Regional Meeting
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Skills for Work and Life: UNESCO’s vision for Technical and vocational education and training (TVET)

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Our World Today: A time of immense challenges to employment and sustainable development
What drives demand for skills?

Economic demand for skills

- Deepening role of technology, knowledge for value added productivity...sustained growth...global competitiveness
  - often fueling demand for advanced, new and diverse skills

Heightening social equity & inclusion imperative

- Demographic shifts, migration and LLL perspective
- Youth unemployment and disengagement
- The pressure from the success of EFA
- Persisting inequalities, poverty and marginalization

Deepening focus on holistic development & sustainable future

- Climate change, green skills, environmental custodianship
- Global citizenship and social responsibility
- Resilience, adaptability and recovery from crises
Skills are important Constraint for businesses

Source: Enterprise Surveys, 2010
Growth but is it sustainable in the long run?

Annual Real GDP Growth Rate %

Prepared based on ILO Global Employment Trends 2014 database
LAC has a large share of untapped human resources: that are not participating in economic activity while high levels of informality reflect the existence of low-productive and unprotected jobs.

*Latin America and the Caribbean*

- 37% Formal workers
- 31% Informal workers
- 5% Unemployed
- 27% Inactive

*Europe and Central Asia*

- 40% Formal workers
- 38% Informal workers
- 6% Unemployed
- 16% Inactive
The richest 85 people have as much combined wealth as the poorest 3.6 billion

Source: Piketty 2014
Global Education Digest 2012
Too many children are slipping away

32 million primary pupils repeat a grade
31 million have dropped out

For every 10 children who start school, how many drop out?

- In some countries a child can spend 2-3 years repeating a grade
- Every additional year spent in school could increase personal income by 10%

Once kids leave school, most never return

Who is at risk?

- Girls are less likely to start school but boys are more likely to repeat and drop out
- Under-age children are more likely to repeat, over-age children are likely to drop out
- Rural & poor children are more likely to repeat and drop out

We cannot afford to ignore the data

Catch these kids while we can.

Environmental challenges:
In 2015 in less than 8 Months, Humanity exhausted Earth's renewable resources budget for the year

Source: Global Footprint Network
Regional trend in share of TVET in upper secondary
The World in 2030: Sustainable Development Scenario

17 Sustainable Development Goals (SDGs) and 169 Targets adopted at the UN Summit in September 2015
Focus Areas of the SDGs

1. No Poverty
2. No Hunger
3. Good Health
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace and Justice
17. Partnerships for the Goals

THE GLOBAL GOALS
For Sustainable Development
Skills are important to achieve the six elements of the Sustainable Development Goals.
Education 2030 agenda: Universal goal, national targets

Overarching goal:

Ensure equitable and inclusive quality education and lifelong learning opportunities for all by 2030
Education Agenda

1. Child Development
2. Free & Compulsory basic education
3. Literacy and numeracy
4. Skills for work and life
5. Skills for Sustainable Societies and global citizenship
6. Qualification of teachers
7. Funding (%GDP and Public spending)
Vocational Skills agenda

- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
Indicative Strategies to achieve the targets

- Gather and use evidence about changing skills demand
- Engage social partners in designing and delivering education and training programmes
- Ensure that TVET curricula and training programmes are of high quality and include MIX of skills, and
- Teaching staff is qualified/certified
- Promote the development of different forms of work-based training
- Ensure transparent and efficient TVET quality assurance systems and develop qualifications frameworks
- Promote collaboration on enhancing transparency and cross-border recognition
- Promote flexible learning pathways; RVA; and establish career guidance and counselling
Recommendations of the Third International Congress on TVET (2012)

1. Enhancing relevance of TVET
2. Expanding access and improving quality and equity
3. Adapting qualifications and developing pathways
4. Improving the evidence base
5. Strengthening governance and expanding partnerships
6. Increasing investment in TVET and diversifying financing
7. Advocating for TVET
How to get there?
Findings from UNESCO work

• Findings suggest that 10 policy areas have been considered for TVET reforms.

• These areas are not single alternatives that policy makers can take up or leave as they reform TVET. They are highly interconnected, and successful reforms have involved policy interventions relating to several, even all, of these areas.

• Attractiveness of TVET remains global challenges with few exception
Key policy areas

- Strengthen TVET’s system capacities
- Improve TVET’s contextual Responsiveness
- Mobilise enablers

Source: Marope, M., Chakroun, B. & Holmes, K (2015)
Learning from international experience: Ten key policy areas of TVET reforms

1. Economic goals TVET: Meet demands for competitiveness and growth (Much of discourse)
2. Social goals for TVET: Reach the unreached, informal workers, rural youth, disabled, gender, social mobility (Less attention)
3. Sustainability goals TVET: Greening skills (Emerging)
4. Modernising TVET provision: Strategies to make qualifications relevant and quality assured (NQFs)/Curricula reforms CBET/Learning pathways
5. Empowering learners: Strategies to ensure Learner-centred pedagogies/Counseling and guidance/RVA
6. Work-based learning (Apprenticeship/in-service training, others): Strategies to use the workplace to expand access, improve relevance and reduce costs
7. TVET teachers and trainers: Strategies to attract, train and maintain quality teaching staff
8. ICT In TVET: Strategies to use
9. Good governance and partnerships: Strategies to involve private sector and enhance intersectoral coordination as well as decentralisation and autonomy
10. Financing TVET: Strategies to finance TVET policies (Tax, PPP, etc.)
Enablers

1. Partnerships and networks for integrated approaches

2. Knowledge, information base & inventory

3. A culture of learning

4. Incentives and accountability

5. Capacity development
Regional Strategies and Frameworks

- **SADC**: 15 member states, Regional TVET Strategy including RQF
- **ASEAN**: 10 member states, Economic Blueprint (ASEAN, 2007) ASEAN Qualifications Reference Framework (AQRF)
- **EQF**: 28 member states, Lisbon strategy, the Copenhagen process and the Bologna process, initiated in 2000, 2002 and 1999 respectively, In 2014: European Area of skills and Qualifications
- **Caribbean**: 15 member states, In 2013, New Strategy for TVET CQF
- **GQF**: 6 member states, In 2015 more integrated Common Market Gulf Qualifications Framework (GQF)
UNESCO’s vision and actions

➢ Conceptualisation of the changing role and nature of TVET

➢ New Recommendation on TVET to reflect the new trends and issues and guide Member States TVET policies

➢ New UNESCO’s Strategy for TVET

➢ Education 2030 Framework for Action
Conceptualisation: Changing nature & new roles
Changing role: Three analytical lenses

Source: Marope, M., Chakroun, B. & Holmes, K (2015)
Changing nature

**Variety**
- TVET in many forms
  - At secondary
  - At tertiary
  - Skills development
  - Initial/continuing
  - School-based
  - Work-based
  - On-line

**Volume**
- TVET for Mass
  - Economic demands
  - Social demands
  - Lifelong learning imperatives

**Velocity**
- TVET in motion
  - Responsiveness imperatives
  - Rapidly changing labour markets
  - Policy pressures

**Validity**
- TVET in Doubt
  - Uncertainty due to quality/relevance/
  - Low attractiveness
  - Data inconsistency & ambiguities,
  - Past deception
New Strategy &

New Recommendation concerning

TVET
New Recommendation concerning TVET
TVET Scope

- **TVET is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods**

- TVET is part of **lifelong learning**

- TVET Vertical and Horizontal scope

- Learning components
Objectives Of TVET

- Empower Individuals
- Promote sustainable and inclusive economy
- Promote social Inclusion
- Foster Environmental Sustainability

Policies and systems steering

- Inter-sectoral nature and whole government approach
- Reaffirm the leading role of employers and the importance of Social dialogue as well as the role of new stakeholders
- Funding to steer systems

Equity, Quality and Relevance

- Linkages with labour market
- Equity and access
- Learning Processes
- Learning Pathways
- Information and guidance
- TVET Staff
- Quality assurance

Evaluation & Knowledge management

- Monitoring & evaluation; dissemination of data; Studies of the impacts and outcomes of TVET policies and programmes
- Research and knowledge management
- Interdisciplinary research
- Institutionalize coordination/communication channels; Stakeholders capacities and involvement
Elements of UNESCO’s New Strategy for TVET

2016-2021
Indicative Strategy Objective:

Placed within a lifelong learning approach, the Strategy will support Member States in transforming and expanding TVET to ensure equal access for all and promote skills acquisition for employment, decent jobs, entrepreneurship and personal development.
1. Support Policy and Capacity Development

Support policy reviews and development
Institutional reforms
Governance and management
Leaders capacities
TVET institutions development

2. Set Standards, manage knowledge and support skills intelligence

Implement the Recommendation concerning TVET
Develop international guidelines/tools/resources
Develop methodologies for identification and anticipation of skills requirement

3. Promote Framework for Transparency, recognition, mobility & LLL pathways

Support effective learning pathways
Promotion of cross-boarder recognition of qualifications
And develop world wide recognition tools
Promotion of adult professional development in a lifelong learning perspective

4. Mobilise Partners/Networks and advocacy

Partnerships
Networks
Initiatives for sharing knowledge, experiences and promising practices in TVET
Advocate for TVET