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Magazine

Global Skills

Inside

"I believe that the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground." *John Dewey*

LUCUBRATE MAGAZINE

The world is changing all around us. A skilled population is the key to a country's sustainable development and stability. We know that obtaining a quality education is the foundation to improving people's lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour marked or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

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Global Skills for the Future

By Karl Skaar

Overall, across the globe, problem-solving, the ability to work in a team, and communication, are considered to be the most important skills.

Picture: Syda Productions

There are varying definitions of Global Skills, but most definitions include the following characteristics:

- Global communication skills – Being able to communicate across cultures, including foreign language proficiency.
- Global insight – Understanding and acceptance of different cultures, religions, economies, governments, and global issues.
- Self-initiative – Capacity to take risks and not stand on the sidelines.
- Global perspectives – The ability to communicate one's own perspectives as well as the perspectives of others.

The world of work is changing so rapidly, as emerging technologies like artificial intelligence, machine learning, and automation change job requirements. As technologies continue to evolve and business conditions shift, employees must stay in learning mode so their skills don't lose currency.

It's one thing to keep up with skills as they're changing in the here and now. It's a whole different challenge to prepare yourself for tools and technologies that may exist only in the minds of engineers, if at all. Meanwhile, too many of us neglect to develop important soft skills when the need for hard skills feels so urgent, even though our ongoing career success depends on a healthy blend of the two.

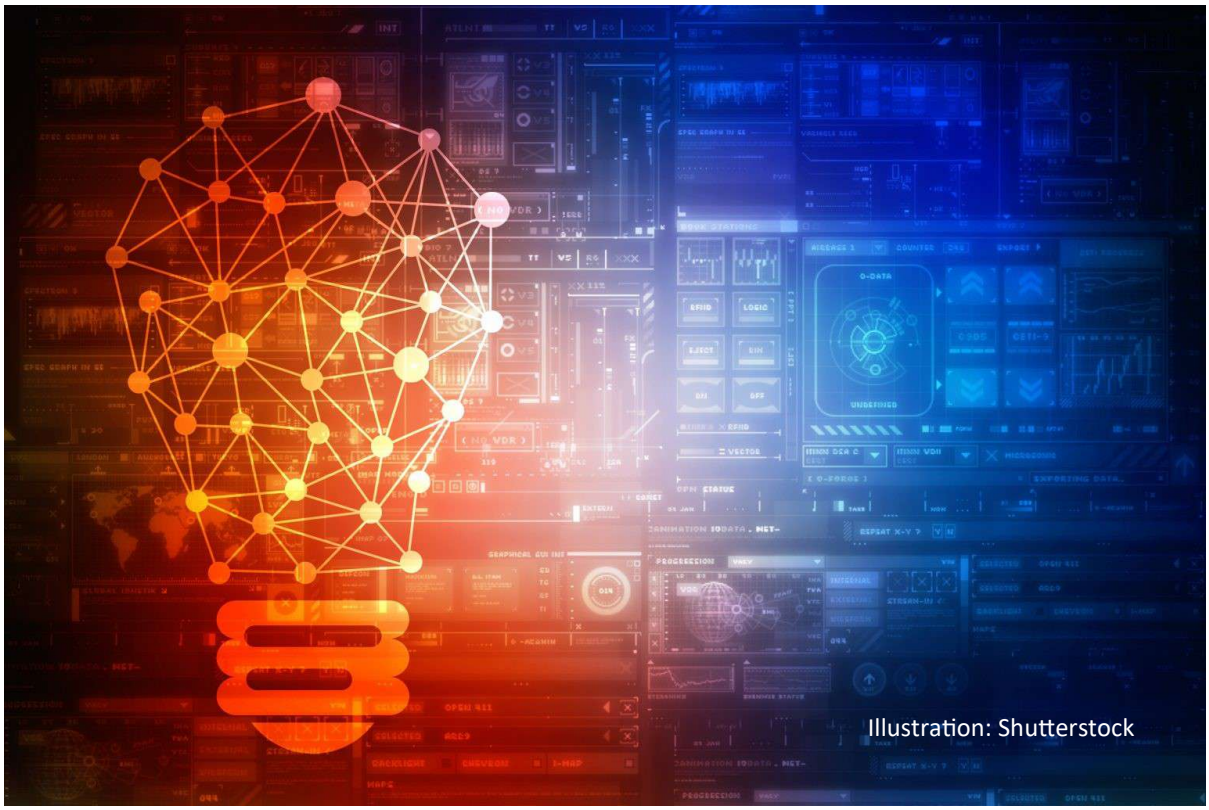


Illustration: Shutterstock

Meet the Future—the Ability to Learn

There are so much uncertainty and ambiguity around the future of work, it doesn't matter your industry or job function. That's why, when anyone asks what the next "hot" skill will be, I say it's the same skill that will serve people today, tomorrow, and far into the future—the ability to learn.

In an article in Forbes, Kevin H. Johnson points out that the most important skills for the future are the skills to learn [1]:

Learning drives adaptability

When people embrace lifelong learning, assimilating new skills isn't a source of

fear and stress—it's just another part of their career journey. Separating process from outcome will make you a better learner too, as you get less fixated on immediate mastery of a skill and more appreciative of how moving outside your comfort zone helps you grow as a person.

A learning mindset also makes it less likely you'll be thrown off or immobilized when a project changes the scope or a job function undergoes a transformation. While others scramble to figure out where to go from here, lifelong learners maintain momentum and productivity.

It's critical, however, to include soft skills in the equation too. At a minimum, they provide the foundation for hard skills to reach their full potential. But soft skills are also things that can't be replaced by automation, such as leadership, judgment, and critical thinking. In the face of fast and furious change, soft skills help professionals work smarter.

Companies want avid lifelong learners

When we talk about the skills gap, we tend to focus on the disconnect between the skills college grads have when they hit the job market and the skills employers seek in new hires. That's a real challenge, without question, but what about workers who are already a few years (or more) into their careers? Their skills gap will grow every year unless they continue actively learning new skills and technologies.

Once someone earns a reputation as a capable and enthusiastic learner, they're far more likely to be tapped by decision makers for worthwhile opportunities, like a high-profile project or open management role. And they'll be better prepared to take full advantage of those opportunities.

Corporate leaders would be wrong to dismiss learning and development as just something to make employees "happy." Companies with a learning-driven culture reap the rewards in plenty of ways that go straight to the bottom line. For

one thing, they can effectively close their own skills gaps by offering robust L&D opportunities to existing staff, thereby lowering the considerable costs associated with sourcing, hiring, and onboarding new talent. They can also spur innovation by allowing people to learn (and work) across functions, which brings fresh ideas and points of view into play.

Curiosity is career fuel

To stay engaged in your job and career, you need to pull your head out of the daily weeds. Understanding how your efforts fit into the bigger picture will give your work more meaning and give you new ideas to apply, so you don't burn out or stagnate. Learning about something you're curious about, even if it's not immediately applicable to your job, expands your thinking, and that's relevant to everything you do.

If "the next hot skill" is an unknown, following your curiosity—about your industry, community, world—can give you direction and inspiration. It's also a good idea to scan descriptions of intriguing jobs to see where you should strengthen your skills or may have a gap.

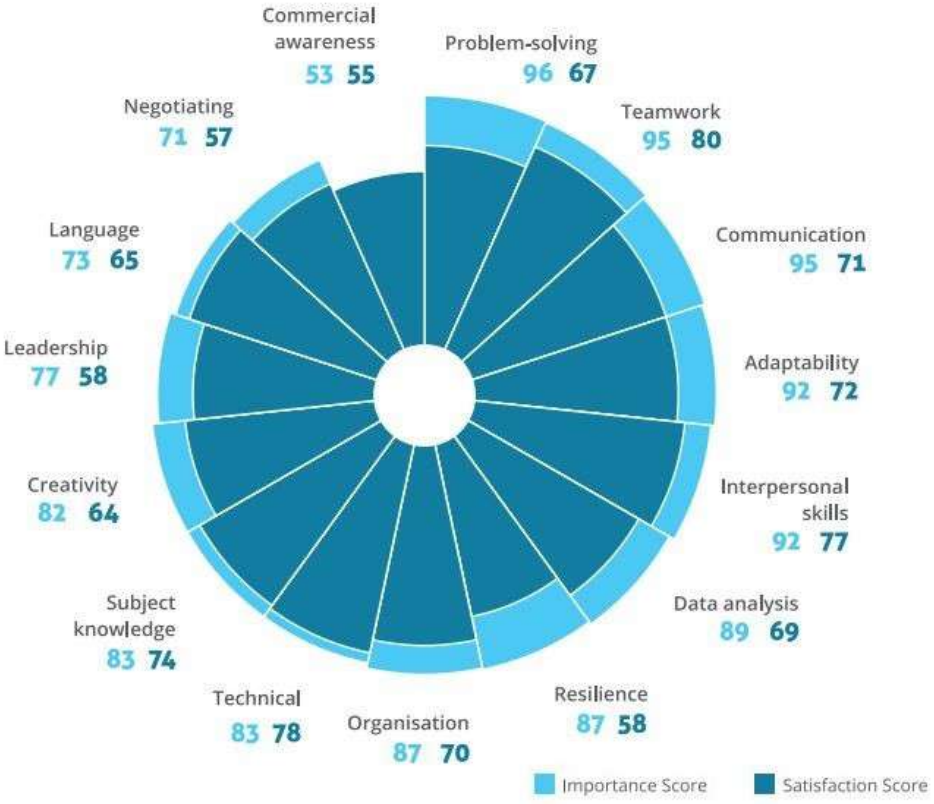
No matter where you picture yourself going in your professional life, you're going to have to learn new skills. This can be scary, exciting, paralyzing, motivating, or some combination thereof. Rather than think of learning as forcing down bad-tasting medicine, you should consider learning the magic elixir that facilitates everything else you do. It's the one skill that can take all of your other skills to the next level and will be there for you at every stage of your career, no matter what else changes in our unpredictable world.

Global skills like problem-solving, the ability to work in a team, and communication performance.

Two-thirds of the world's population is falling behind in critical skills, including 90% of developing economies. Countries that rank in the lagging or emerging categories (the bottom two quartiles) in at least one domain make up 66% of the world's population, indicating a critical need to upskill the global workforce. Such a large proportion of ill-prepared workers calls for greater investment in learning to ensure they remain competitive in the new economy.

Many countries with developing economies—and with less to invest in education—see stronger skill deficiencies, with 90% ranking in the lagging or emerging categories. Traditionally these countries prospered by using low-skilled labour to export goods to the developed world. Now, however, technological innovation is opening the door to new growth models, creating more opportunities for these countries to obtain skills of the future. [2]

The illustration from the report [3] shows the importance of global skills (light blue) and how satisfied the industry is with the candidates from the Universities when it comes to their view of the student's skills (dark blue).



It is commonly perceived that employers feel there is a graduate skills gap, suggesting that universities do not necessarily provide enough opportunities for students to develop skills critical for the labour market.

The graduate labour market is full of expectations – from both graduates and employers. Arguably, graduates are in a tougher position, both due to their lack of work experience and also because they need to understand what is expected of them, demonstrate it during the recruitment process and ultimately appeal to their future employer. This equation is of course not complete without the university – one bridge between graduates and employers, and the place where students are expected to gain many of the skills necessary for entering employment, often, for the very first time.[3]

The top three skills employers unanimously want to see in graduates are problem-solving, teamwork, and communication. On the student side, the three

most important skills they believe 'employers value most in new recruits, and hence they would like to develop at university' are creativity, organisational and problem-solving skills. Problem-solving is the only skill that features on both the student and employer list of top three priorities. There is clearly a mismatch overall. [2]

Skills in Business, Technology, and Data Science

The Global Skills index 2019 highlight skills within the business, technology, and data science. The report underlines the importance of that kind of skills in a country. The report concludes that Europe is the global skills leader while the United States must upskill the population. The general picture for the Asia Pacific, the Middle East and Africa, and Latin America show high skill inequality. The report argues as following [2]:

Europe is a global skills leader.

European countries make up over 80% of the cutting-edge category (top quartile globally) across Business, Technology, and Data Science. Finland, Switzerland, Austria, Sweden, Germany, Belgium, Norway, and the Netherlands are consistently cutting-edge in all three domains. This advanced skill level is likely a result of Europe's heavy institutional investment in education via workforce development and public education initiatives. Skill performance in Europe still varies, though.

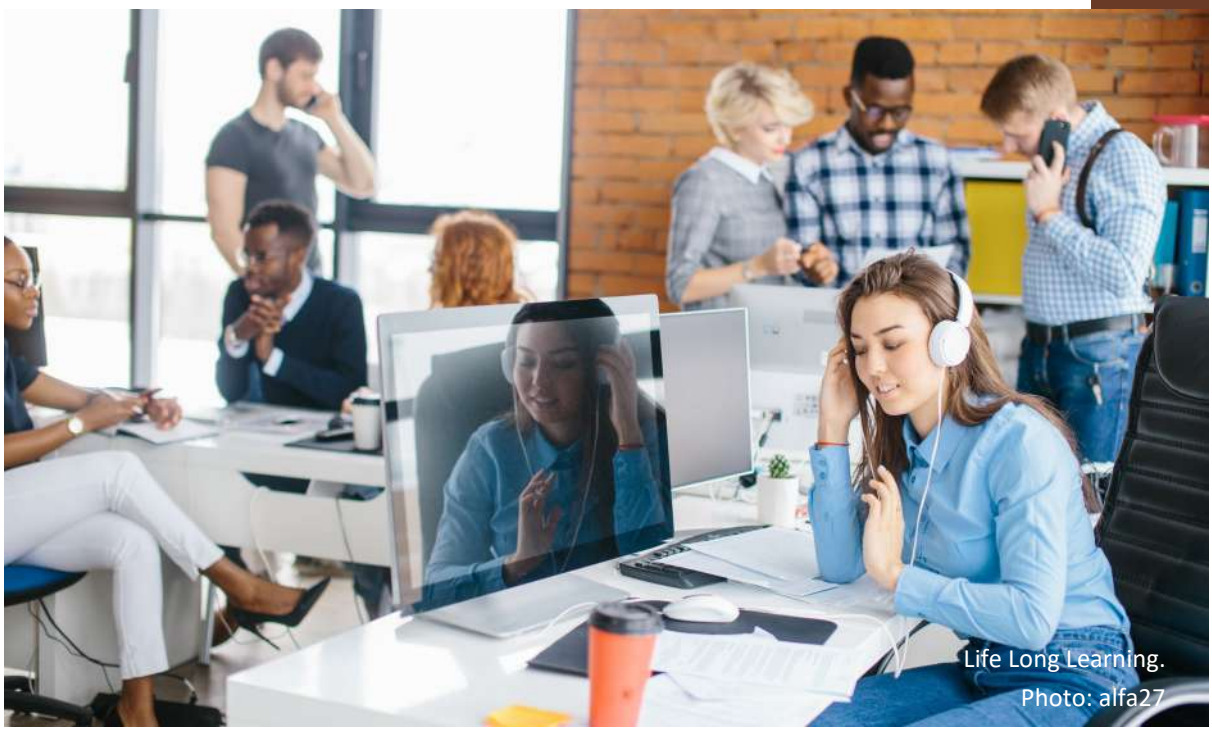
Countries in Eastern Europe with less economic stability don't perform as well as Western Europe in the three domains; Turkey, Ukraine, and Greece consistently land in the bottom half globally.

The Asia Pacific, the Middle East and Africa, and Latin America have high skill inequality.

Consistent with the vast economic and cultural diversity that characterizes each region, Asia Pacific, the Middle East and Africa, and Latin America have the greatest within-region skill variance. The Asia Pacific is at the extremes of the global Business rankings with New Zealand (#6) and Australia (#9) approaching the very top, while Pakistan (#57) and Bangladesh (#59) land at the bottom. In the Middle East and Africa, Israel is a leader in each of the three domains and #1 in Data Science, while Nigeria lags near the bottom of the rankings across domains, and is last in Data Science. In Latin America, Argentina's #1 ranking in Technology is in stark contrast to Mexico's (#43) and Colombia's (#49) lower proficiencies in the field.

The United States must upskill while minding regional differences.

Although known as a business leader for innovation, the U.S. hovers around the middle of the global rankings and is not cutting-edge in any of the three domains. While there's a need for increased training across the U.S., skill levels vary between sub-regions. The West leads in Technology and Data Science, reflecting the concentration of talent in areas like Silicon Valley. The Midwest shines in Business, ranking first or second in every competency except Finance. The South consistently ranks last in each domain and competency, suggesting a need for more robust training programs in the sub-region.



Life Long Learning.
Photo: alfa27

The Future Needs Many Different Kinds of Skills.

In this article, we have shown that the future needs many different kinds of skills. This is both technical skills like business skills, technology skills, and data science skills. In addition, the future needs global skills like problem-solving, the ability to work in a team, and communication. However, we need both as individuals and society to develop ourselves for the future. We need an open mindset and the ability to learn. We need life long learning.

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[1] Kevin H. Johnson: The Most Important Skill For 21st-Century Success, Forbes Jul 31, 2018

[2] Coursera: GLOBAL SKILLS INDEX 2019, The world's top trending skills in Business, Technology, and Data Science benchmarked across 60 countries and 10 industries.

[3] The Institute of Student Employers; "The Global Skills Gap in the 21st Century". QS Quacquarelli Symonds Ltd 2018

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Two Different Financing Products in the Portfolio

By Peter Welch, Georgia, CEO GlobalCfo.LLC

For each patent portfolio, a risk-premiums is calculated in order to have a complete risk model of the IAB investment portfolio.

The IAB will have 2 different financing products in the portfolio [step 2]:

1. Loans guarantee on intangible assets, namely patents and utility models.

   Equity guarantee against company shares and commitment to install a knowledge manager

For product one

Accounting Series – article No: 37

Accounting Theory – Advanced Part 27

the process is as follows:

Intracom will provide the automated patent valuation methodology to IAB in order to be able to prove if a patent portfolio has requested minimum value or not [step 3]. If a certain monetary value of the patent portfolio is visible

(thresholds needs to be defined), the collateral patent value can be determined and offered to the SME (via its bank) as a loan. The loan will be guaranteed partially with funds from EIF and other guarantee banks (e.g. KfW, Caisse des depots etc.). For the loan giving the bank the guarantee will be up to 100% (depending on the assets and existing guarantees), this means that they can reduce their risk of the loan to SMEs or offer additional financing based on the patent value. The IAB will act as an intermediary bank, not giving direct loans to SMEs but only via their local bank. By taking the patents as collateral in case the local bank or the SME doesn't give IAB the possibility to audit and check the IP/IC balance in the SME who would receive a guarantee from the IAB. In some other cases, when we can have audits and checks of the SME's IP/IC balance we will transfer to the " product 2 " concept (see here below some other main steps have to be accomplished like shown in the graph:

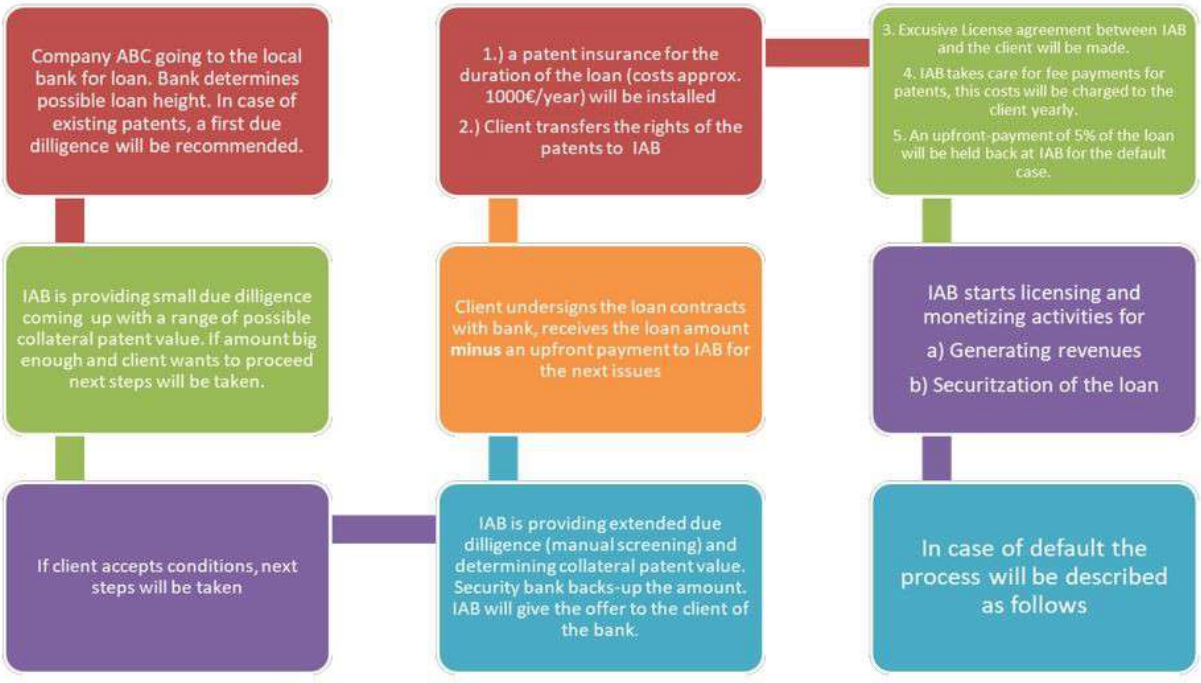

Figure 2: Process of collateralization of patents

In case of default of a company the process will be as follows:

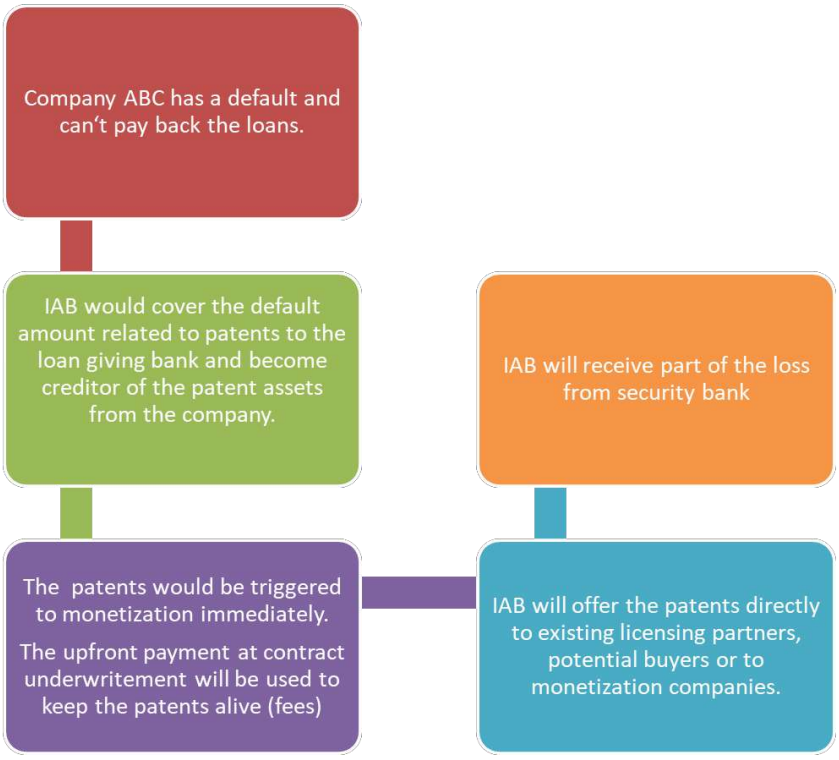

Figure 3: Process in case of default of patens collateralization

In order to reduce losses in case of default, IAB will start licensing activities when the transfer of patents is done(as long as this is not cannibalizing the clients business). This guarantees that in case of default a transaction to the licensee(s) is possible. The revenues from licensing will be shared between IAB and the SME.

For each patent portfolio, a risk-premiums is calculated in order to have a complete risk model of the IAB investment portfolio.

For product two

[step 4]

the process will be as follows:

1 Assessment of the existing intellectual capital (IC)

IC is essential when patents are not given, not making sense or are not possible (e.g. in the software industry). In such a case we will disclose the value of all IA

of the company in the present and future value and owned by the company (explicit) or not owned by the company, (knowledge that is only present in the minds of the collaborators of the company (tacit). IC will show a monetary value of the present and the future "explicit/tacit" growth potential. The methodologies used for IC valuation is similar to patent valuation: using indicators, similarities and mathematical algorithms for calculation and are based on a high-level estimation exercise and an innovation DD Predefined multiple choice questionnaires are used in order to ease the data entry. The multiple-choice-principle should enable fast processing and should prevent entering precise numbers that are often not actually known or only roughly estimated. Also, the multiple-choice principle is much more tamper-proof than any other scoring method. The IC related questionnaire refers to 920 variables and parameters. This which will result in a present and future IC value (IC= AV-costs) and in a tacit (liability) and explicit (asset) value of an SME..

2 Installing a knowledge manager

Based on the first valuation step an agreement between the SME and the IAB will be signed, where the SME will install a knowledge manager [KM] inside the company. The aim of the KM is to transfer the developed tacit knowledge of the employees to explicit and increase therefore the value and assets of the company based on a structured approach. This will be a basic condition to get the guarantee for the loan or equity investments made by the SME's financiers and guaranteed by the IA bank.

3 Offering to local banks

The equity offer against shares and the installation of a KM in the SME will be provided as a product to local banks in order to minimize their risks in financing. (turn the guarantee concept from " who will pay in case of failure" into the

concept of "reduce risks so failure is less an option ". Entity IC has approved the methodology under real conditions, for example under the collaboration with VC's (i.e. Apollonian), TTO's (i.e.ASTP proton) and corporate banks (i.e. Rabo, commerce bank).

Finally, the partner AIT will provide all necessary software platforms for a proper work of the IAB [step 5]. Beside the installation of DMS, CRM and CMS interfaces between the IP and IC valuation will be implemented to have a common working platform.

Though the current proposal is not a technology development project, some technical modules and common platforms have to be developed in order to ramp up the IAB business properly. The technology platform is shown in the following figure:

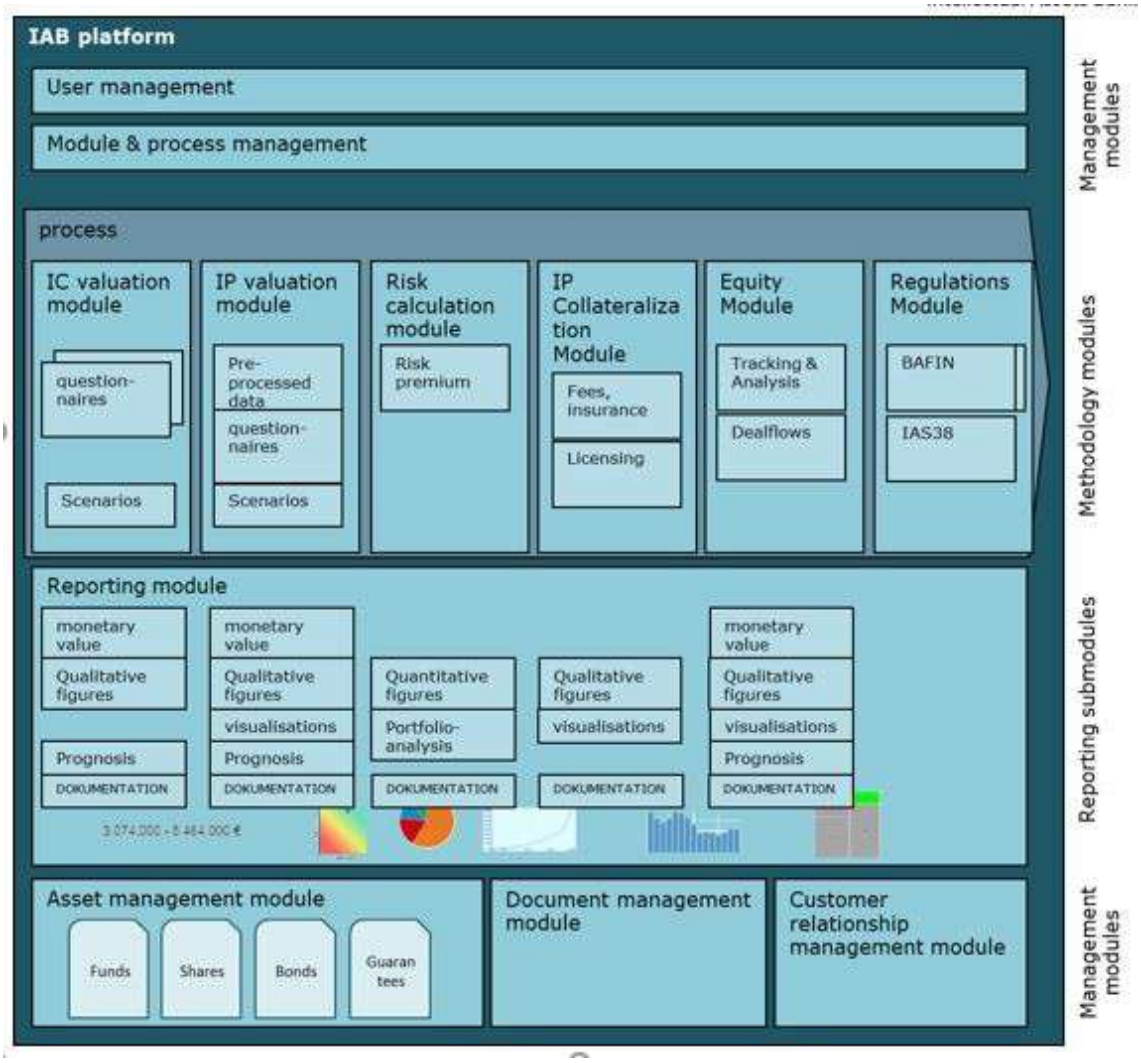

Figure 4: Technical software platform of the IAB operations

4 State of the art analysis

In Europe, there does not exist an institution which gives loans or guarantees for patents or other IA as collaterals. There might be bilateral business between corporate loan departments in banks with their clients in taking the patents as well into the guarantee scheme, but there is no official product in the market.

In Asia there are several programs, mostly government funded and backed-up from the development banks, for example: In Korea there exist 2 types of patent securitization: namely IP guarantees, and IP loans; for both, the maximum allowed loan amount is in the order of USD $1 mil.

Year	Country	Government/Bank	Scheme/Purpose	Offerings
2010	China	State intellectual property office	IPR Pledge financing	60 m$
2013	Malaysia	Government	IPR financing	65 m$
2013	Korea	Korea Development bank	Loans using IP as collateral	60 m$
2014	Singapore	Government	Loans using IP as collateral	100 m$
2014	China	China Development Bank	Loan against portfolio of trademarks and patents	1.3 bn $

In Korea there exist 2 types of patent securitization: namely IP guarantees, and IP loans; for both, the maximum allowed loan amount is in the order of USD $1 mio.

Figure 5: Process in of patent collateralization in Korea

Challenges and Threads

The main problems to be solved for taking patents and/ or other IA as collateral are well described in the OECD paper4.

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Mr. Peter Welch, CEO of GlobalCfo.LLC

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Global Skills

*By Amy Skinner, Nicole Blum and Douglas Bourn **

Whilst no one will dispute the value of increased numeracy and literacy skills in principle, relatively little attention has been paid thus far to the global dimension of skills development. International policy has also often failed to take into account the global context in which individual nations develop skills programmes for their citizens.

Illustration: Rawpixel.com

The concept of 'global skills', on the other hand, makes the relationship between globalisation and the skills required to cope with it explicitly, and is a key part of development education. It encompasses a broad and deep conceptualisation of skills, going beyond the numeracy, literacy and technical skills needed for work to include broader social and intercultural skills that both benefit the workplace and enable people to make a positive contribution to society. Key to the development of this broader range of skills is an appreciation of the social, economic and cultural context within which they are developed: a context which

'recognises the nature of society, its cultural base, its rapidly changing economic forces and the challenges of dealing with the unknown'.

The concept addresses people's need for skills to understand and critically engage with the impact of globalisation on their own lives and communities, to deal with uncertainty and insecurity, to be able to critically reflect on their own values base and to make a positive contribution to society. Economic development is often considered one of the key drivers in skill development, but in debates regarding 'global skills', it is vital to give adequate consideration to social as well as economic needs.

Global skills could therefore be said to encompass the following:

- An ability to communicate and work with people from a range of social and cultural backgrounds
- Critical thinking to question and reflect upon a range of social, economic and cultural influences on the learners' life
- Openness to a range of voices and perspectives from around the world
- Willingness to engage in society, resolve problems and seek solutions
- Recognition and understanding of the impact of globalisation on people's lives and the ability to make sense of a rapidly changing world
- Willingness to play an active role in society at local, national and international level.

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*the text "global skills" is from an article by Amy Skinner, Nicole Blum and Douglas Bourn: "Development Education and Education in International Development Policy: Raising Quality through Critical Pedagogy and Global Skills", The Graduate Institute of International and Development Studies, 2013

Facilities Management in Technical Vocational Education and Training

By Ifeanyi Benedict Ohanu

In the Nigerian situation, Technical Vocational Education and Training facilities are haphazardly distributed and made available as a result of different challenges varying from unavailable funds to uneven distribution of resources to technical institutions across the country.

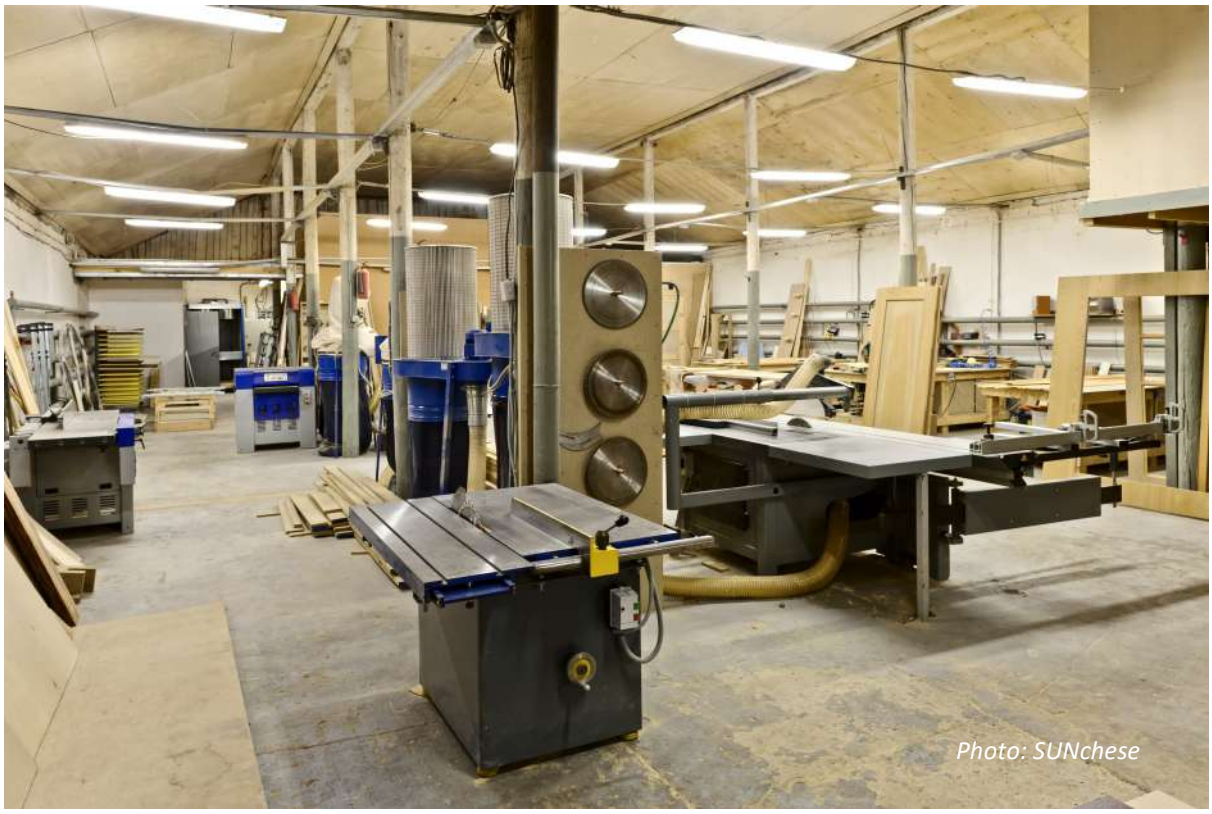
Photo: SUNchese

Facilities Management Varies from a Different Perspective

The thought about facilities and facilities management varies from a different perspective of various researchers. Many have the mindset that physical facilities such as buildings and machinery are the facilities to be managed in the Technical Vocation Education and Training (TVET). Facilities in TVET is not limited to physical facilities but includes TVET curriculum, instructional content, instructional-aid, tools and equipment (Ezeji, 2004).

In the Nigerian situation, TVET facilities are haphazardly distributed and made available as a result of different challenges varying from unavailable funds to uneven distribution of resources to technical institutions across the country. It is also worthy to note that the available facilities are sometimes not installed or improperly installed. In some institutions, the available facilities are rarely used, since they are financially incapacitated to pay experts who will operate such. The Nigerian Federal Government though allocates money to education development in the country but it is rare to see adequate allocation to the improvement of Technical and Vocational Education rather, a huge amount of money is allocated to general education.

The implication of these is that students' performance is seriously affected as a result of the ratio of students to available facilities. The graduates of TVET have been paraded with haphazard knowledge of the required skills needed to compete in the world of work. Arowolo (2003) stated that poor performance of TVET students is an indication that students were poorly taught as a result of inadequate workshop floor area to accommodate students during practical,

inadequate training facilities and materials which causes the dearth of practical skills among TVET students.

Functions of facilities in TVET

Despite the challenges encountered with the provision and usage of facilities in Technical Vocational Education and Training in the country, the available ones still play important role in equipping students with the required skills needed to meet the market demand. Olabiyi et al (2008) opined that many educators are of the view that learning occurs best through participation. In doing these, the objectives and goals of TVET to make individuals self-reliant are achieved.

Umar and Ma'aji (2001) warned that in a situation of inadequate facilities for use by TVET students, acquisition of skills in technical programmes will be fruitless. To overcome this assertion, TVET institutions are advised to admit students based on the available resources (machines, physical facilities, tools etc) to balance the problem of a higher ratio of students to available facilities.

Overcoming paucity of TVET facilities

There are several steps to be taken to overcome the challenges of paucity of TVET facilities. These include:

- A partnership between TVET institutions and private organizations.
- Maintain a separate budget for TVET in the national budgetary appropriation.
- Adequate involvement of the stakeholders from industries during curriculum and facilities planning for Technical Vocational Education and Training.

- The TVET administrators should seek for intervention programmes beyond the government scheme.
- The TVET teachers/workshop personnel should be trained on adequate maintenance of available facilities to avoid sudden breakdown.

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Vocational Education and Training in Estonia

From OECD Reviews of Vocational Education and Training, 2019

Over the past years, the Estonian vocational education and training (VET) system has undergone extensive reforms and developments. Reforms have aimed to create a clearer and more effective qualifications system to enhance employer engagement, to consolidate the school network and improve school facilities, to increase work-based learning and develop apprenticeship, and to meet the needs of both young people and adults in a framework of lifelong learning. Effective arrangements are in place to prepare teachers of vocational subjects. Basic school outcomes, as measured by the Programme for International Student Assessment (PISA), are outstanding, and participation in upper secondary education is near-universal. These are impressive achievements. But challenges remain in improving the status of the VET system so as it can raise to its potential in the skills system of a rapidly changing economy, and in overcoming equity challenges.

One Quarter Enter an the Vocational Track

In Estonia, only around one quarter of young people enter an upper secondary vocational track – a lower proportion than in many comparable OECD countries. Around 150 schools in Estonia provide general education in all 12 grades, offering a default option for young people in their ninth grade to remain in the same school, and therefore in general education, for their upper secondary school. A separation of the upper secondary school system from basic schooling would help to remove this bias, so that all ninth-grade students would face a

real choice between VET and general education. Co-operation, and where practical at the local level, mergers between general academic and vocational upper secondary schools should be promoted.

Realise the Career and Learning Potential

While dropout rates have fallen, they remain too high in vocational upper secondary programmes, with around one-quarter of entrants failing to complete. One useful step, implementing recommendations of the 2016 OECD school resources review of Estonia, would be to link some school funding to completions. A promising apprenticeship system has been launched in Estonia, but apprentice numbers, although increasing, remain low and limited to adults. Given its potential, renewed attempts to develop youth apprenticeship are needed, by focusing for example on a specific region and/or industry and considering specific

employer incentives. In other vocational programmes, work practice in enterprises can be introduced as a formal and mandatory requirement. There are large differences in participation rates in upper secondary VET for young people coming from different socio-economic backgrounds – for example in eastern Estonia, around 60% of Russian-speaking boys enrol in the VET track, while in the larger cities, only 10% of Estonian-speaking girls do so. While variations are monitored, policy responses are undeveloped. The Estonian authorities should explore with stakeholders potential responses to large disparities to ensure that all Estonians can realise their career and learning potential.

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The article is from the Executive summary from the report *«OECD Reviews of Vocational Education and Training, published» in 2019.*

Education Policy and Development of African TVET Systems for Sustainable Industries

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NKB-LUCUBRATE, NORWAY

THEME

EDUCATION POLICY AND DEVELOPMENT OF AFRICAN TVET SYSTEMS FOR SUSTAINABLE INDUSTRIES

Technical Vocational Education and Training (TVET) is central to the achievement of sustainable growth in industries because they need people with the right set of knowledge, skills and attitude to grow. Numerous TVET institutions have been established across Africa to produce graduates who are work-ready and who are capable of creating employment for themselves and for others. However, economic situations in many African countries, including unemployment challenges, suggest that the TVET institutions may not be delivering their mandates successfully; even as international and supranational organisations continue to advance policies and programmes for the improvement of TVET access, quality and relevance. TVET stakeholders need to be aware of these policies and programmes. They need to develop adequate understanding and capacity to assess, recontextualize and implement the policies and programmes successfully.

This conference will bring together TVET educators, scholars, policy makers and industrialists to X-ray existing TVET policies and make recommendations for creating/strengthening African TVET policy frameworks to make them capable of transforming and revitalizing the TVET systems to support industrial growth.

In this conference, the faculty of Vocational and Technical Education of the University of Nigeria will be welcoming back former students, members and heroes of the faculty, who have gathered a lot of TVET experience from different parts of the globe. It presents an excellent opportunity to celebrate their achievements as well as those of the faculty which has existed since 1963.

SUB-THEMES

The conference will focus on making **education policies in Africa contribute to helping students develop the skills they need to work and contribute to sustainable industries.** Thus, the following sub themes will be addressed.

- Education policy for developing and implementing TVET curriculum that can equip students with competencies they need to succeed in industries today and in the future
- Education policy for effective assessment, reporting and certification in TVET
- Education policy for successful digitalization of TVET processes
- Education policy for improving TVET environment
- How can education policies in Africa ensure effective continuous professional development of TVET educators?
- How can the industry collaborate with educational institutions to ensure that they get people with skills they need for sustainable growth?

SPEAKERS

HON. NANSUBUGA ROSEMARY SENINDE
Minister of State for Education and Sports, Responsible for the TVET program in Uganda.

PROFESSOR SAMSON O. OLAITAN
Emeritus Professor of Agricultural Education, Faculty of Vocational and Technical Education, University of Nigeria, Nsukka

MR KARL SKAAR
CEO of NKB-Lucubrate and Senior Analyst, Norwegian Directorate for Education and Training.

PROFESSOR BENJAMIN A. OGWO
Chair, Dept. of Career and Technical Education, Preparation State University of New York, Oswego, New York, United States & Founding Director, Center for Technical Vocational Education, Training and Research, UNN

PROFESSOR SHEHU ABDULLAHI MA'AJI
Professor of Industrial Technical Education and Director, Futminna Ventures, Federal University of Technology, Minna, Niger State.

ENGR BAYO OGUNTANADE
European Union Water and Sanitation Key Expert, Consummate Procurement and Development Water Resources Specialist, Multi Disciplinary Consultant and Construction Engineer

CHIEF HOST: The Vice Chancellor, University Of Nigeria, Nsukka

EVENT HIGHLIGHT

DAY	MORNING/AFTERNOON	EVENING
DAY ONE 2ND JULY, 2019	-	**Reception** Music, dinner, welcome address
DAY TWO 3RD JULY, 2019	**Opening Session** • Speeches • Presentations • Exhibition of innovative made-in-Africa products	**Hero Awards and Music Night** • Musical performances by the Department of Music, UNN • Presentation of awards to distinguished alumni and heroes of the faculty • Presentation of awards to exhibitors of most innovative products
DAY THREE 4TH JULY, 2019	• **Symposium - TVET Country Experiences** • **Facility Tour** • **Technical sessions**	**Drama Night** Performance by the Department of Theatre and Film Studies, University of Nigeria
DAY FOUR 5TH JULY, 2019	• **Symposium - TVET Country Experiences** • **Technical Sessions**	**Gala Night** Music, dance, dinner, cultural performances and more
DAY FIVE 6TH JULY, 2019	Departure	

In this conference:
Presentations will be insightful
Activities will be fun and educative
Outcomes will be actionable

FEES:

International Participants:	$200.00
Local Participants:	N17,000.00
Graduate Students:	N10,000.00/$100
Local Exhibitors:	N10,000 + Conference fee
International Exhibitors:	$100 + Conference Fee
Student Exhibitors:	Free
Institutional Exhibitors:	N50,000.00

To make payments, please visit *www.internationaltvetpolicyconference.com*
The fees cover full participation in the conference activities for the four days including:

- Conference materials including book of abstract, handouts and writing materials
- Tea break and lunch buffet
- Technical sessions and Group discussions
- Opportunity to interact with made-in Africa products and their makers
- Opportunity to network with eminent policy makers and leaders as well as world-class TVET educators, industrialists, and consultants
- Signed certificates for participants

Participants will take care of their transportation and accommodation costs.

PUBLICATION

Papers presented at the conference would be peer-reviewed and if accepted, would be published based on strict quality consideration of originality, research content, applicability, relevance, coherence and balanced flow of contribution to knowledge. The peer-reviewed and reworked papers would be published in the Vocational and Technical Education Journal.

SUBMISSIONS

Abstracts must not be more than 300 words. Full papers must not exceed 15 A4 pages including works cited/references. Referencing style must adhere to current APA standard. Font size should be 12 and in Times New Roman. Deadline for submission of abstracts is 25th May, 2019. As soon as your abstract is accepted for presentation at the conference, you will be notified. For submissions, please visit *www.internationaltvetpolicyconference.com.*

We look forward to welcoming you!

The university town of Nsukka is located in the semi savannah, semi-forest planes of the south-eastern region. The town is unique in many ways. It has captivating hills, rich natural and cultural features and friendly weather with temperature that revolves between 26 – 28 Degrees Celsius. The Nsukka people are warm, friendly and very receptive to visitors. Indeed, the town is a home away from home to numerous sojourners and visitors and has comfortable guest houses and hotels. They are as follows:

UNIVERSITY OF NIGERIA GUEST HOUSE
Inside the Campus
N7000 – 35,000

PRESIDENTIAL LODGE
Inside the Campus
N20,000 – 35,000

JERRY MARRIOT HOTEL
Ugwu Awarawa, Off Campus
N7000 – 30,000

GOLDEN VALLEY HOTELS AND SUITES
1, Golden Valley Avenue
N10,000 – 50,000

OLD CAROLINA GUEST HOUSE
(Close to Campus)
Obolio Road
N5,000 – N7,000

KENNAN LODGE
3, Alor Uno Road, Off Campus
N10,000 – 65,000

GRACE MANOR HOTEL
GRA, Nsukka
N8,000 – N15,000

REGISTER NOW!

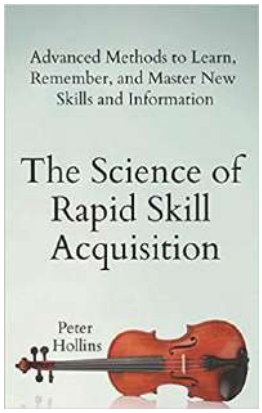
For more information and update on the conference, visit the conference website:
www.internationaltvetpolicyconference.com.
Call the secretariat on +234 7066980933, +234 69277146. **WhatsApp** +234 8034391972
or email ashagwu.okadi@unn.edu.ng or catherine.kanu@unn.edu.ng

1ST INTERNATIONAL CONFERENCE AND HOME COMING — Lucubrate — EDUCATION POLICY AND DEVELOPMENT OF AFRICAN TVET SYSTEMS FOR SUSTAINABLE INDUSTRIES

Book

The Science of Rapid Skill Acquisition

By *Peter Hollins*



The Science of Rapid Skill Acquisition: Advanced Methods to Learn, Remember, and Master New Skills and Information

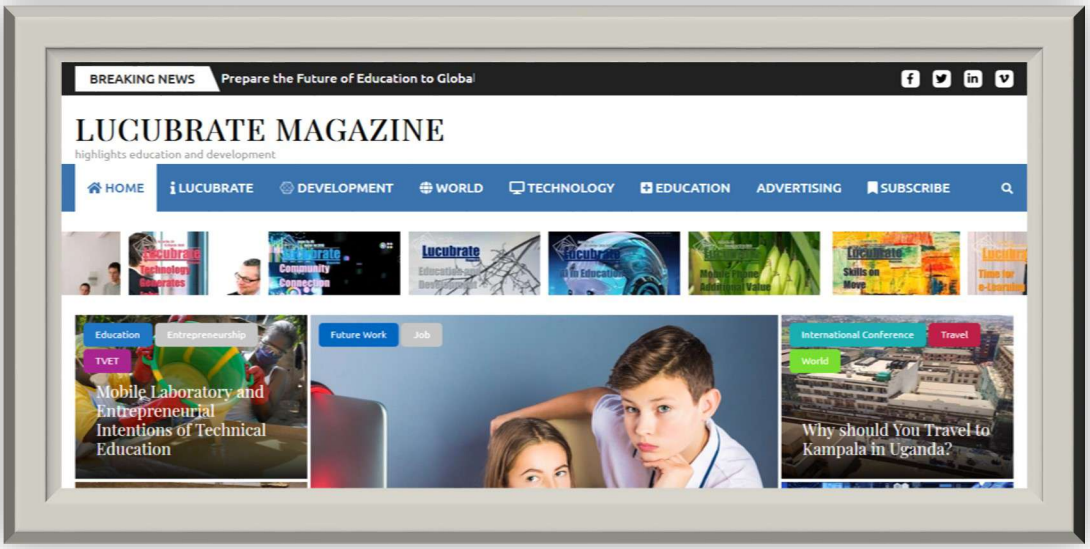
Scientific Methods to accelerate your learning to save time, beat competition, and get from Point A to Point B at the speed of light. Learning is the key to bettering your circumstances and becoming the person you want to be. Skills, information, and abilities will never come to you - it's up to you to seek them out, and this book shows you how to do so in the most effective and efficient manner.Applicable and actionable advice - not just theory and description. Work smarter, not harder. The Science of Rapid Skill Acquisition is the definitive resource to get you where you want to be in terms of a new talent, skill, or ability. You may not realize it, but each day is a set of skills and tasks that we repeat. Each hobby and interest is also a set of skills and tasks. This book focuses on what matters in processing information and being able to use it effectively to your advantage.Rapid skill acquisition is how you get ahead in life professionally and personally.

Released on February 2019

Lucubrate Magazine on the Web

You will find more articles on the Lucubrate Magazine web. The address is https://magazine.lucubrates.com/

The webpage is changing near every day. The picture under shows how it was looking like April 5th.



Malta, May 2019: IVETA Europe Regional Conference

IVETA Europe is pleased to hold its first regional conference on technical, vocational education and training (TVET) in beautiful Malta.

The theme of the conference is "**Revaluing TVET**".

TVET generally has the dubious position of being the poor cousin in relation to higher education. Students and their parents look at TVET options as the last resort if a university place of their choice is not available. Governments throw money to build ever-expanding universities yet grudgingly acknowledge that TVET institutions are a necessity without the same level of commitment or investment.

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