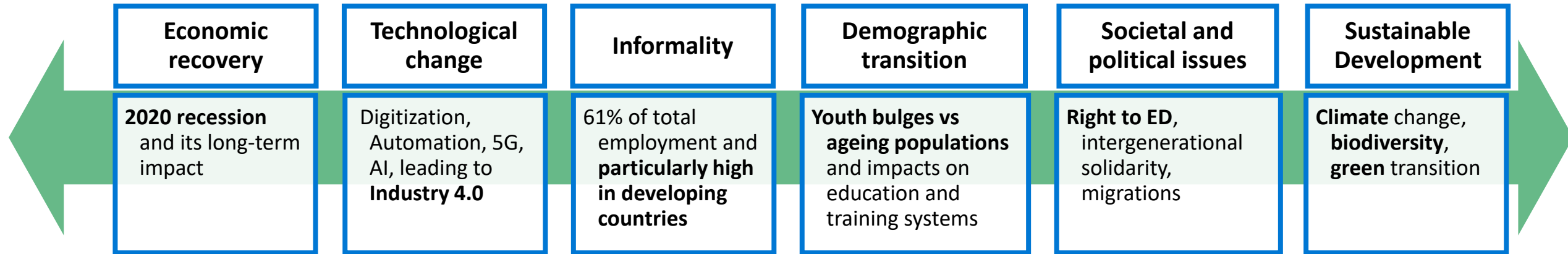


Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems, UNESCO

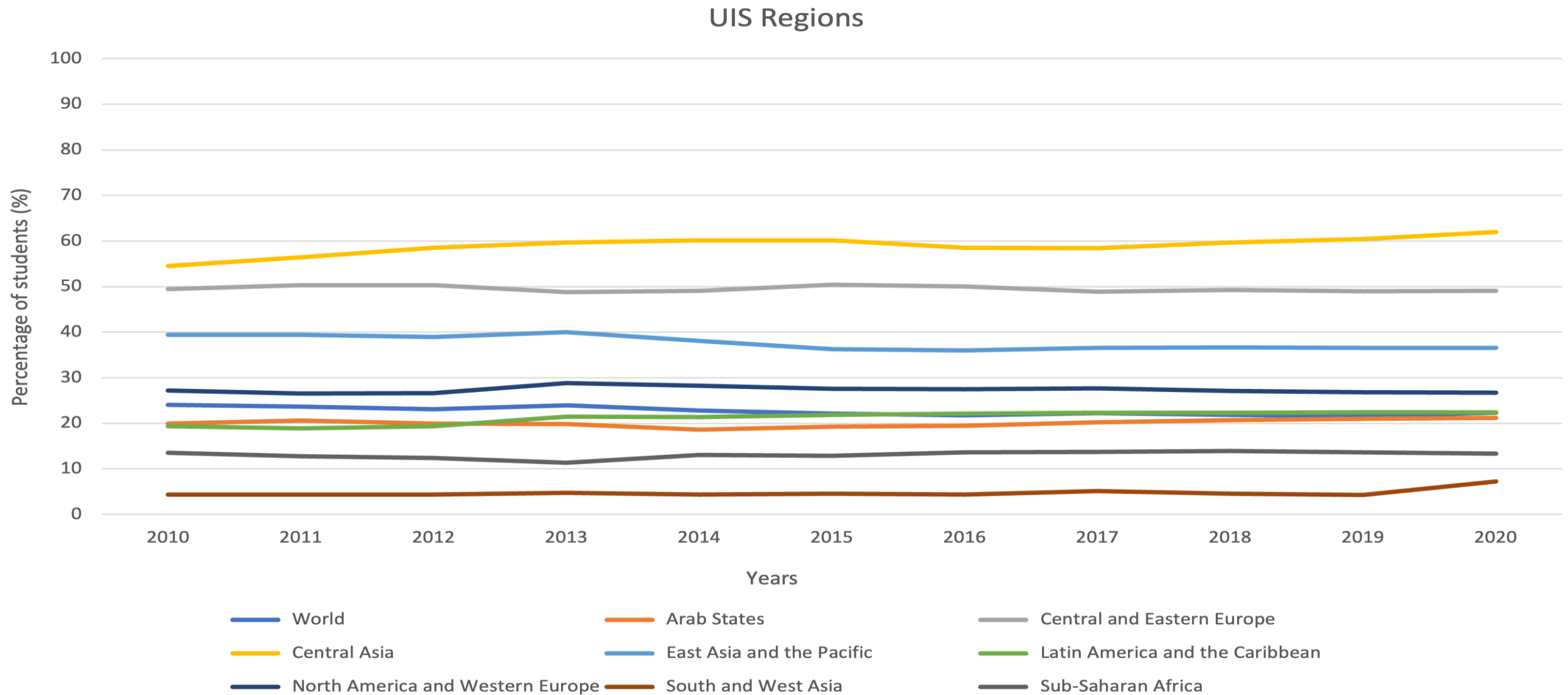


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The world of work in **Multiple Transitions**



Share of All Students in Upper Secondary Education Enrolled in Vocational Programs



Source: UIS

Expanding understanding of TVET: Skilling, reskilling, upskilling

100 M

Coursera training programmes beneficiaries

19 countries, X M

Luban Workshops (China International TVET) participating countries

30 M

IBM Skills Build Objective by 2030

1.5 M

Huawei Skills Programmes Beneficiaries

1 M

ERICSSON Skills Programme

Expanding understanding of TVET: US Credentialing landscape as benchmark?

967 734

Unique credential

359 713

Post-secondary education degree and certificates

9390

Course completion certificates, micro-credentials, and online degrees from foreign universities

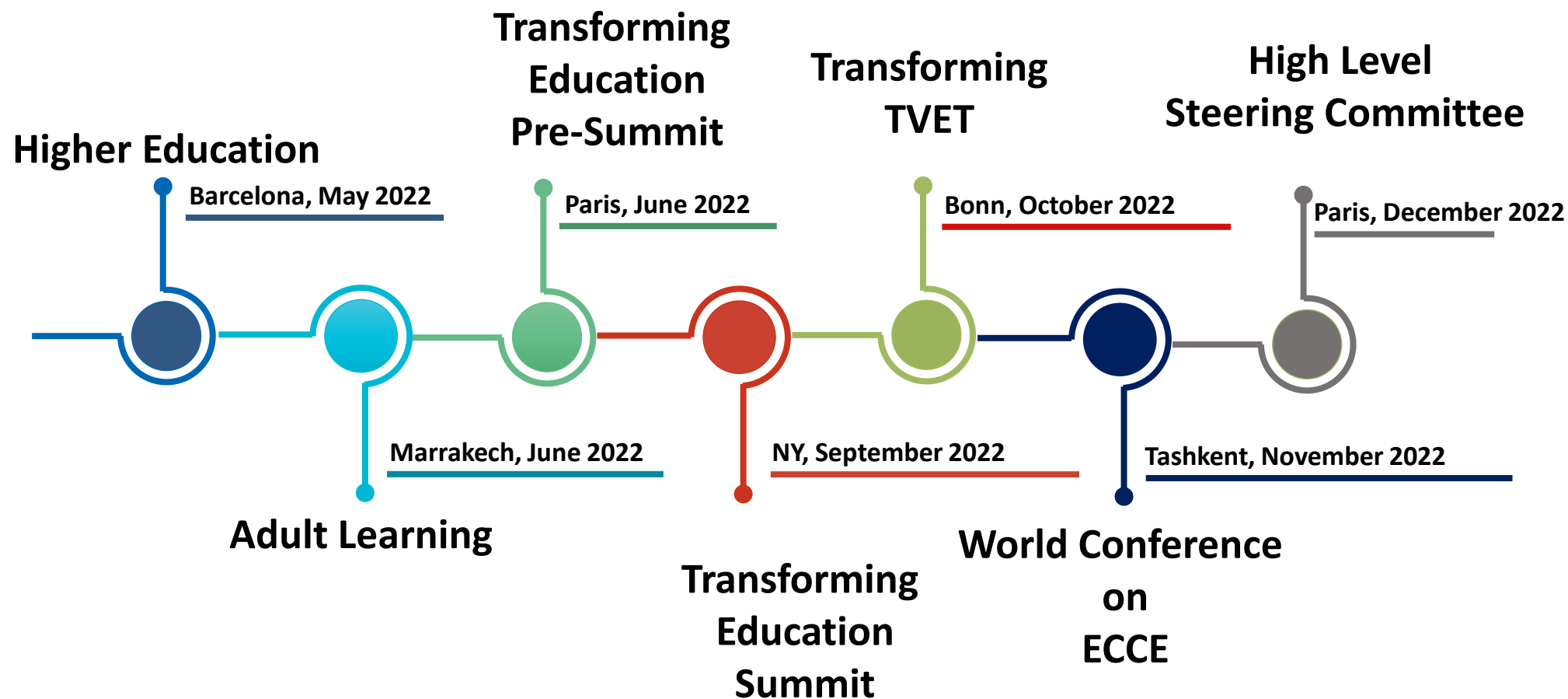
549,712

Non-academic providers badges, course completion certificates, licenses, certifications, and apprenticeships

48,919

Diplomas from public and private secondary schools

Transformation and Lifelong Learning as Common Narrative



Series of Inter-Governmental Conference on Education Transformation within a Lifelong Learning Perspective

Vision Statement of the Secretary-General on Transforming Education



Transforming Education: An urgent political imperative for our collective future

First and foremost, this calls for education systems to embrace the concept of life-long learning, with more flexible pathways and financial policy incentives to allow people to re-engage with education systems several times throughout their lives. Different avenues should be made available including non-formal routes, catch-up and bridging programs, accelerated learning, and the use of digital platforms.

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National Statements of Commitment
to Transforming Education

**65 Considered
Vocational Education
as priority to better
prepare learners for
future jobs**



Importance of TVET

- 1. **G20 Indonesia:** We emphasise the importance of cultivating relevant skills in tertiary or higher education, and technical and vocational education and training through learning and training programmes that are developed and implemented in collaboration with industries, partners and other stakeholders
- 2. **OECD Ministerial:**
Strengthen the evidence base on links between skills development, thriving economies and equitable and inclusive societies
Support countries to better integrate the world of learning with the world of work in education, training, upskilling and reskilling
- 3. **ADEA Triennale (Africa):** Skills development is a key factor in reducing unemployment and improving employability; increasing productivity and competitiveness; reducing poverty and exclusion; strengthening innovation; and attracting investment

Common Denominators but difference in dosage



- 1. The knowledge, skills, **attitudes and values** TVET system should enable
- 2. Anticipating skills needs for a successful twin transitions (Digital & green) **within democratic societies**
- 3. Empowering and supporting individuals to skill, un-skill, reskill and upskill **within changing contexts**
- 4. Promoting **whole-of-government** policies and partnerships with employers, youth, communities and civil society.

Old and new tensions



- 1. Reduce number of qualifications/boarder qualifications Vs Micro-credentials
- 2. Strengthening links between IVET & CVET Vs blurring boundaries with General Education
- 3. Foundational, Transversal Skills/Citizenships Skills Vs Occupational Skills
- 4. Individual Expectations Vs Systems Expectations: Survey data from 2018 shows that more than half of teenagers around the world plan on working in just ten occupations and that career aspirations are heavily shaped by socio-economic status, gender and migrant background.



Some key concepts– shaping narrative

Growing recognition of personalized **learning pathways**

Diverse and **new learning spaces** are emerging such as digital

The **integration of digital technology** into all kind of teaching and learning spaces. Such integration has **further accelerated** during the COVID-19 crisis.

Rising awareness that the TVET challenge has to be tackled within a **sector-wide approach** across all sub-sectors and across all age groups

Programmes with **multi-modal and blended ways** of teaching and learning

Higher TVET **as way to attract and respond including** to enable participation of vulnerable and excluded groups



Equity and Inclusion imperatives of TVET

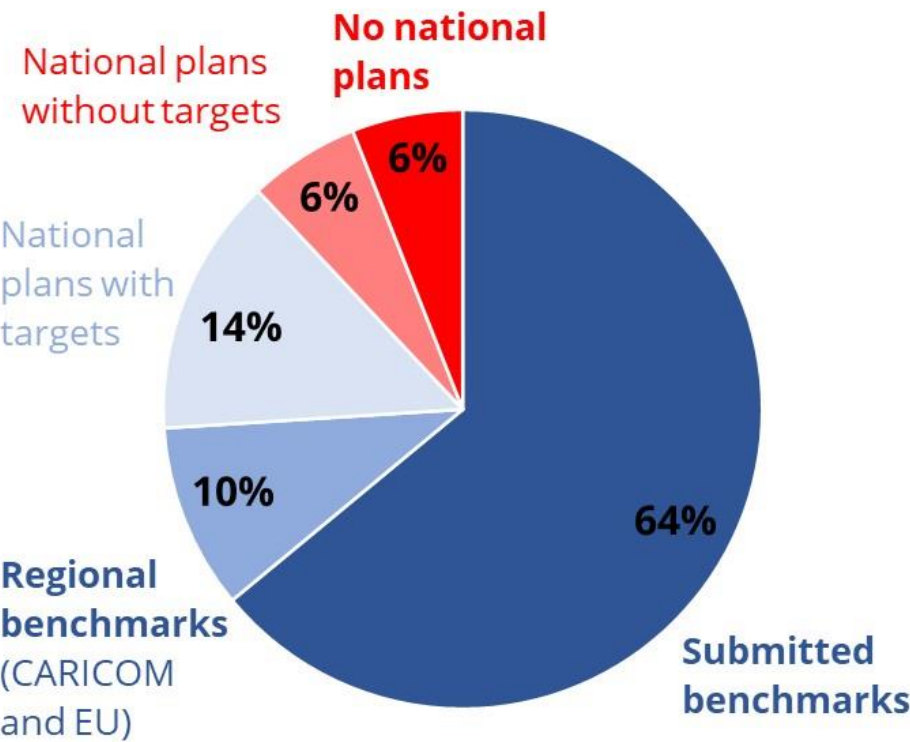
→ 1. More equitable TVET opportunities

→ 2. Aligning resources with the needs of learners

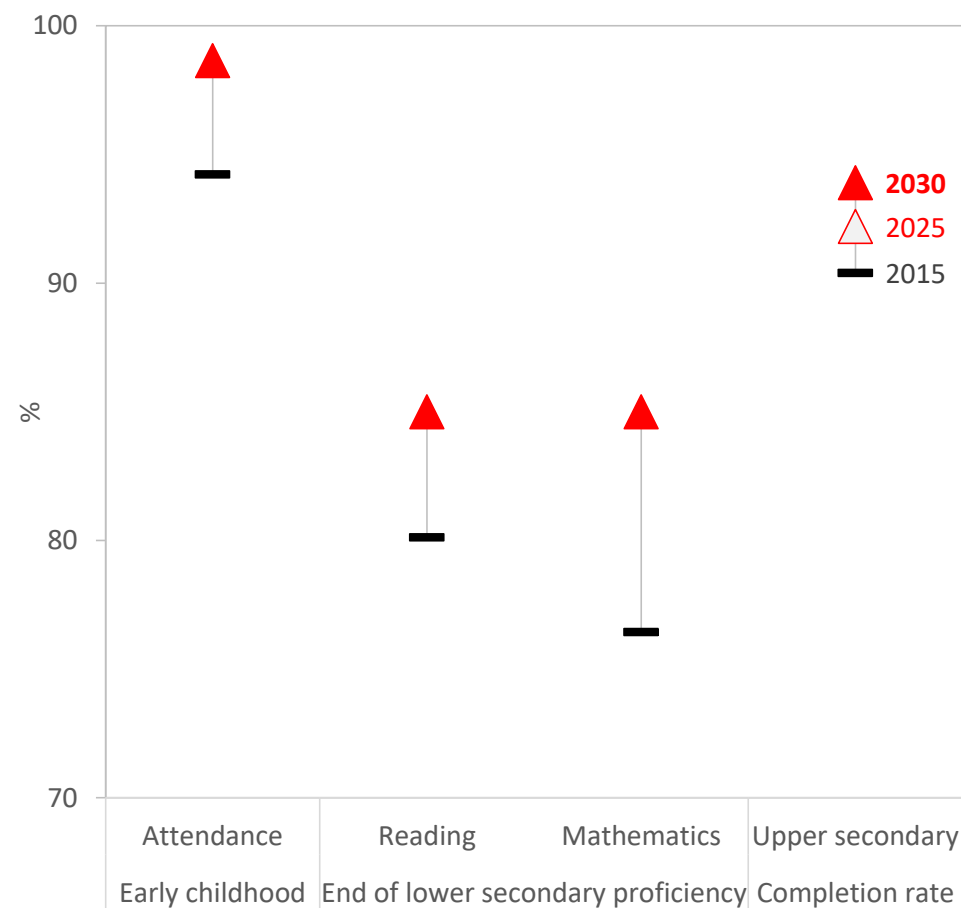
→ 3. Equity and inclusion within a lifelong learning and whole-of-person perspective

Benchmark country coverage and implications for 2030

Benchmarks coverage, world



Benchmarks, Europe and North America, selected indicators



UNESCO's 3 proposed Strategic Priorities and policy mix for futures of TVET



1

Developing Skills for
INDIVIDUALS to
Learn, work and Live



2

Developing Skills for
inclusive and
sustainable
ECONOMIES



3

Developing Skills
for Inclusive and
peaceful **SOCIETIES**

- Building **flexible lifelong learning pathways**
- Developing **targeted measures for Inclusion and Gender Equality**

- **Identifying skills** required for the transition to **digital and green economies**
- Delivering **TVET to address youth employment and meet demands for Digital and Green transitions** at the workplace, on-line and other learning setting
- **Enhancing STEM skills** and fostering **entrepreneurial and 21st century skills**
- **Supporting Teaching workforce** and TVET institutions to foster quality, innovation, excellence
- **Reinforcing Governance** and unlocking investment

- **Integrating Rights-based education** for global and participatory citizenship
- **Promoting TVET institutions** as places for **social integration, cohesion and green citizenship**

Thank you

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