CONCEPT NOTE

Workshop on "Emerging Challenges in TVET Sector and Capacity Development Trends in OIC Member States"

11-14 January 2021

12:00-3:00 PM Istanbul Local Time (GMT+3)

Background

SESRIC initiated the Vocational Education and Training Programme for the Member States of the Organization of Islamic Cooperation (OIC-VET) in 2009 in order to support and complement the efforts of the OIC Member States in overcoming the challenges and limitations faced in the area of Technical and Vocational Education and Training (TVET). The programme aims to enhance the quality of TVET systems in the OIC Member States which consequently contributes to the development and competitiveness of their economies.

The "OIC-TVET Strategic Roadmap 2020-2025"[1] that was endorsed in 2019 draws a sound and practical mechanism for the realisation, monitoring and evaluation of TVET activities by aligning them with long-term strategies articulated in the document. The Roadmap identifies four main cooperation areas and various implementation modalities that contribute to the achievement of the OIC-VET Programme objectives.

TVET Teacher Education is one of the priority cooperation areas highlighted in the Roadmap given the crucial role educators play in delivering relevant knowledge and up-to-date skills to their students. Furthermore, it stresses the importance of continuous teacher development in collaboration with relevant stakeholders which enriches the quality of delivery and responds to the rapidly changing labour market.

Rationale

Over the years, technology has revolutionized our world and certainly transformed many aspects of our life and its impact on the education and training sectors weren't any exception. The COVID-19 pandemic has, however, underlined the current difficulties in effectively integrating technologies towards the delivery of these two domains. Needless to say, these challenges varied dramatically among the OIC

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[1] https://www.sesric.org/files/article/693.pdf

Member States, many of which have quickly created or adapted digital solutions into their curricula, to varying degrees of success, while others are still struggling to provide the basic needs for this transformation due to lack of ICT infrastructure, resources and required skills, not to mention the financial costs of deploying modern digital tools and learning technologies.

Educators and decision-makers in TVET sector have already recognized the importance and necessity to upgrade their existing systems in response to this crucial shift that would affect the quality of TVET and to keep pace with global developments. However, preparing TVET teachers, trainers and students to effectively cope with these changes require tremendous efforts and well-designed strategies for a smooth and effective transition.

Against this backdrop, an important step forward in addressing these emerging challenges must begin with teacher capacity-building. Planning and executing successful TVET systems is reliant on qualified and well experienced TVET teachers and trainers who possess relevant pedagogical and digital literacy competencies. In addition, it is essential to provide TVET teachers with the means to develop their skills according to the constantly changing labour market needs and prospects. In this sense, the continuity of training will certainly enable educators to keep pace with the most recent technological advances and ways of applying them into the delivery of content and curricula.

While in the short-term this might present serious challenge for TVET teachers and learners alike, the integration of technological means may ultimately result in robust and more resilient TVET systems that respond to future skills and unprecedented situations, if the right choices are made today.

In this context, the Workshop on "Emerging Challenges in TVET Sector and Capacity Development Trends in OIC Member States" will spot the light on best practice exchanges, knowledge sharing, and discussions on the most recent trends in capacity development of TVET teachers in various OIC member countries. The shared insights would raise awareness on national, regional and international developments in TVET sector to support the COVID-19 recovery efforts and preparedness for other emerging challenges.

Objectives

The general objectives of the Workshop are:

- To share experiences and good practices of different OIC Member States in the new trends in TVET teacher education and capacity development;

- To discuss the emerging challenges due to COVID-19 pandemic, with special emphasis on the necessity of digital skills developments, and sufficient methods of tackling skill-gaps;
- To facilitate cooperation possibilities in the education of TVET teachers among OIC Member States.

Methodology

The Workshop will be conducted virtually over four days; sessions will be carried out following a specific theme each day in the format of keynote speech followed by country presentations delivered by representative of TVET authorities or relevant national institutions. The Workshop will be based on knowledge sharing, exchange of best practices, and virtual roundtable discussions on the following themes:

- New strategies in TVET teacher education and capacity development trends,
- Methods of curricula adaptations and integrating IT into TVET systems,
- Continuing TVET challenges and responses in the OIC region,
- Collaboration possibilities among TVET stakeholders towards building resilient systems.

Participants

The Workshop targets representatives of TVET authorities/ decision-makers and educators, as well as representatives of relevant national, international and OIC Institutions in charge of TVET systems.

Time and Delivery Mode

The Workshop will be held virtually on 11-14 January 2021 at 12:00-3:00 PM Istanbul Local Time (GMT+3) through a video conferencing platform. Sessions will be carried out in an interactive manner.

Language

The Workshop will proceed in English. Simultaneous translations into Arabic and French will be provided.