



United Nations
Educational, Scientific and
Cultural Organization

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Implementation and monitoring of the UNESCO TVET Strategy (2016-21) and UNEVOC TVET Recommendations

Prepared by
Youth, Literacy and Skills Development/ UNEVOC
Education Sector, UNESCO

The challenge of meeting changing skills needs

- Persistent **youth unemployment**
- **Low student enrolment** share of TVET
- Technological advances (new **opportunities, risks**).
- **Polarized labour markets** and **rising inequality**.
- **Medium-skilled jobs** can be at risk from automation.
- Need for '**new skills**' to meet demands of the new economy.

Responding to changing skills needs: **SDG targets related to TVET**

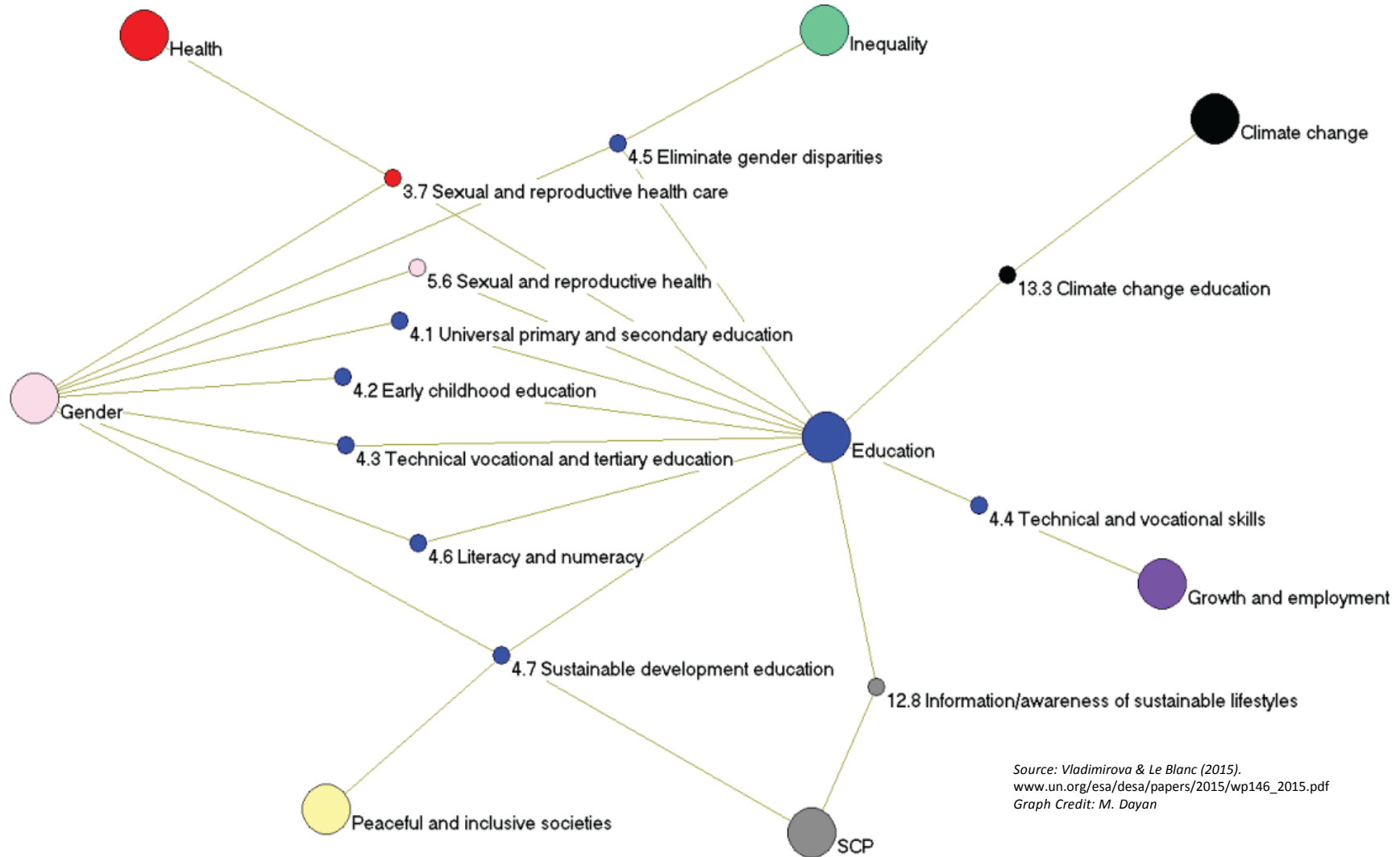


SDG 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

By 2030, SDG 4 calls on Member States to:

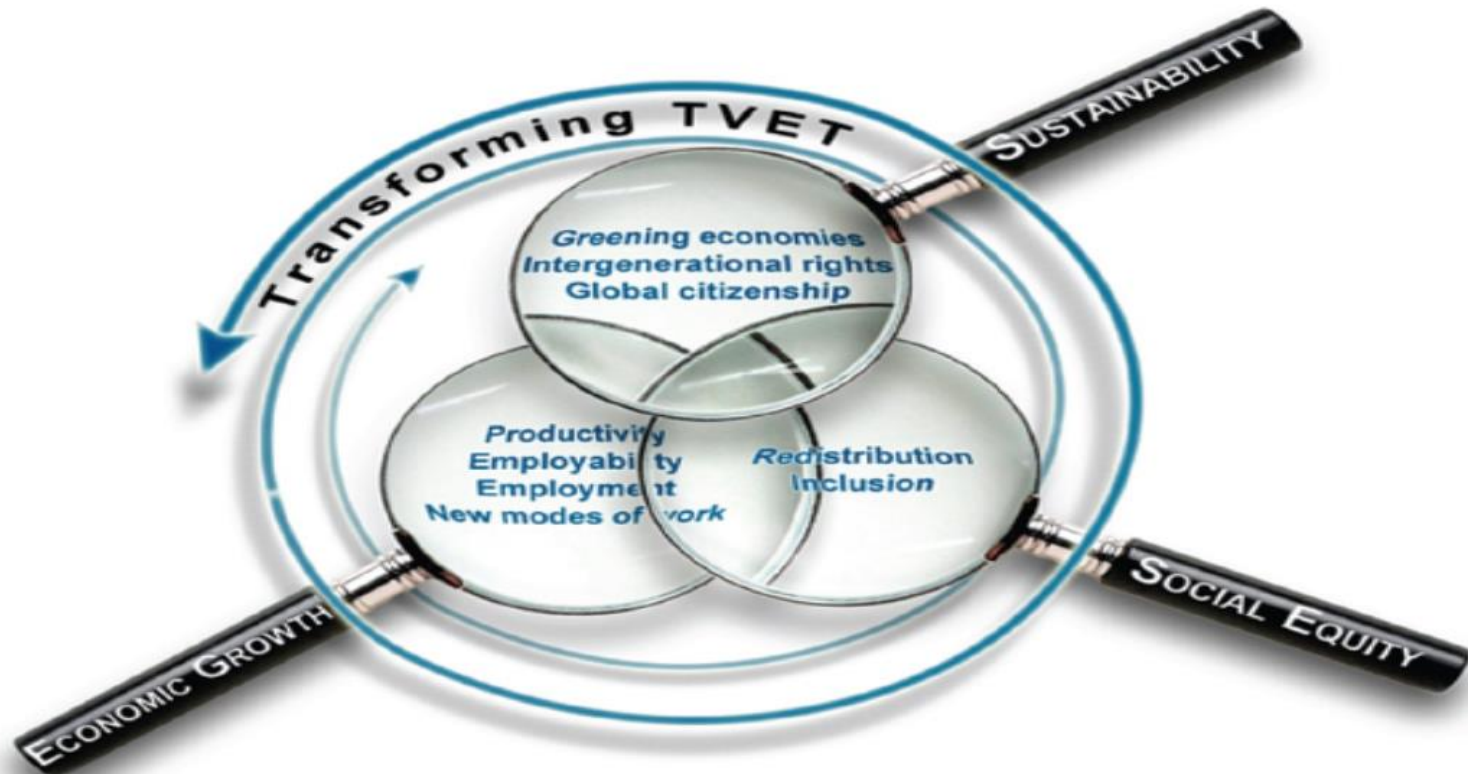
- Ensure **equal access** to affordable and **quality** TVET programmes (target 4.3)
- Substantially increase the number of youth and adults with **relevant** skills for employment, decent jobs and entrepreneurship (4.4)
- Eliminate gender disparities in education (4.5)
- Ensure that all learners acquire the knowledge and skills needed to promote **sustainable development** (4.7)

Inter-sectorial links of SDG-4 targets with other SDGs



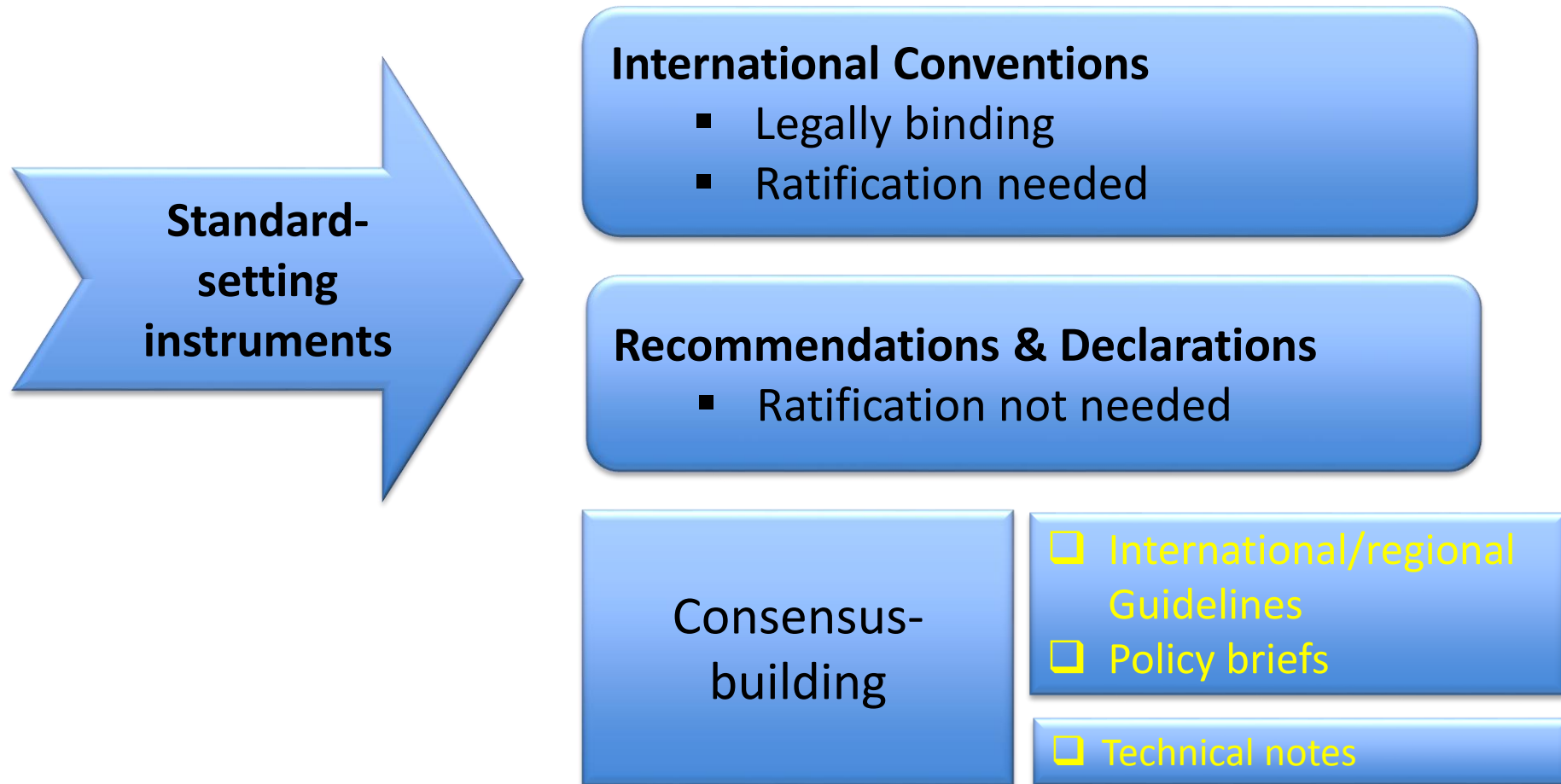
Source: Vladimirova & Le Blanc (2015).
www.un.org/esa/desa/papers/2015/wp146_2015.pdf
 Graph Credit: M. Dayan

Changing role: Three analytical lenses



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

Responding to changing skills needs: **(1) UNESCO Standard-setting instruments**



Responding to changing skills needs: (1) UNESCO Standard-setting instruments

Three-Tier Approach

Recommendation

- Normative
- Whole system
- Universal
- General

International Guidelines

- Operationalisation of Recommendation's provisions
- Thematic/regional Focus
- Adaptation to contexts

Implementation

- Policy reforms
- Supporting capacity building
- Sharing evidence-based policy and practice



Putting the TVET Recommendation at work

URL: <http://unesdoc.unesco.org/images/0024/002451/245118M.pdf#page=3>

Responding to changing skills needs: **(1) UNESCO Standard-setting instruments**

SCOPE of TVET

- *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**
- **Learning components**

Responding to changing skills needs: **(1) UNESCO Standard-setting instruments**

Objectives of TVET

Empower
Individuals

Promote sustainable
and inclusive
economy

Promote social
Inclusion

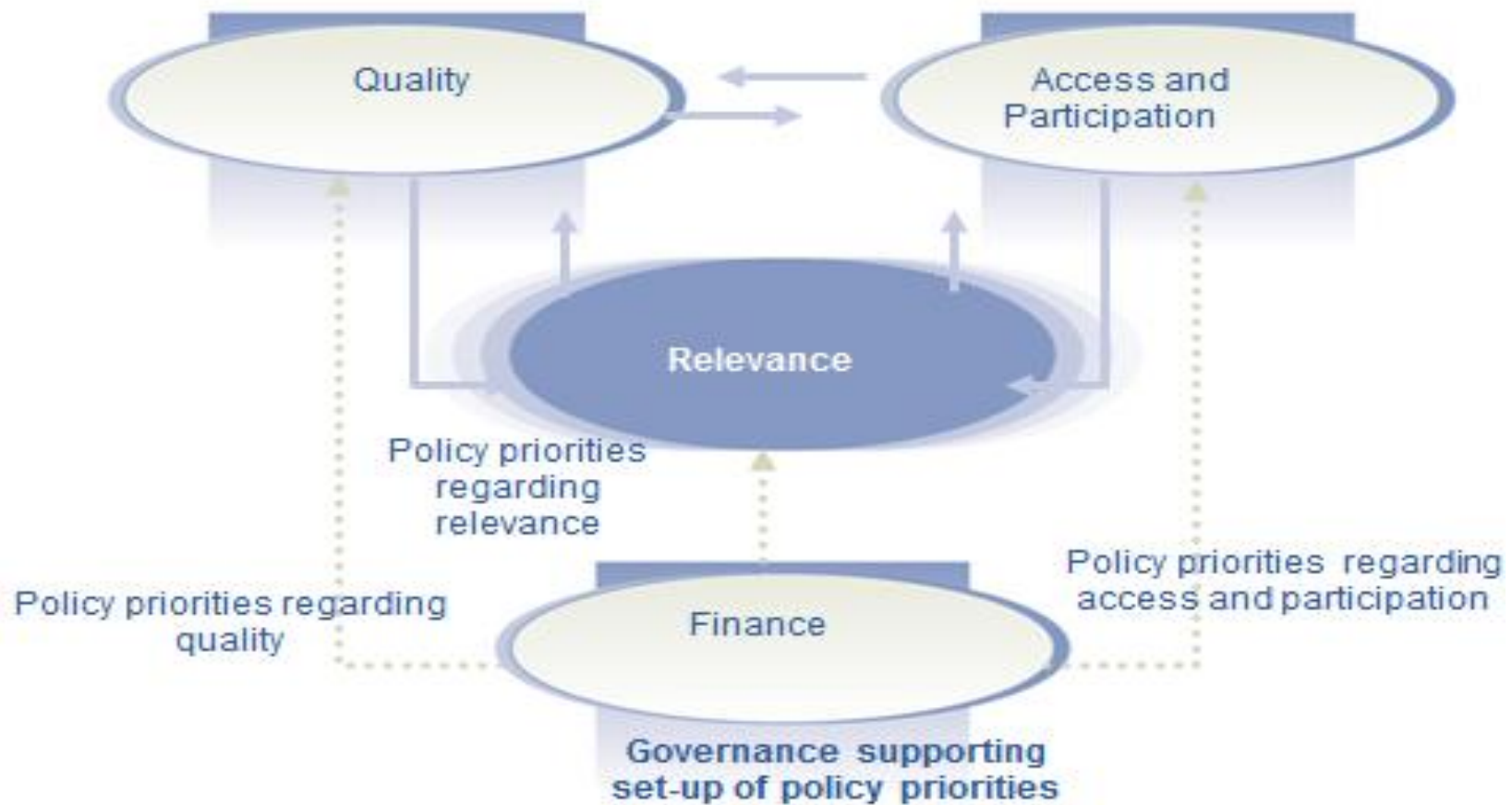
Foster
Environmental
Sustainability

Key areas of TVET reforms

1. Enhancing responsiveness/relevance of TVET provision
2. Changing Perception of TVET
3. Reforming Qualifications Frameworks and building new learning pathways
4. Establishing Post-Secondary TVET
5. Empowering learners: Learner-centred pedagogies
6. Work-based learning: Apprenticeship/in-service training
7. TVET teachers and trainers
8. ICT in TVET
9. Good governance and partnerships
10. Financing TVET

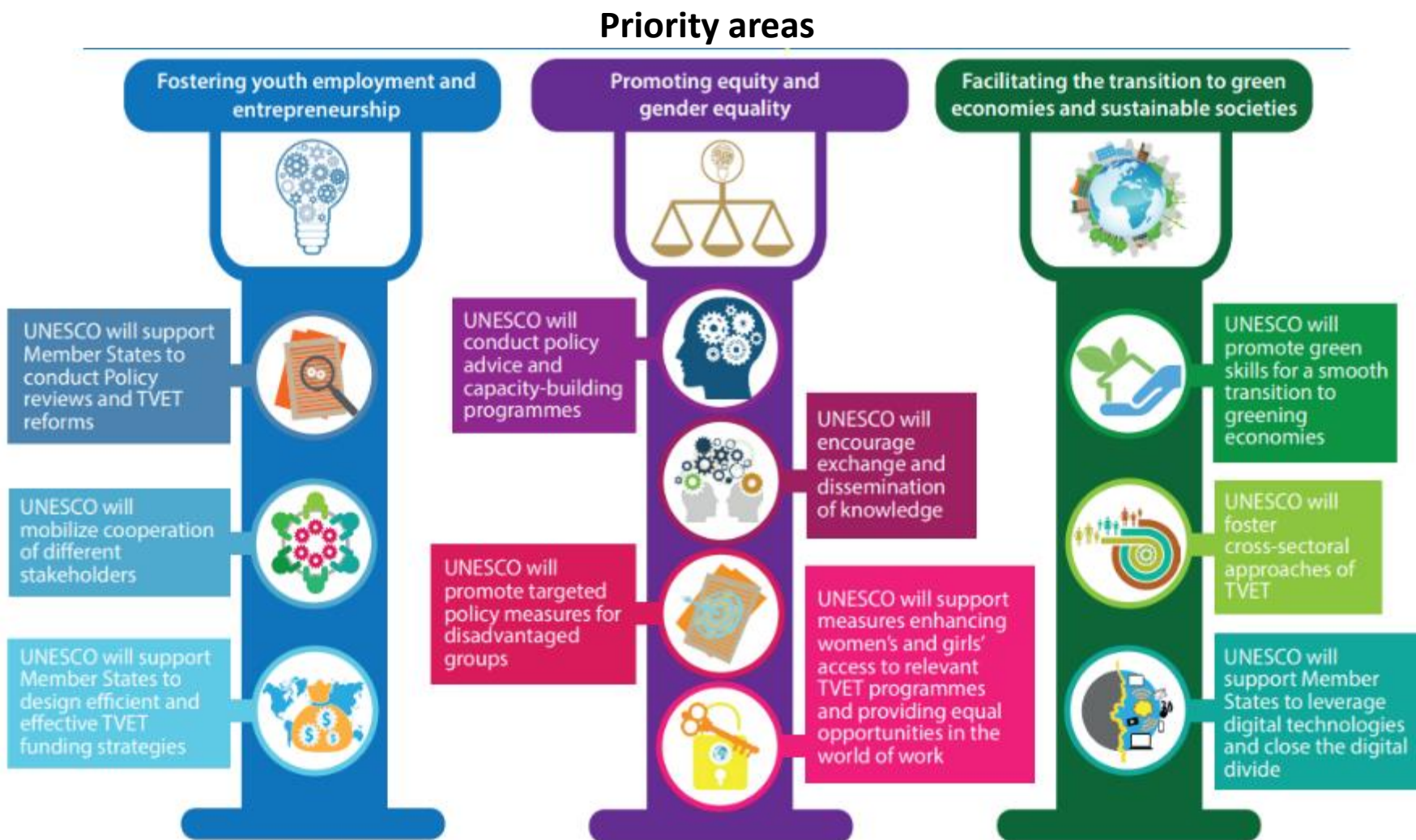
Responding to changing skills needs: (2) Coordination of Global TVET indicators (IAG)

TVET Indicators (concept framework)



Source: Inter-agency group on TVET work on TVET indicators

Responding to changing skills needs: (3) UNESCO Strategy for TVET (2016-21)

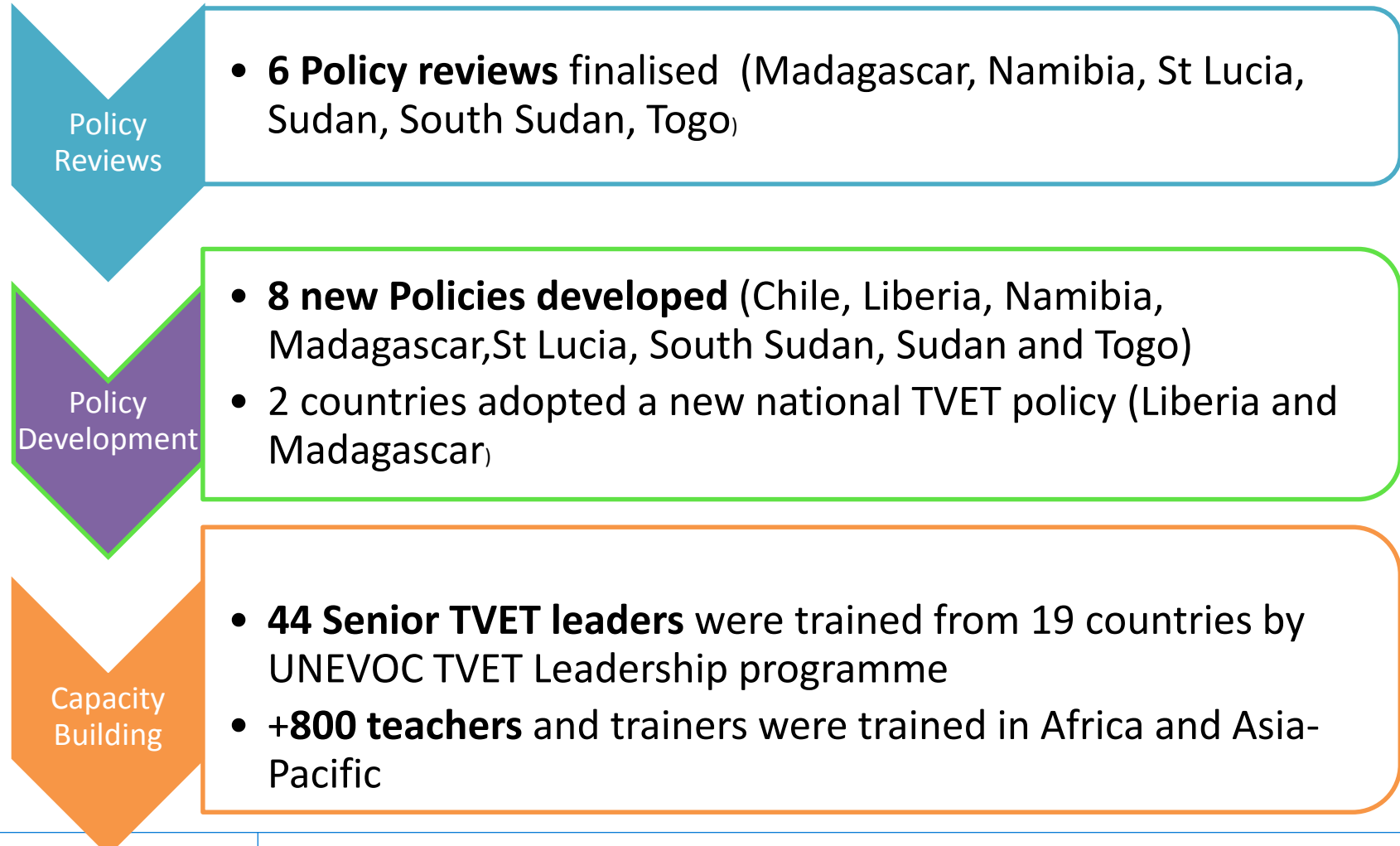


Link: <http://unesdoc.unesco.org/images/0024/002452/245239e.pdf>

Source: UNESCO Strategy for TVET (2016-2021).

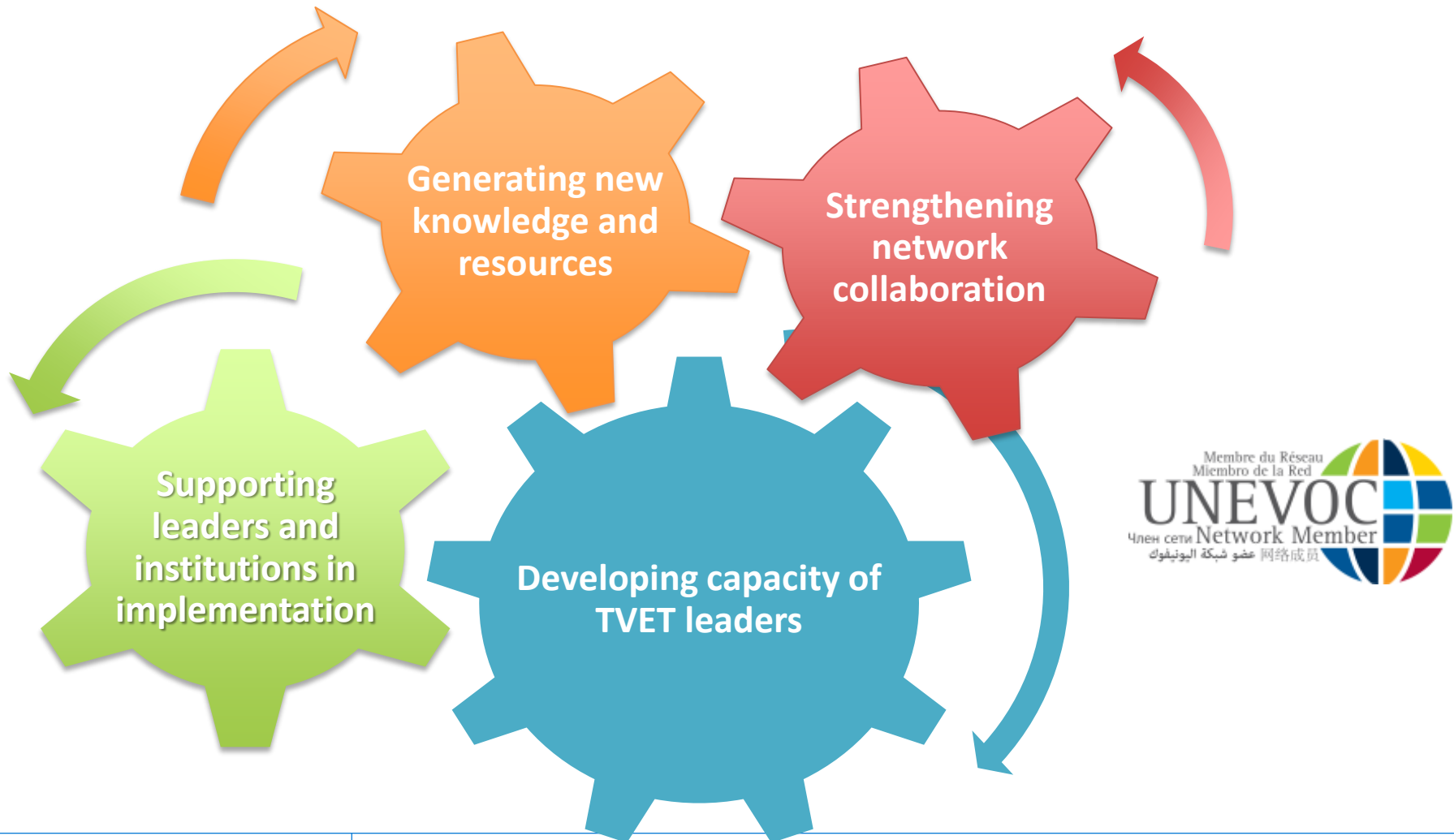
Responding to changing skills needs: **(3) UNESCO Strategy for TVET (2016-21)**

National-level, institutional and professional capacitation



Responding to changing skills needs: **(3) UNESCO Strategy for TVET (2016-21)**

Mobilizing the UNEVOC Network in the Member States



Monitoring the implementation of TVET Recommendations: Reporting & analysis

1. **Consultation with Member States (2015-19)**
2. **Establishment of guidelines for reporting** (legislative and administrative measures)
3. **Survey / Internal consultations**
 - Changing conceptualization of TVET in Member States
 - Overall implementation of the Recommendations
 - Policy areas
 - Reforms and changes to TVET systems and policies; promising practices or initiatives

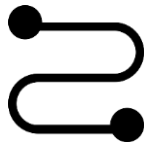
Link: <https://en.unesco.org/themes/skills-work-and-life>

Monitoring the implementation of TVET Recommendations: Dissemination through UNEVOC TVET Country profile/database

TVET Country database



Statistics



Education system



Policies and legislation



Governance and finance



Teachers and trainers



Qualifications and quality assurance



Reform and challenges

Link: <http://www.unevoc.unesco.org/go.php?q=World+TVET+Database>

Monitoring the implementation of TVET Recommendations: Evidence of Practice

Promising Practices share inspiring initiatives that address issues. They highlight:

- ❑ context
- ❑ project and impacts
- ❑ insights into innovative strategies
- ❑ looking forward



Link:

<http://www.unevoc.unesco.org/go.php?q=TVET+Promising+Practices+Database+-+Introduction>



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UNESCO/ UNEVOC International Centre
b.chakroun@unesco.org / s.majumdar@unesco.org / ka.barrientos@unesco.org