Responding to Major Global Trends and Complex Development Challenges: How Effectively is Education and Training Systems Adapting?

ICT FOR SKILLS AND DEVELOPMENT - BUILDING FOR THE FUTURE

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THE PRESENTATION IDENTIFIES:

- A few global trends with respect to Information and Communications Technologies (ICTs)
- How countries and institutions could respond to ensure skills are developed to take advantage of these trends
The major trends identified and have an impact on education are:

- A 24/7 world
- Work, play learn and socialize whenever and wherever
- Internet is becoming a global mobile phone
- Technologies are cloud-based and delivered over utility networks
- Openness
Real challenges of access, efficiency and scale

Internet challenges us to rethink learning and education

Rise in informal learning as individual needs are redefining schools, universities and training

Business models across the education ecosystem are changing
The important questions to ask:

- How do these trends translate into reality?
- What are the implications for each of these trends in your institution and governments?
- What are you doing already or could do to accommodate these trends?
IMPLICATIONS FOR EDUCATION AND TRAINING
The World Bank’s World Development Report 2013 notes:

- Jobs drive development; they should not be an afterthought of growth
- It is not just the number of jobs; some have a bigger development payoff
- Jobs are created by the private sector; public action sets the stage
• Informal is normal; many jobs in developing countries are in farms and very small firms
• Some work is unacceptable: rights matter
• One size doesn’t fit all: the nature of jobs challenges varies across countries
• Get the fundamentals right: they matter regardless of the jobs challenge
Labour policies matter less than assumed: the main constraints to job creation may lie elsewhere.

Realizing the development payoffs from jobs requires proactive policies.

A global agenda: more data and cooperation on investments and migration are needed.
The Commonwealth of Learning (COL)’s focus on Learning for Development

- Helps governments, institutions and communities to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches and pays special attention to technical vocational needs
COL’s focus on TVET in Africa, Asia, Pacific and the Caribbean

- Strategy and policy development for the use of open and distance learning (ODL) and technology
- Organizational structures that best enable the institution to use ODL and technology
- ICT infrastructure management to ensure there is quality support for TVET programs
- Flexible and blended approaches to teaching and learning within the institutions and NGOs
WHAT SHOULD A SKILL DEVELOPMENT POLICY AND PROGRAMS FOCUS ON THAT ADDRESS THE TRENDS IN THE 21ST CENTURY?
- Good communications skills (reading, writing, speaking and listening)
- Ability to learn independently
- Social skills (ethics, positive attitude, responsibility)
- Teamwork skills, collaboration learning, networking
- Ability to adapt to changing circumstances
- Thinking skills (problem-solving; critical, logical, numerical skills)
- Knowledge navigation
- Entrepreneurship (taking initiative, seeing opportunities)
- Digital literacy
THANK YOU