



Training TVET instructors on the creation and delivery of online learning

Promising Practice

Implemented by: ILO's Women in STEM Workforce Readiness and Development Programme, in collaboration with Indonesia's Ministry of Manpower, and Skilvul, a private digital training provider

Where: Indonesia

Status: Programme ran from June 2020 to May 2021

Summary: A multistakeholder partnership at the TVET system level to provide training for public TVET instructors migrating from offline to online learning as a response to digital acceleration during the COVID-19 pandemic.

Overview

Impact of COVID-19 on training

The ILO's Women in STEM Workforce Readiness and Development Programme in Indonesia was initially established to seek ways to provide women with critical soft and technical STEM-related (science, technology, engineering and/or mathematics) skills to support the career advancement of women in ICT fields in collaboration with public TVET centres (known as Balai Latihan Kerja, or BLKs). However, public TVET centres were unable to fulfil their role in training the women once the pandemic hit, since they lacked skills or experience in delivering online training.

Multistakeholder partnership for training

The ILO Women in STEM project team approached the Directorate of Instructors and Training Personnel Development within the Ministry of Manpower, which is responsible for the capacity building of teachers/trainers across Indonesia, to propose collaborating on a training programme for BLK instructors on the creation and delivery of online training. The ILO team was also able to enlist the help of Skilvul, a training provider that had previously run face-to-face 'boot camps' in web programming for prospective coders and had been able to successfully shift its training model from offline to fully online when the pandemic hit. The result was an innovative and impactful initiative that has helped to advance digitalization in TVET teacher training and in TVET in Indonesia.

What we did was look for a private training provider who has successfully transformed their training from offline to online, and encouraged them to share their knowledge and skills with other instructors in order for them to be able to follow the steps to transform their training from offline to online.

First-hand experience of being an online student

Training was conducted using Zoom, providing participants with first-hand experience of what it feels like to be a student being trained online. While the training was run using the premium Zoom package, which allows for breakout rooms, etc.,

training content focused on improving the capacity of TVET instructors to design and deliver their existing training programmes online (i.e. how to use multimedia tools available for free, since some BLKs lack the resources to pay for premium tools, and how to effectively use Google Classroom).

Objectives

The objective was to accelerate the transition of public TVET institutions in Indonesia to online training delivery through providing high-quality training on the creation and delivery of online training to public TVET instructors.

Many BLK instructors lacked skills or experience in delivering online training, which was needed to ensure continuity of training provision during the early COVID-19 pandemic period, when face-to-face activities were forbidden.

The project addressed several barriers to teacher competence in online distance learning in Indonesia, including:

- lack of access to training, especially in rural areas;
- lack of suitably skilled trainers able to offer high-quality training in designing and managing distance learning programmes;
- high costs of undergoing training; and
- instructors' lack of time or need for flexibility to participate in training.

By training instructors on how to deliver training using multimedia tools which are available for free, the project addressed an additional barrier – the high costs of digital TVET delivery for providers.

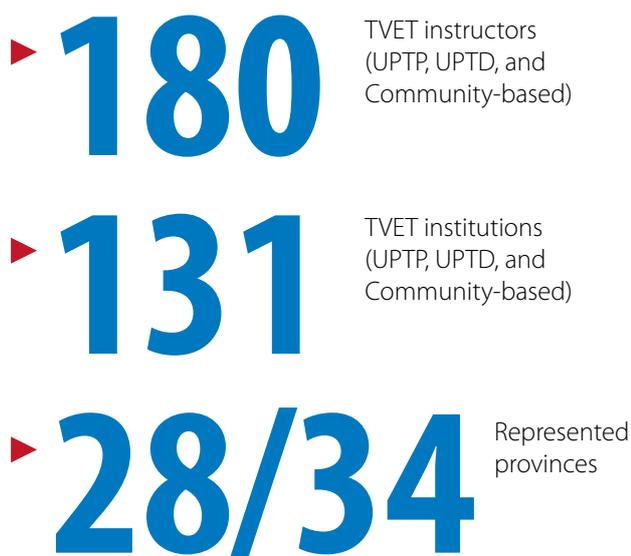
Comprehensive digital skills training with a practical focus

Participants were asked to apply their learning by developing online content pertaining to their subject and then presenting their work in an online simulation. Presenters received feedback from their peers as well as from the public speaking instructors, who evaluated their presentations and provided constructive criticism on their body language, voice projection, etc. On the final day of training, participants were asked to prepare an action plan outlining the next steps for transforming their offline training to online training, including a proposed timeline.

Outcomes and impact

- Improved capacity of BLK instructors to develop online content pertaining to their subject and to deliver it at a distance in an effective manner using free online tools and resources.
- Overcoming some of the barriers to BLK instructor competence in online distance learning.

Training results:



A total of 180 instructors from 131 BLKs in 28 provinces of Indonesia were trained by the multistakeholder team, with training taking place in two batches, in June-July and October- December 2020. Instructors had to complete an online application using Google Forms to participate in the training, and a total of over 2,200 applications covering every province in Indonesia were received. About 33% of the participants were women, which is a significant percentage given that TVET instructors in Indonesia are mainly male.

Transformation of training partially or fully from offline to online

The ILO project team conducted an impact survey in December 2020 and March 2021 to assess how far instructors had been able to implement their action plans. They found that 38% had been able to transform their training partially or fully from offline to online. For example, a food processing instructor in South Kalimantan province now provides training material to students using Google Classroom, uses the Quizizz gamified student engagement platform to administer summative tests, and plans to use AR tools to explain food safety to students.

Change in mindsets

The project team witnessed a change in mindsets of instructors who underwent the training. Before the training, a lot of instructors were reluctant to transform their training from offline to online, citing lack of capacity, equipment, budget or time. Following the training, many of these instructors found creative ways of overcoming these barriers and slowly transforming their training from offline to online. Some instructors reported going back to their BLK and passing on their learning to peers, thereby acting as 'champions' for online training and producing multiplier effects.

E-training platform

Since participating in the training, the Ministry of Manpower has developed its own e-training platform to train instructors, and the project has also led to a follow-on ILO project, INSIGHT 2, which provides training to BLK instructors in collaboration with the Ministry of Manpower, Skilvul and UNIQLQ.

Challenges

Lack of connectivity, equipment and basic digital skills

Instructors had to have basic digital skills, digital devices and internet connectivity to be able to apply for and participate in the training, so the training was not as widely available as the ILO would have liked. However, efforts were made to ensure equity and geographical spread, so that instructors from smaller rural BLKs and female instructors would benefit from the training.

Lack of support from some public TVET school managers

Some public TVET centre managers did not give their staff paid time off work to participate in the training. To offset lack of support from BLK school managers, the ILO project team asked for support from the Ministry of Manpower, which informed all public TVET providers whose instructors had been selected for the training of the importance of the training and requested that they give the instructors permission and time off work to fully participate in the training.

Lack of financial support

Given that budget allocations are determined one year in advance and cannot be easily shifted for alternative purposes, some TVET institutions were unable to allocate funds for transforming their courses from offline to online training. To respond to the financial challenge, the Women in STEM project promoted the use of multimedia tools that are available for free and which BLKs could use to transform their training from online to offline in a low-cost manner.

Insights

Lessons learned included the:

- importance of involving a range of partners with the credentials and/or capabilities to enhance the quality and/or recognition of the training received;
- importance of obtaining government support for the programme;
- importance of an effective and rigorous participant selection process, which the ILO project team believe helped the training achieve its objectives; and
- importance of effective communications strategies to motivate participants to complete the training activities.

Quality Assurance Mechanism



Commitment from the participants



Delivery of training sessions by the trainers



Going the extra mile

Long-term impact

The lasting impact of the TVET instructor training initiated by Women in STEM project team was its adoption and replication by the Ministry of Manpower, which continued to cooperate with the ILO and other partners (e.g. Skilvul and UNIQLO) to train BLK instructors in online and distance learning. In addition, several months after the Women in STEM project team conducted its second batch of training, the Ministry of Manpower published guidance to help BLK instructors transform their offline training to online training.

Learn more

Navitri Putri Guillaume, Project Officer for UN MPTF Employment and Livelihood project (previously Project Officer for Women in STEM project), ILO Field Office in Indonesia, helped to compile this document.

For more information, please contact: navitri@ilo.org

To learn more about the ILO in Indonesia visit:

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