International Labour Organization | PROSPECTS

Industrial Welding Skills- Blended Learning Approach

Empower, Skill, Employ

Industrial Welding skills- Dual Learning program

It is predicted that due to the Government infrastructure projects projected and ongoing oil and gas exploration in Turkana and Garissa Counties(including the construction of a pipeline), industrial welding skills will be on high demand, especially from the local communities.

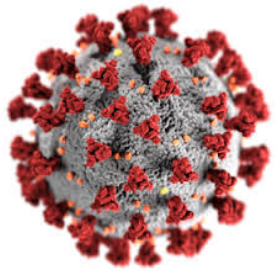
Dual Learning Approach was developed. 60% in – Company training and 40 % Institutional based training

East African Institute of Welding(CoE in Welding)- Institutional Based Training

Kenya Association of Manufacturers – Workplace Learning through Affiliates

AHK Germany Chamber of Commerce- Capacity building of in-company trainers/supervisors

Blended Learning Approach



C-19 threw TVET into a tailspin due to new restriction and protocols

MOH safety precautions on re-opening of TVETs reduced capacity of institutions to accommodate students (reduced intake)

MOE recommending E-learning as a panacea to the crisis.

Learning Management System was developed. Most of the theoretical lessons hosted on the LMS (Digital skills, Entrepreneurship, Employability and OSH). Practical lessons at institute

Features included lectures (zoom integrated), notes(text, audio, video), exercises and discussions/chat sessions.

Compatible with mobile devices such as smart phones, tablets to complement computers for remote access of content.

Works both online and offline. Updates content when online and could be accessed when offline

Challenges

- More than 50% of enrolled learners were not computer literate
- Slow internet connection; Smaller bandwidth in the accommodations
- Unintended use of tablets and risk of loss

Solutions

- Initial classes held physically and recorded. Pairing of students to learn from each other.
- Upgraded the internet to accommodate traffic.
- Deployed mobile device management for restriction of installation of apps and tracking of devices

Lessons Learnt

- Improves intake of learner both in creating interest to training due to additional skills and improving capacity of institutions to accommodate more learners in shifts.
- The approach highly depends on the trainer's capacity to deliver digital lessons. A lot of training is required to build their capacities.
- Not all content can be delivered digitally in TVET, however with reality modelled practical training (welding simulators) students can practice some of their skills digitally.
- Use of digital technologies gives educators the opportunity to design learning opportunities, therefore becomes part of their learning process.
- Choice of a partner is key. Private institutions are flexible and have capacity to leverage on (resource wise) as opposed to public