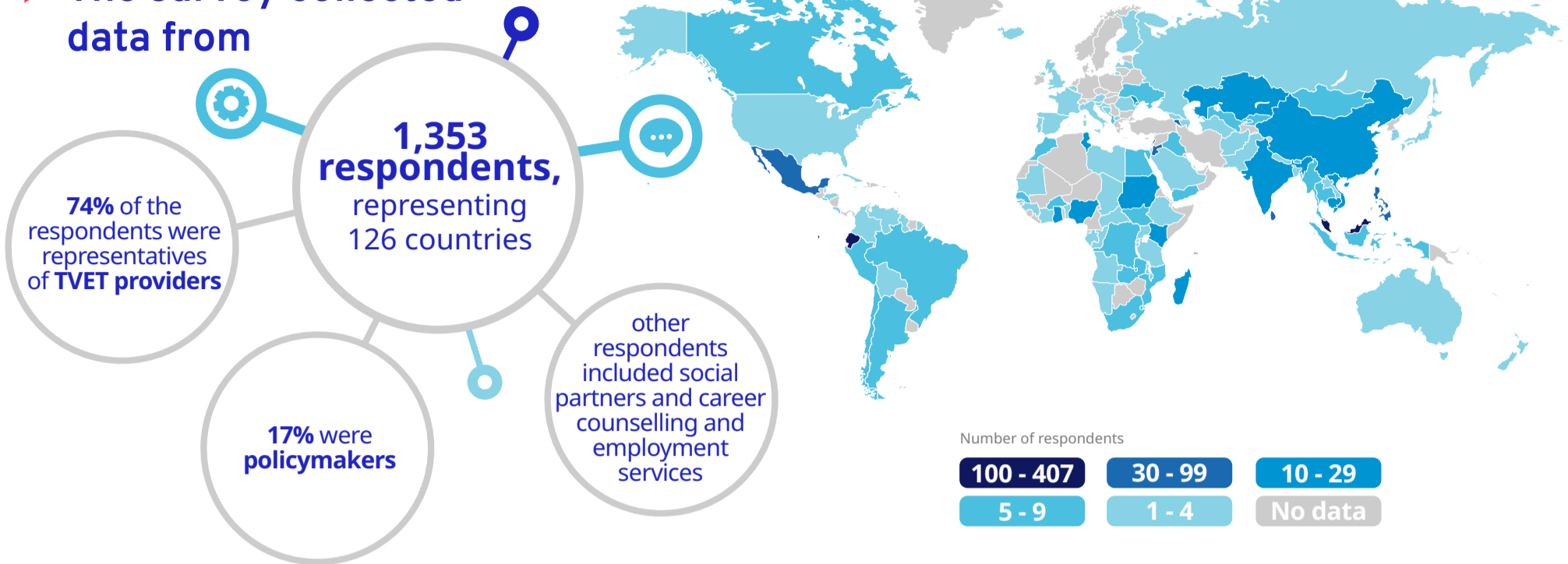
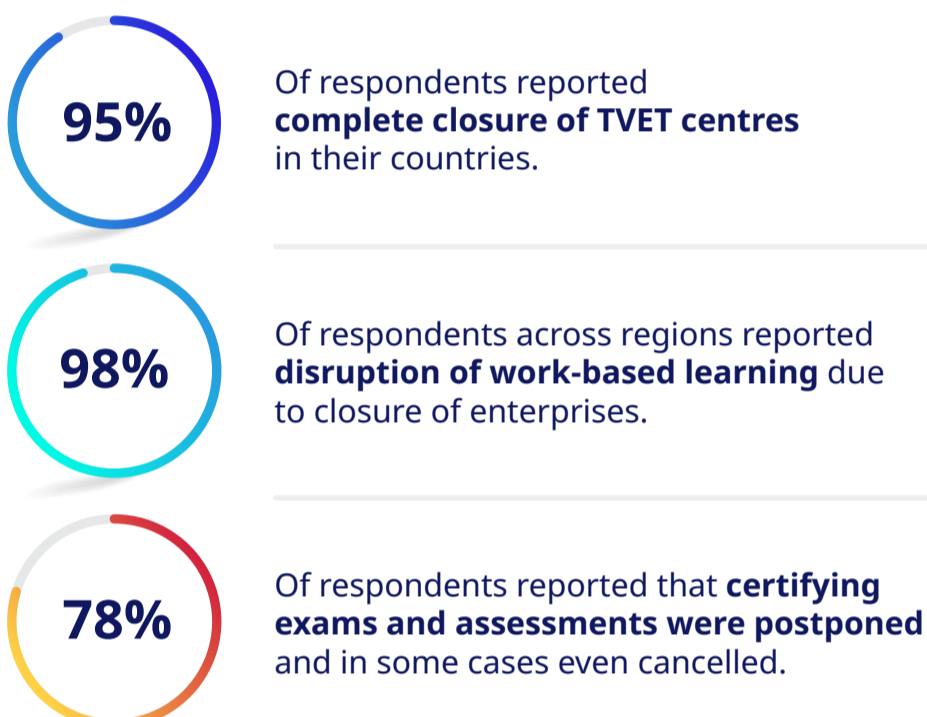


This publication is based on the findings of an interagency survey of the effects of the COVID-19 pandemic on the provision of TVET and skills development, conducted by the ILO in collaboration with the UNESCO and the World Bank between 5 April to 15 May 2020.

► **The survey collected data from**



► **Disruption to TVET programmes due to COVID-19**



**Obstacles faced to ensure continuity in the provision of training to TVET learners:**

- ✗ Lack of general and technological infrastructure.
- ✗ Lack of effective and familiar distance learning platforms.
- ✗ Lack of staff capacity to support distance learning through quality pedagogical resources.
- ✗ Financial resource constraints.

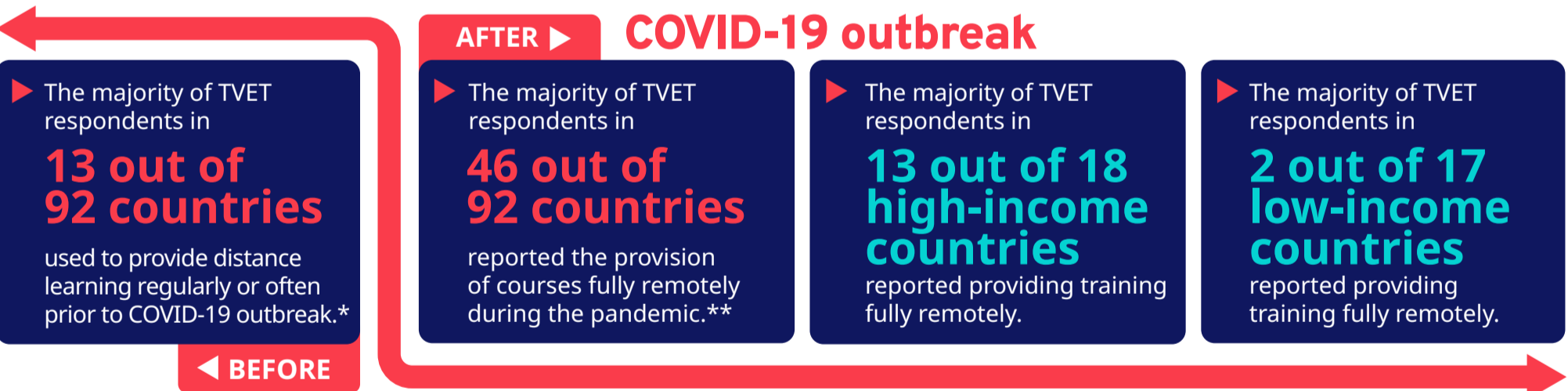
► **Effects of COVID-19 on provision of TVET**



Despite challenges, the findings of this survey show that the **uptake of distance learning solutions has accelerated** since the COVID-19 outbreak in TVET.



While the crisis has triggered a rapid transition to distance education and training in the delivery of TVET, it also **reveals the wide learning gap between countries and societies.**



\*Countries are considered to use distance learning if more than 50% of respondents representing TVET providers reported that they often or regularly used online distance learning before the outbreak of the COVID-19 pandemic. However, this calculation must be interpreted with caution as a third of all countries have only one TVET provider respondent. \*\*A country is considered as providing fully remote training if more than 50% of respondents representing TVET providers reported that they provide remote rather than face-to-face training. However, this calculation must be interpreted with caution as a third of all countries have only one TVET provider respondent.

► **TVET institutional responses to COVID-19**

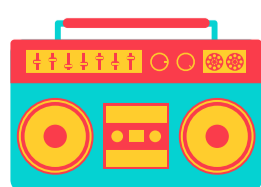
► **Alternative solutions were also introduced to provide practical skills training and conduct assessments amid the crisis...**

**Face-to-Face training and assessment** with precautionary measures (social distancing, wearing a face mask and limiting the number of students on site at the same time).



**Use of existing online platforms and tools**, video tutorials, live video conferences and simulators where possible was reported.

**Use of offline platforms** like national television, distribution of written resources such as self-paced learning guides and learner notes were reported, particularly in many developing countries.



► **The pandemic has created an opportunity to promote and further mobilize human and financial resources for expanding distance learning at a global level...**

**Half of TVET providers** reported that additional resources were committed in their organizations to create new materials, deploy new technologies and/or expand the use of online and offline distance learning.



**Public-Private Partnerships (PPPs) in TVET** were promptly established as part of response measures to the crisis caused by the pandemic.

**Many training programmes, actions and resources** have been developed as an immediate response to the COVID-19 pandemic for the sectors in shortage of labour and skills.

