Online Conference

Bridging Asia-Pacific and Europe: New Qualifications and Competencies in TVET

27-28 April 2021
New qualifications and competencies – a continuous challenge and opportunity for TVET systems
April, 28, 2021
Prof. Dr. Dieter Euler
Overview

1. Everything remains – but different: Why is the topic important?
2. Maintaining TVET systems responsive and agile: What are the key challenges?
3. Framework of investigation: How to tackle the challenges?
4. From knowing to taking action …
Everything remains – but different:
Innovation in new pace …

44 years

25 years

15 years

Innovation in old days …

Innovation these days …

7 years

95 per cent
Everything remains – but different: Preparing people for a fast-changing world …

**Key question:**
What are the new qualifications and competences people need to be prepared for a VUCA world?
Everything remains – but different: Changing world of work…

- Creative Work
  - Routine Work done by people
  - Routine Work done by machines

in more developed economic sectors

in less developed economic sectors

High-skilled occupations
Skilled occupations
Semi-skilled jobs
Unskilled jobs
Maintaining TVET systems responsive and agile: What are the key challenges?

- How can NQCs be integrated timely into curricula and other standards in TVET?
- How can NQCs be implemented in TVET schools, companies and other training providers?
- How can NQCs people need to be prepared for a VUCA world be identified?
Framework of investigation:
How to tackle the challenges?

Assumptions:

1. There are a lot of good (and bad) practices to learn from …

2. Any practices are bound to frame conditions – transfer into own country context requires adaptation to new circumstances …

3. Identification, integration and implementation of NQCs can be supported by stakeholders on different levels of the TVET system …
### Framework of investigation:
How to tackle the challenges?

<table>
<thead>
<tr>
<th>New qualifications and competencies (NQC)</th>
<th>Macro-level: Governance (e.g. ministries)</th>
<th>Meso-level: Advocacy (e.g. BMO, trade unions, NGOs, etc.)</th>
<th>Micro-level: Delivery (e.g. schools, companies, other TVET providers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinctive frame conditions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinctive frame conditions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinctive frame conditions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Framework of investigation: How to tackle the challenges?

(Selected) Frame conditions:
- Curriculum development process government or stakeholder-led?
- Standardization of the curr. dev. Process high/low?
- Curricula phrased in broad or detailed terms?
- Trust into curricula by labour market stakeholders high/low?
- Capacity of meso-level stakeholders to engage in curriculum development high/low?

<table>
<thead>
<tr>
<th>New qualifications and competencies (NQ)</th>
<th>Macro-level: Governance (e.g. ministries)</th>
<th>Meso-level: Advocacy (e.g. SMG, trade unions, NGOs, etc.)</th>
<th>Micro-level: Delivery (e.g. schools, companies, other TVET providers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinctive frame conditions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinctive frame conditions:</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Framework of investigation: How to tackle the challenges?

Potential contributions of meso-level stakeholders:
• Engage and share experiences in curriculum development committees
• Increase capacities and professionalism in dealing with curriculum development issues
• Consider establishment of expertise on sector or branch level
• Reflect on interplay between formal qualifications and complementary ways of acquiring credentials
From knowing to taking action …

Transfer as adaptation of knowledge to country frame conditions
Online Conference

Bridging Asia-Pacific and Europe: New Qualifications and Competencies in TVET

27-28 April 2021