Skills development in the time of COVID-19
Taking stock of the initial responses in technical and vocational education and training

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.

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.

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.

13 out of 92 countries used to provide distance learning regularly or often prior to COVID-19 outbreak.*

The majority of TVET respondents in 46 out of 92 countries reported the provision of courses fully remotely during the pandemic.**

**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.

13 out of 18 high-income countries reported providing training fully remotely.

2 out of 17 low-income countries reported providing training fully remotely.

Effect of COVID-19 on provision of TVET

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

TVET institutional responses to COVID-19

- The majority of TVET respondents in 13 out of 92 countries used to provide distance learning regularly or often prior to COVID-19 outbreak.
- The majority of TVET respondents in 46 out of 92 countries reported the provision of courses fully remotely during the pandemic.
- The majority of TVET respondents in 13 out of 18 high-income countries reported providing training fully remotely.
- The majority of TVET respondents in 2 out of 17 low-income countries reported providing training fully remotely.

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

- 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.

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

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 off-line distance learning.

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.

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).

Disruption to TVET programmes due to COVID-19

The majority of TVET respondents in 95% of the respondents were representatives of TVET providers.

17% were policymakers.

Other respondents included social partners and career counselling and employment services.

The survey collected data from 1,353 respondents, representing 126 countries.

94% of the respondents were representatives of TVET providers.

13% were policymakers.

Other respondents included social partners and education and training providers.

The majority of TVET respondents in 89% of the respondents were representatives of TVET providers.

17% were policymakers.

Other respondents included social partners and education and training providers.

The survey collected data from 1,353 respondents, representing 126 countries.

Of respondents reported complete closure of TVET centres in their countries.

Of respondents across regions reported disruption of work-based learning due to closure of enterprises.

Of respondents reported that certifying exams and assessments were postponed and in some cases even cancelled.

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