UNESCO Strategy for TVET 2022-2029
"Transforming TVET for Successful and Just Transitions"

25 October 2022

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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**

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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”**
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**:

<table>
<thead>
<tr>
<th>Economic recovery</th>
<th>Technological change</th>
<th>Informality</th>
<th>Demographic transition</th>
<th>Societal and political issues</th>
<th>Sustainable Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2020 recession and its long-term impact</strong></td>
<td>Digitization, Automation, 5G, AI, leading to Industry 4.0</td>
<td>61% of total employment and particularly high in developing countries</td>
<td>Youth bulges vs ageing populations and impacts on education and training systems</td>
<td>Right to ED, intergenerational solidarity, migrations</td>
<td><strong>Climate change, biodiversity, green transition</strong></td>
</tr>
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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**.
Complex labour markets
Digitalisation and the impact on the demand for skills

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

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Postings (last 12 mos)</th>
<th>Projected 5-Year Growth</th>
</tr>
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<tbody>
<tr>
<td>Software Dev Methodologies</td>
<td>634,660</td>
<td>35%</td>
</tr>
<tr>
<td>Cloud Technologies</td>
<td>462,963</td>
<td>28%</td>
</tr>
<tr>
<td>Proactive Security</td>
<td>373,123</td>
<td>39%</td>
</tr>
<tr>
<td>IT Automation</td>
<td>282,380</td>
<td>59%</td>
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<tr>
<td>AI &amp; ML</td>
<td>197,810</td>
<td>71%</td>
</tr>
<tr>
<td>Connected Technologies</td>
<td>68,313</td>
<td>104%</td>
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<tr>
<td>NLP</td>
<td>36,941</td>
<td>41%</td>
</tr>
<tr>
<td>Fintech</td>
<td>35,667</td>
<td>90%</td>
</tr>
<tr>
<td>Parallel Computing</td>
<td>11,056</td>
<td>17%</td>
</tr>
<tr>
<td>Quantum Computing</td>
<td>2,718</td>
<td>135%</td>
</tr>
</tbody>
</table>

Source: Burning Glass Institute

Online job postings **requiring data science/mining/analytics**

- **81 occupations** (1,195,000 postings)
- **46 occupations** (597,000 postings)
- **17 occupations** (294,000 postings)

Source: Burning Glass Institute
Informal employment in developing countries, latest available year

Share of informal employment by country (in percent), latest year

Source: ILOStat
GROWTH PROJECTIONS

GLOBAL ECONOMY

- 2021: 6.0
- 2022: 3.2
- 2023: 2.7

ADVANCED ECONOMIES

- 2021: 5.2
- 2022: 2.4
- 2023: 1.1

EMERGING MARKET & DEVELOPING ECONOMIES

- 2021: 6.6
- 2022: 3.7
- 2023: 3.7

INTERNATIONAL MONETARY FUND
New UNESCO Strategy for TVET 2022-2029

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

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

Section of Youth, Literacy and Skills Development (YLS)
UNESCO’s 3 proposed Strategic Priorities

1. Developing Skills for INDIVIDUALS to Learn, work and Live
   - Building flexible lifelong learning pathways
   - Developing targeted measures for Inclusion and Gender Equality

2. Developing Skills for inclusive and sustainable ECONOMIES
   - 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 settings
   - 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

3. Developing Skills for Inclusive and peaceful SOCIETIES
   - Integrating Rights-based education for global and participatory citizenship
   - Promoting TVET institutions as places for social integration, cohesion and green citizenship

Section of Youth, Literacy and Skills Development (YLS)
### Cross-cutting interventions: 4 Levers

<table>
<thead>
<tr>
<th>National, regional and global policy learning</th>
<th>Data collection, research and analysis</th>
<th>Normative instruments</th>
<th>Network and partnerships</th>
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<tr>
<td>• Supporting situational analyses of TVET policy, including TVET policy reviews, and policy development</td>
<td>• Collecting and analysing data on TVET programmes and their outcomes</td>
<td>• The Convention on Technical and Vocational Education (1989)</td>
<td>• Inter-Agency Group on Technical and Vocational Education and Training (IAG-TVET)</td>
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<td>• Supporting the emergence of regional TVET agendas</td>
<td>• 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</td>
<td>• The Recommendation Concerning Technical and Vocational Education (2015)</td>
<td>• The Teacher Task Force (TTF)</td>
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<td>• Creating a repository of TVET policies and strategies, including their monitoring and evaluation</td>
<td>• Promote ethical and effective use of data in the governance, management and delivery of education and skilling initiatives</td>
<td>• 1960 Convention against Discrimination in Education,</td>
<td>• The UNEVOC Network</td>
</tr>
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<td>• Expanding regional policy dialogue platforms and accelerating implementation of regional initiatives</td>
<td></td>
<td>• 1966 Recommendation concerning the Status of Teachers</td>
<td>• The Global Education Coalition (GEC), the Global Skills Academy (GSA) and the Broadband Commission</td>
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<td>• Extrabudgetary projects will be continued and expanded (CapED, BEAR...)</td>
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<td>• 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel</td>
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<td>• 2015 Recommendation on Adult Learning and Education</td>
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<td>• 2019 Global Convention on Higher Education.</td>
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Axes of action and types of interventions

**Analytical and normative works**

- Situational analysis of TVET policy, TVET policy/strategy development, production of policy briefs, analytical tools with development partners (IAG)
- Collection and analysis of TVET-related data and building TVET-related indicators (with UIS, IAG)
- Develop a taxonomy of green skills
- Develop an international quality framework for micro-credentials

Provide policy advice to integrate global citizenship education and education for sustainable development into TVET policies and programmes.
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
- Technical and policy advice for building systems of recognition and validation of non-formal and informal learning
- Integrate rights-based education and lifelong learning for global citizenship in TVET policies and programmes
- Support countries in **greening TVET systems** (greening curricula and credentials, green campuses, teachers training)
- Renewal of TVET curricula, trainings, skills and pedagogies
- Train decision makers, policy officers, TVET leaders and managers
- **Capacity development and Technical support** to Member States
- Section of Youth, Literacy and Skills Development (YLS)
Axes of action and types of interventions

Conduct global and regional conferences

Advocacy & Partnership
- Facilitate policy dialogue opportunities with MSs, as well as the development of analytical pieces and workshops
- Create stakeholders’ platforms facilitating private sector’s participation

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

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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Section of Youth, Literacy and Skills
Development, Education Sector, (ED/PLS/YLS)
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