

UNESCO Strategy for TVET 2022-2029

"Transforming TVET for Successful and Just Transitions"

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New Strategy for TVET 2022-2029: Context and Rationale

- The **title** of this new strategy: “**Transforming TVET for Successful and Just Transitions**”
- The strategy is **responsive** to the current global context and provides strong **impetus for the continuation of existing internationally agreed goals and calls for an integrated approach to development** aiming at:
 - **Eradicating poverty** in all its forms and dimensions
 - **Combating inequality** within and among countries
 - **Preserving the planet**
 - **Promoting inclusive and sustainable economic growth**
 - **Achieving full and productive employment** and decent work for all
 - **Ensuring full gender equality** and fostering **social inclusion**
- In the new strategy, increased **attention** goes to:
 - **Africa**
 - **Small Island Development States (SIDS)**
 - **Gender**
 - Partnership with the **private sector**

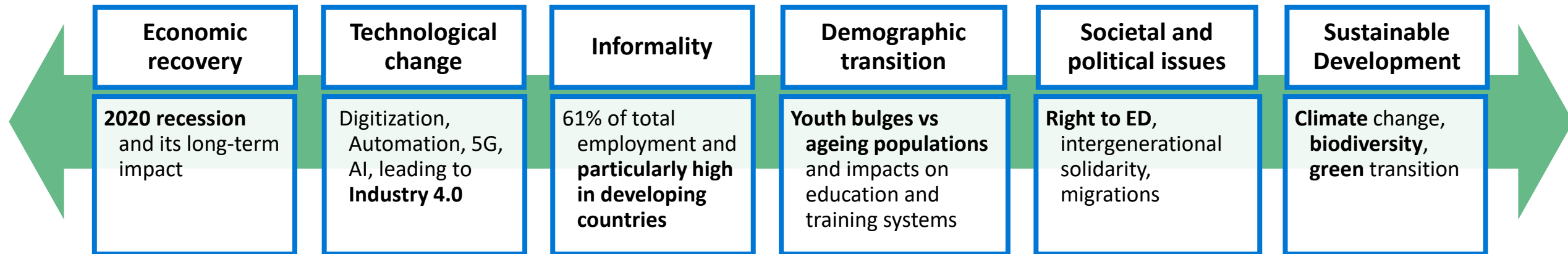


The ***new Strategy for TVET (2022-2029)*** is aligned to, and in support of the call from UNESCO in 2021 for a “***new social contract needed to repair injustices while transforming the Future of Education***”

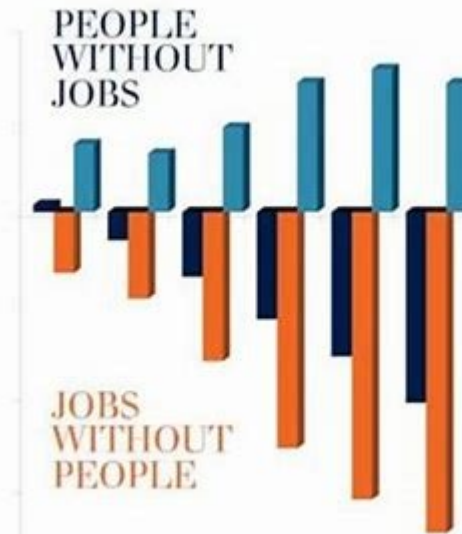
The world of work in **Multiple Transitions**

TVET is at the **interface between education and the world of work**, and is expected to **facilitate the insertion of young people and adults into the labour market, and their career progression**

The new TVET strategy recognizes the need to respond with an inclusive and proactive approach to **6 key interconnected dimensions**:



Complex labour markets



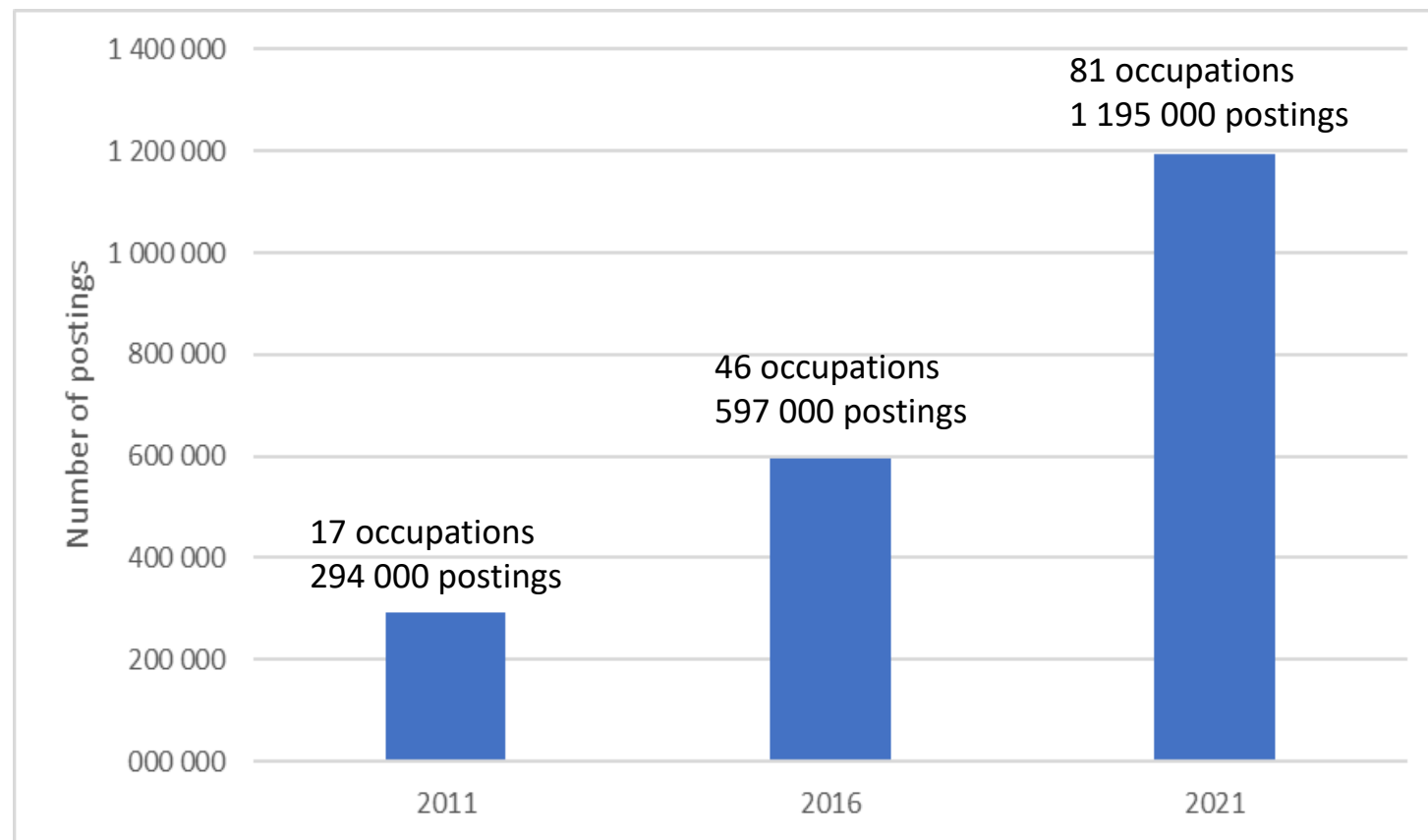
Digitalisation and the impact on the demand for skills

Digital skills demanded in online job postings and their future projected growth

Skill Area	Postings (last 12 mos)	Projected 5-Year Growth
Software Dev Methodologies	634,660	35%
Cloud Technologies	462,963	28%
Proactive Security	373,123	39%
IT Automation	282,380	59%
AI & ML	197,810	71%
Connected Technologies	68,313	104%
NLP	36,941	41%
Fintech	35,667	96%
Parallel Computing	11,056	17%
Quantum Computing	2,718	135%

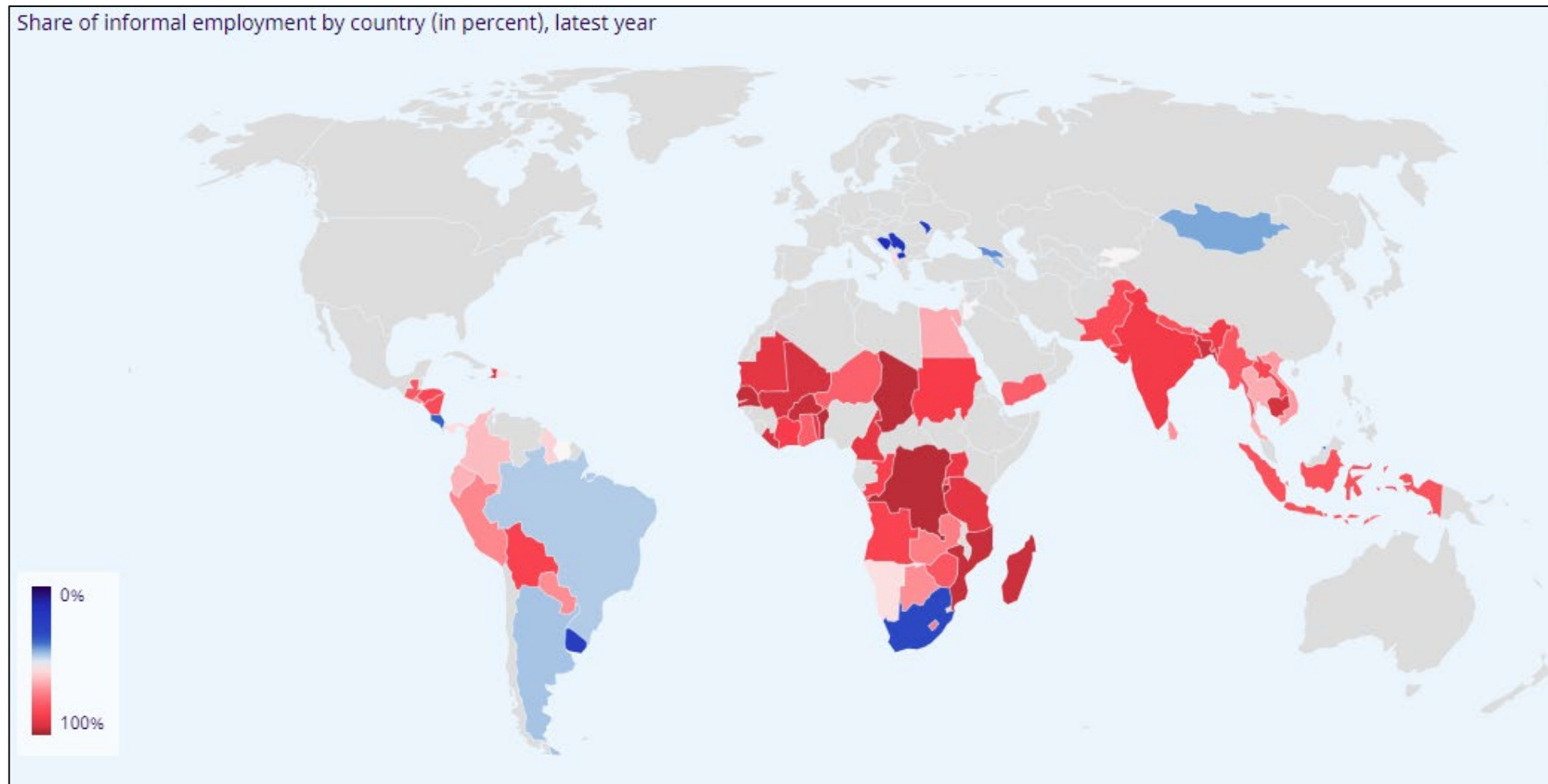
Source: Burning Glass Institute

Online job postings requiring data science/mining/analytics



Source: Burning Glass Institute

Informal employment in developing countries, latest available year

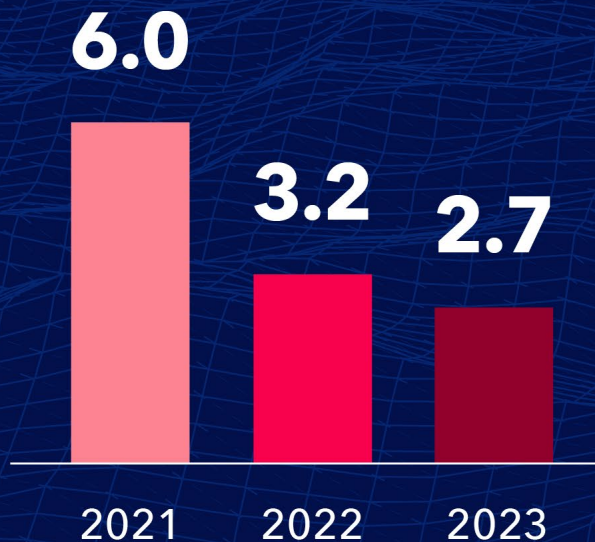


Source: ILOStat

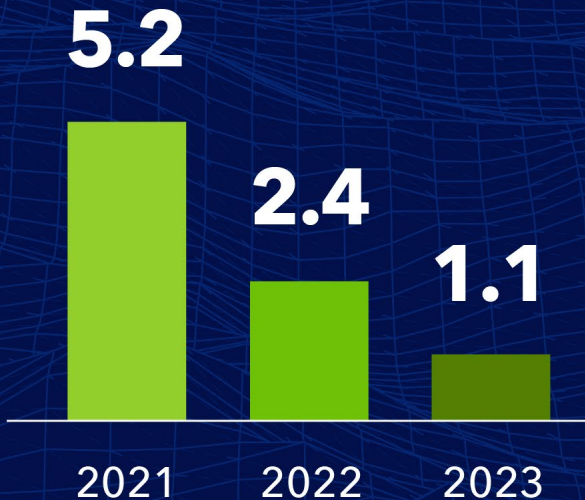
WORLD ECONOMIC OUTLOOK OCTOBER 2022

GROWTH PROJECTIONS

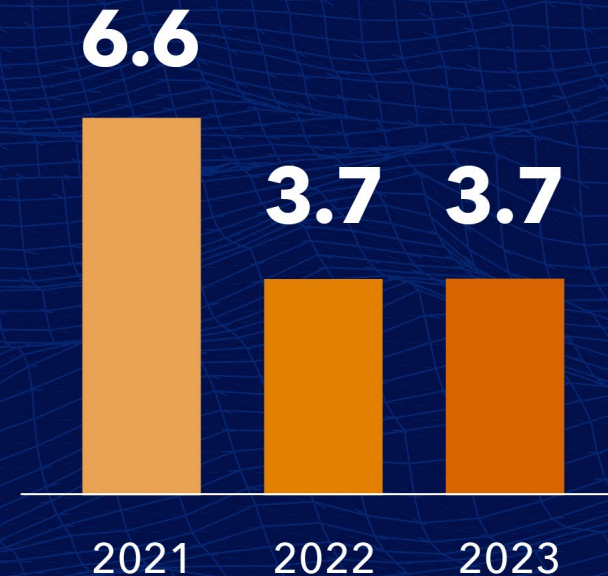
**GLOBAL
ECONOMY**



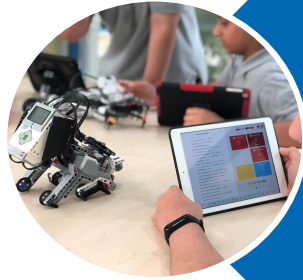
**ADVANCED
ECONOMIES**



**EMERGING MARKET &
DEVELOPING ECONOMIES**



A **renewed ambition**
for “Transforming
TVET for Successful
and Just Transitions”:



Drive the Global TVET agenda

Generate a global momentum for TVET
Contribute to the post-COVID-19 social and economic recovery,
Transforming Education Summit and
Accelerate progress towards SDG4



Build a common vision

Transform labour markets, economies, and societies



Reposition TVET

TVET should be a **pathway for individuals to live**, a catalyst towards
sustainable economies, and a vector of social justice

UNESCO's 3 proposed **Strategic Priorities**



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**

Cross-cutting interventions: 4 Levers

National, regional and global policy learning

- **Supporting situational analyses of TVET policy**, including TVET policy reviews , **and policy development**
- Supporting the **emergence of regional TVET agendas**
- **Creating a repository of TVET policies and strategies**, including their monitoring and evaluation
- Expanding **regional policy dialogue platforms** and accelerating implementation of **regional initiatives**
- **Extrabudgetary projects** will be continued and expanded (CapED, BEAR...)

Data collection, research and analysis

- **Collecting and analysing data** on TVET programmes and their outcomes
- Develop a **framework of key indicators** with the UNESCO Institute for Statistics (UIS) to improve the ability of Member States to monitor progress towards SDG4
- Promote **ethical and effective use of data** in the governance, management and delivery of education and skilling initiatives

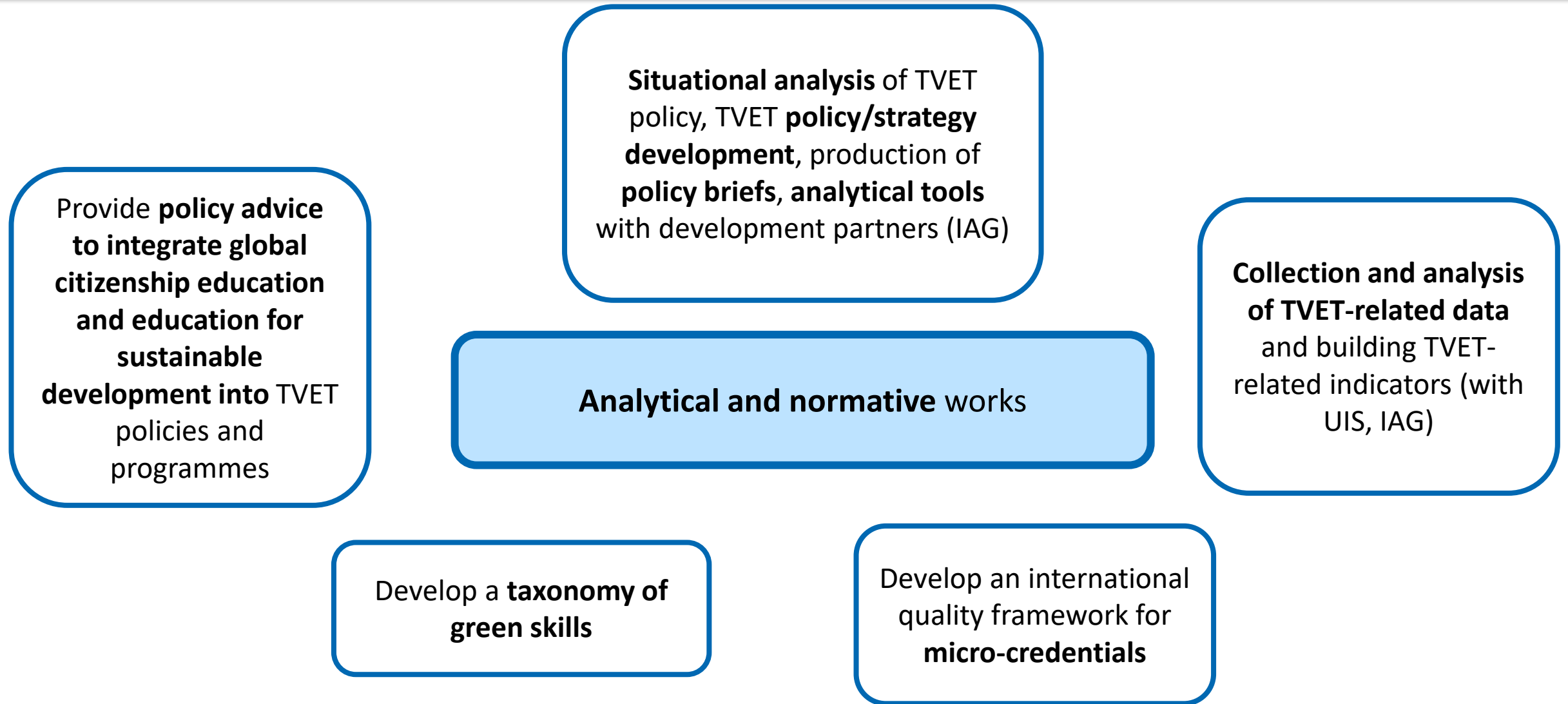
Normative instruments

- The *Convention on Technical and Vocational Education* (1989)
- **The Recommendation Concerning Technical and Vocational Education (2015)**
- 1960 *Convention against Discrimination in Education*,
- 1966 *Recommendation concerning the Status of Teachers*
- 1997 *Recommendation concerning the Status of Higher-Education Teaching Personnel*
- 2015 *Recommendation on Adult Learning and Education*
- 2019 *Global Convention on Higher Education*.

Network and partnerships

- Inter-Agency Group on Technical and Vocational Education and Training (**IAG-TVET**)
- The **Teacher Task Force** (TTF)
- The **UNEVOC Network**
- The Global Education Coalition (GEC), the **Global Skills Academy (GSA)** and the Broadband Commission

Axes of action and types of interventions



Axes of action and types of interventions

Capacity development for the **training of TVET teachers**, incorporating **digital and hybrid learning**

Technical assistance to MSs to perform **assessments of skills demand** (skills intelligence, job market analyses)

Policy and technical advice for the **design of new forms of certification, qualifications and competencies for learners**

Train **decision makers, policy officers, TVET leaders and managers**

Capacity development and Technical support to Member States

Technical and policy advice for **building systems of recognition and validation of non-formal and informal learning**

Renewal of **TVET curricula, trainings, skills and pedagogies**

Support countries in **greening TVET systems** (greening curricula and credentials, green campuses, teachers training)

Integrate **rights-based education and lifelong learning for global citizenship** in TVET policies and programmes

Axes of action and types of interventions

Conduct **global and regional conferences**

Facilitate **policy dialogue opportunities with MSs**, as well as the development of analytical pieces and workshops

Advocacy & Partnership

Mobilize private sector to provide training on digital skills development for youth and adults (leveraging the Global Skills Academy)

Create **stakeholders' platforms facilitating private sector's participation**

Leveraging international cooperation through **Inter-Agency group for TVET (IAG-TVET)**

Setting **ambitious** Targets

Quantitative results
(to be refined and monitored regularly)

80

Countries
(including 36 in Africa
and 8 SIDS) will be
supported to develop or
implement **policies and
strategies** on skills
development

80

Countries (including 36
in Africa and 8 SIDS) will
be supported to scale up
STEM education

10 M

**Young people (50% girls &
women)** will be equipped
with **digital and other
relevant skills** on TVET
through the Global Skills
Academy

A set of **frameworks and tools** will
be developed, including:

- **Global quality framework on micro-credentials**
- **World reference levels of learning outcomes**
- **Taxonomy of digital skills** for work and life and of **green skills**
- **Global tracker of skills programmes**

Transversal focus on **equitable and gender-sensitive interventions**

Thank you

Learn more: www.unesco.org/education

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