital format.

Another point for analysis is that FP implies, conceptually, a "know-how". Many of our courses are trade oriented. We could not digitize a welding or backhoe course, unless we do it from simulators, which would still remain to be seen if they can truly convey learning in pedagogical terms. We understand that it is part of our job to be able to understand and analyze what which involves learning by simulators.

Precisely taking into account then, the characteristics of the population we serve, the training entities we have, the training offer of FP that we have and the planned budget, we are carrying out some actions that can help to better plan and re-plan what that we already had running. Many convenient institutions had to suspend courses and only a few were able to use platforms they already had and continue.

Here I join the comment of one of the people participating in this exchange about the importance of teacher training, the need for reconversion of institutions and the resignification of teaching, pedagogy, methodology and evaluation when the course is at a distance . Not all are trained to do it and not because we do not have wi fi throughout the country. Uruguay has excellent wi fi coverage, and it has Plan Ceibal as a policy that reduces digital gaps. https://www.ceibal.edu.uy/e...

Therefore, at INEFOP a contingency plan was created to prepare calls to institutions that want to work in distance and semi-face-to-face courses, a table was created to study the methodology of moving from face-to-face courses to online, that is, to analyze the adequacy of training offers. Another team is thinking about training trainers and accompanying institutions. to implement the changes. Most of the institutions are related to this reconversion in the short term, since there are many people who by law have the right to training. Another table is in charge of building tools for training supervision, since this is also quite good for technicians who supervise courses in the territory.

I continue in another post with INEFOP's proposals to quickly solve some of the aforementioned problems without losing sight of all the actors who are involved in this process. Excuse the extension and thanks for reading.

Maria [109]

Paul Comyn Maria • 18 days ago • edited

Hi Maria, thanks very much for your insights into how INEFOP is responding to the challenge. The idea of establishing project based teams to lead the different actions required to move programs online is a good practical example. Education International has also just put out a guide on pedagody during the pandemic which can be found here https://issuu.com/education...

Good luck with the challenges ahead.
Paul

UNOFFICIAL TRANSLATION:
Hola, María, muchas gracias por tus perspectivas de cómo INEFOP está respondiendo al desafío. La idea de establecer equipos basados en proyectos para liderar las diferentes acciones requeridas para mover programas en línea es un buen ejemplo práctico. Education International también acaba de publicar una guía sobre la pedagogía durante la pandemia que se puede encontrar aquí https://issuu.com/education ...

Buena suerte con los desafíos por delante.
Paul

Paul [110]

Wolf • 21 days ago

This is an important and timely initiative by the Skills Branch of the Employment Policy Department of the ILO to explore the concept of learning and training anywhere, anytime. As the ILO has said, the COVID-19 pandemic is having a dramatic impact on the health of people in the world of work and exacerbating already existing inequalities. As more and more people begin teleworking, and the vital task of skills development shifts from in-workplaces to on-line, policy responses must reflect the needs of both employers and workers across the new economy that will emerge. From my own experience, courses that were offered in a classroom setting at the ILO until last week have more or less seamlessly

shifted into on-line training, with few glitches and is working very well. However, what if the participants in this training lack the basic necessities such as a home computer and fast WIFI? Even in developed economies, not everyone has the technical capacity to benefit from online training and skills development. What of those in developing economies who lack the necessary technology? How will their voices be heard? The ILO has the tools to address this, through application of relevant standards, including the planned discussion of a new standard on apprenticeships at this year's ILC. Lifelong learning for all is a key element of the ILO Centenary Declaration for the Future of Work and the SDGs. How will these initiatives be realized in a learning environment that is more and more on-line? Will the future require more robust pursuit of these concepts through digital, distance learning?

Wolf [111]

> **Moderator (Ashwani Aggarwal)** Wolf • 21 days ago
>
> Dear Wolf, you have raised key challenges in accessing and participating in e-learning. We need to develop learning solutions using high, low and no technology so that no one is left behind. At the same time, innovations are needed in learning technologies, particularly to acquire skills that typically require practical training. Just to inform you that the discussion on a new standard on apprenticeships is scheduled for ILC 2021.
>
> **Ashwani [112]**

Barbara Mercer • 21 days ago

With regard to Question 8 one might add "how adaptable are teachers and trainers", because the special conditions created by the pandemic highlight the importance of a highly qualified teaching workforce. Behind every quality digital learning initiative there is a competent expert pedagogue who succeeds in going beyond routine teaching to successfully adapt to even the most challenging circumstances and engaging learners no matter how good the connectivity options are. Much is being made of digital learning and how it creates access for learners, but we should not forget that this access is not equitable, that access does not equate to quality learning, and that a human-centered approach to learning is now more important than ever before. working in the field of Higher Education in Emergencies, once a niche domain, I can see that the Minimum Standards for Education in Emergencies (developed by the Inter-Agency Network for Education in Emergencies, INEE) that used to interest only practitioners in the field of Education in Emergencies, offer important guidance to educators (that include parents at home these days) in maintaining continuity in learning as it contributes significantly not only to advancing one's knowledge and skills, but especially to our social and emotional well-being and the life skills that we need to meet the challenges of today and tomorrow. While for those of us in Education in Emergencies

the adaptation to the current pandemic conditions are not as significant as for others not familiar with these contexts, we nevertheless realize that our learners in humanitarian contexts now face a double challenge: that of forced displacement and of additional confinement, which further exacerbates their fears regarding their future. Keeping quality learning going in crisis is fundamental to learners' social-emotional well-being! Creative and imaginative teachers and trainers know how to adapt and how to help their learners adapt.

Barbara [113]

Paul Comyn Barbara Mercer • 20 days ago

Thanks Barbara, can you please share a lionk to the minimum standards for emergency education you referred to?

Paul [114]

Barbara Mercer Paul Comyn • 19 days ago

Of course, here is the link: https://inee.org/resources/...

Barbara [115]

Moderator (Ashwani Aggarwal) Barbara Mercer • 21 days ago

Thank you, Barbara, for emphasising the need for well-qualified teachers in developing quality digital learning contents.

Will you like to share the examples of good practices in building the capacity of teachers or creative digital learning platforms?

Ashwani [116]

Barbara Mercer Moderator (Ashwani Aggarwal) • 19 days ago

Dear Ashwani and colleagues on this thread,
There are of course a variety of resources to draw on when it comes to digital pedagogies and quality on-line/blended learning. Let me share two here: Contact North (https://contactnorth.ca) has aggregated resources for many years, in both English and French, and offers regular webinars on different aspects of on-line learning in different settings, although the tertiary sector is one they focus on most. The Connected Learning Alliance (https://clalliance.org) originated at the University of California, Irvine,

and has developed an important framework for learner-centred on-line learning that is backed up by significant evidence. Irvine also offers free MOOCs on the subject on Coursera. All are responding fairly swiftly to the challenges many teachers and trainers are confronted with right now in rapidly moving not just content on-line, but also teaching and learning. On both sites you will find further references to global resources.

Barbara [117]

Moderator (Ashwani Aggarwal) Barbara Mercer • 19 days ago

Thank you very much, Barbara, for sharing the resources.

Ashwani [118]

Loria-Mae Heywood • 21 days ago

Thank-you very much for initiating such an important discussion! I wish to respond to questions 1 and 2. As a PhD student in the UK, learning in a 'traditional' classroom setting has been disrupted due to the current restrictions on face-to-face contact. Students like myself therefore can no longer attend in-person training sessions, whether in the form of workshops, conferences, or other knowledge sharing forums. Fortunately, due to the availability of supportive technology, much of the training formerly provided face-to-face is being done online. For example, a workshop was recently provided online with the use of a Panopto video recording (which enabled us to see the Facilitator) side-to-side with PowerPoint slides of the presentation; as the facilitator spoke, we were automatically able to follow along with the PowerPoint slides. Such a combined manner of communication helped to reduce the distance between the presenter and the audience that could sometimes be felt with online presentations. Following this online presentation, students were encouraged to email questions and answers to the facilitator. These questions will be addressed at a Question and Answer online 'Conference' session via Canvas – a learning management platform. Participants will be able to see and hear the Facilitator in a live session. The Canvas site also enables participants to type questions during the 'Conference' session and all participants are able to see these questions.

Loria-Mae [119]

Moderator (Ashwani Aggarwal) Loria-Mae Heywood • 21 days ago

Thank you very much, Loria-Mae, for providing the examples of technology platforms that enhances the effectiveness of on-line learning.

Do you think, all professors in your University are well-trained in developing quality on-line learning content?

Ashwani [120]

> **Loria-Mae Heywood** Moderator (Ashwani Aggarwal) • 18 days ago
>
> Thanks for your response. I think most professors would have the knowledge and experience of developing quality online learning content, particularly since many professors use PowerPoint slides during lectures which are sometimes posted online for reference. Creating video content may be new for some but I'm sure that efforts are under way to provide training for those who need it.
>
> **Loria-Mae [121]**

David Vasquez • 21 days ago

Dear All, congratulations on this important initiative. I have two reflections on the impacts of COVID-19 on learning:

1. COVID-19 is already generating economic recession globally. In my country, Ecuador, entire industries and local companies will focus on recovering first before engaging in technical capacity-building programs. How do you think we can give continuity to and emphasize the importance of technical capacity building in this scenario?

2. In rural areas, access to internet is commonly difficult and knowledge of digital platforms is uncommon. What if we simplify the learning format to platforms that are commonly used, such as learning through WhatsApp or mainstream messaging Apps. Do you know successful programs using such platforms? The benefit of this would be shortening the learning curve of adults to engage in learning activities. The challenge is involving partners to supply internet access if needed.

Thanks!

David [122]

> **Moderator (Ashwani Aggarwal)** David Vasquez • 21 days ago • edited
>
> Thank you, David, for raising two important issues. The lock-down due to COVID-19 may take place for 1-3 months. During this time, employees in certain occupations may be free, and thus they can be engaged in learning activities.

E-learning has a potential to reduce gap in quality education between rural and urban areas. Big issues, however, are in accessing digital learning in rural areas. However, with the advancements in technology, the access in rural areas is increasing and the costs are reducing. Some countries also use Education Channels on television.

Ashwani [123]

Moderator (Ashwani Aggarwal) • 24 days ago • edited

Welcome to this important debate on how to respond to disruptions to the learning of workers, apprentices, and trainees caused by COVID-19 through innovative means including online learning.

During this first week, we will focus more on the extent of disruptions to the learning caused by COVID-19, the approaches used to respond to the challenges, limitations in delivering and accessing e-learning, government support to education and training providers, and strategies for minimizing the negative impacts on learners.

Ashwani Aggarwal will moderate the discussion during the first week. Paul Comyn and Pedro Moreno da Fonseca will co-moderate during the second week.

We invite you to post your comments, perspectives, share with us your experiences, examples of good practices, and respond to the questions listed above during the first week.

Ashwani [124]

Alexis Hoyaux Moderator (Ashwani Aggarwal) • 21 days ago

Dear Ashwani, thanks for this excellent initiative which to no surprise comes from the ILO. The COVID shock is not yet well digested at global level but yes, for us to think for the posterity. Every crisis how tough it might be, obliges us to rethink options. I would like to kick off with one idea, if you look at the EC agenda 2020-2030 on "digitalisation", this COVID-wave will provoke a tsunami in establishing and strengthening in all corners of the world the e-learning and e-business on a rapid scale. The objectives were already there; time to implement "asap". This will require a different attitude of the students to attend e-learning sessions and the organisers to develop. MOOC-Massive Online Open Courses are already there. Let's see how to improve them for drop-out rates of virtual participants to "drop drastically". On all TVET colleges and Centers, compulsory IT courses including financial education (ex.smartphones) should be added if not yet done, including in all remote corners of the Sahel countries.

Cher Ashwani, merci pour cette excellente initiative qui vient sans surprise de l'OIT. Le choc COVID n'est pas encore bien digéré à niveau mondial mais oui, à nous de penser pour la postérité. Chaque crise, si difficile soit-elle, nous oblige à repenser les options. Je voudrais commencer par une idée: si vous regardez l'agenda 2020-2030 de la CE sur la "numérisation", cette vague COVID provoquera un tsunami en établissant et en renforçant aux quatre coins du monde l'e-learning et l'e- entreprise à une échelle rapide. Les objectifs étaient déjà là; il est temps de mettre en œuvre "dès que possible". Cela nécessitera une attitude différente des étudiants pour assister aux sessions de e-learning et des organisateurs pour se développer. Les cours ouverts en ligne MOOC-Massive sont déjà là. Voyons comment les améliorer pour que les taux d'abandon des participants virtuels "chutent radicalement". Dans tous les collèges et centres d'EFTP, des cours informatiques obligatoires, y compris l'éducation financière (ex. Téléphones intelligents), devraient être ajoutés s'ils ne l'ont pas encore été, y compris dans tous les coins reculés des pays du Sahel

Alexis [125]

Pedro Moreno da Fonseca Alexis Hoyaux • 21 days ago

Dear Alexis,

Welcome and thank you for opening the discussion with your contribution. Indeed this crisis may accelerate change and creates pressure to make national digital learning agendas a reality.You focus on a very important aspect: not only digital skills are necessary but also the attitudes of the ones engaged in digital learning need to change. This important for the current response, but also for the future of TVET and digital learning.

Would you have further suggestions or examples of how to change the posture of learners, teaching staff and managers? What obstacles do you believe exist to the implementation of those measures? Do you think people need additional support?

Pedro [126]

Alexis Hoyaux Pedro Moreno da Fonseca • 20 days ago • edited

Dear Pedro, as for LuxDev and our projects with booths on the ground, this digital revolution will be based on a conditio sine qua non, meaning "autonomy and decentralisation" at the level of the vocational colleges and centers, and local governments.

In order to tackle local needs, on health-education-rural development-etc, a quick solid pertinent contextualised response needs to be given. The directors and teachers will have to install a strict(er) discipline in these new ways of e-teaching towards the students. If not, drop out will increase and quality teaching will decline. We must learn from the first evaluations of the MOOC trainings and see how to "loyalize" the client-student.

If TVET development projects are reaching out to remote villages and cities for instance in northern Mali, in dangerous zones with brave well skilled local staff, the e-learning could prove key for success. LuxDev and Swisscontact decided to take this lead over there.

This said, not just "talk the talk, but also walk the walk", meaning strong well established internet connections as the EC says to establish in Africa must be a fact. Weak technical facilities will hamper e-learning once established.

The COVID-19 threat should not impede us of reaching out to all groups of population, whether thru a virtual or a real mode. More than ever, the populations will be in dire need of support of a tripartite government and donors.

Alexis [127]

Moderator (Ashwani Aggarwal) Alexis Hoyaux • 20 days ago

Thank you, Alexis, for providing very good insights on the initiatives to promote digital learning, while taking stock of the potential challenges. There is a need for use a variety of mediums for e-learning and distance learning. China, for example, launched a massive education programmes using television as a medium.

Ashwani [128]

Pedro Moreno da Fonseca • 24 days ago • edited

Welcome to this important debate on how to respond to the COVID-19 through skills development and online learning. This discussions will run from 27 March to 9 April.

Ashwanni Aggarwal, Paul Comyn and I will be moderating this discussion.

During this first week we will focus more on the challenges raised by the disruption to learning activities caused by the COVID-19 crisis and how e-learning as been used as a key response.We will also be discussing strategies for the minimization of negative impacts over learners (please see question for Week 1 above, for your reference).

Your participation will be highly valued.

Pedro [129]

Annex 2: Resources cited in the E-Discussion

Resources
VET Toolbox: vettoolbox.eu *Launched by the EU, the VET Toolbox is an international facility that provides partner countries with additional and punctual support to enhance or monitor planned or existent VET reform programmes. It aims help these countries to realize their ambitions through the use of labour market intelligence, stimulating private sector engagement, and ensuring inclusiveness of disadvantaged and vulnerable groups.*
Digital app: Blinkist *The service provides summaries of more than 2,500 bestselling non-fiction books, 15-minute reads, otherwise known as blinks or book-in-blinks. Blinkist is available as a web-app and a mobile application and currently has the summaries in English and German languages only.*
UN Women's Second Chance Education Programme (SCE): Second Chance Education programme => references e-learning platform Kolibri that provides offline access to learning resources. *The Second Chance Education and Vocational Learning (SCE) Programme (2018–2021) aims to develop context-specific, affordable and scalable learning and employment pathways for empowering the world's most disadvantaged women and young women. The programme is being piloted in Cameroon, Jordan, India, Mexico, Chile and Australia and aims to directly benefit 67,000 women and young women from indigenous, refugee, displaced, and low-income groups.*
merSETA, Manufacturing, Engineering and Related Services SETA - Automotive Apprentice Roi Calculator: http://roi.merseta.org.za/
The **Darsak e-learning platform**
180 Skills: http://www.180skills.com/ Online, technical and employability skills training for the manufacturing and logistics sectors in North America.
(Video) Student: **Navigating in Connect** TAFE Queensland's Connect - Learning Management System (LMS)
Commonwealth of Learning (COL) – Virtual Event Environment, Canada: https://www.colvee.org *COL is an intergovernmental organisation that promotes the development and sharing of open learning and helps Commonwealth Member States and institutions harness the potential of distance learning and technologies for expanding access to education and training.* **Facilitating online courses**: https://www.colvee.org/course/tvsd/facilitating-online-courses **Blended learning in the classroom**: https://www.colvee.org/course/tvsd/blended-learning-classroom

Instituto Nacional de Empleo y Formación Profesional (INEFOP): http://www.inefop.org.uy/home   INEFOP se integra en forma tripartita y tiene como principal cometido ejecutar políticas de formación profesional y fortalecimiento del empleo de los trabajadores y trabajadoras del Uruguay.
EPALE: a multilingual, open membership community of adult learning professionals, including adult educators and trainers, guidance and support staff, researchers and academics, and policymakers. (Created by the EU)
Solidarité numérique: a platform set up by La Ligue de l'Enseignement to assist users with basic digital tasks (French) https://solidarite-numerique.fr/