

The impact of digitalization of TVET technology

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COMMENTARY

In addition, developments such as large open online courses (MOOCs) are such disrupting established performance models in the sector. Real-time data and data analysis are also compatible traditional systems of labor market information by providing timely understanding of change the need for skills. New certificate types, including digital credentials and open and online badges, support the recognition and validation of learning outcomes, including informal and informal learning, while ongoing efforts to digitize student records facilitate student mobility. Included, these changes bring many important TVET challenges and skills development programs. In this context, the ILO and UNESCO produce a joint report on TVET digitalization and skills programs.

The report represents the first phase of a major project, which will cover national issues lessons on - and to what extent - education and training policies respond to this change on TVET and skills programs. As part of that comprehensive ILO and UNESCO project, a separate review will also which is impacting on the impact of digital integration into the economy, labor markets and direct mix of skills categories. In terms of reference for this study, 'digital' and 'digitalization' are used interchangeably, and this the report takes the same approach. Digitization is the process of converting information from material the format is digital. Digitalization is the process of using digital to grow business procedures.

Digital production or digital production is often associated with change, from small change of processes for the transformation of the international agenda. It is increasingly associated with developing and modern societies. Canary and Hepp (2017) position digital as a third wave of media innovation and we believe we are already in the fourth wave – datafication.

TVET is understood to include education, training and skills development related to a variety of sectors of employment, production processes, services and livelihoods. As part of lifelong learning, TVET can only happen at secondary, post-secondary and tertiary levels. Includes work-based learning, continuing training and professional development that can lead to studies. TVET covers a variety of skills development opportunities in line with national and local contexts.

Learning to literacy, literacy and numeracy development, various skills and citizenship skills are essential segments of TVET (UNESCO, 2015). TVET is associated with public and private education training institutions or other formal or informal teaching methods aimed at providing lifelong access learning resources for all sections of society. TVET focuses on preparing information workers to meet the challenges presented by the transition from the Industrial Age to the Information Age, with its corresponding post-industrial partner service requirements and the changing world of work.

CONFLICT OF INTEREST

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