

A woman with braided hair, wearing a grey t-shirt, blue overalls with red accents, and red safety gloves, is focused on sanding a wooden block with a yellow and black orbital sander. She is also wearing red earplugs. The background is a workshop with various tools and equipment hanging on the wall.

TVET in the Age of the Polycrisis

Robert Palmer

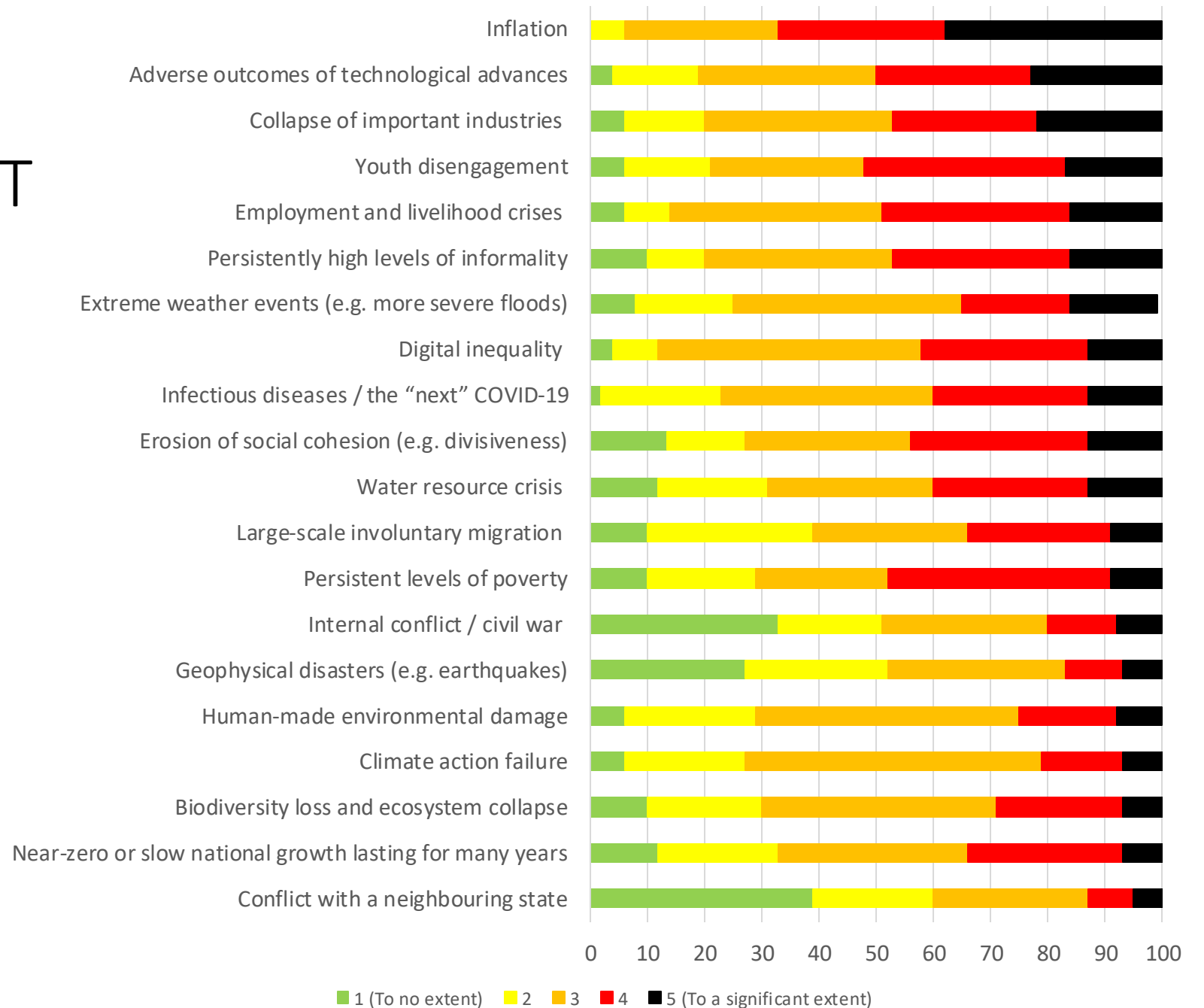
UNESCO-UNEVOC

04.04.23

Shocks and disruptions anticipated by TVET providers over the next ten years

Question: Over the next 10 years, to what extent do you think the following shocks and disruptions will pose a risk to you as a TVET provider? *

* This question adapts a framework outlined in the WEF Global Risks Report 2022



Source: UNESCO UNEVOC Survey on TVET institution resilience (n = 52 TVET institutes in 52 countries)

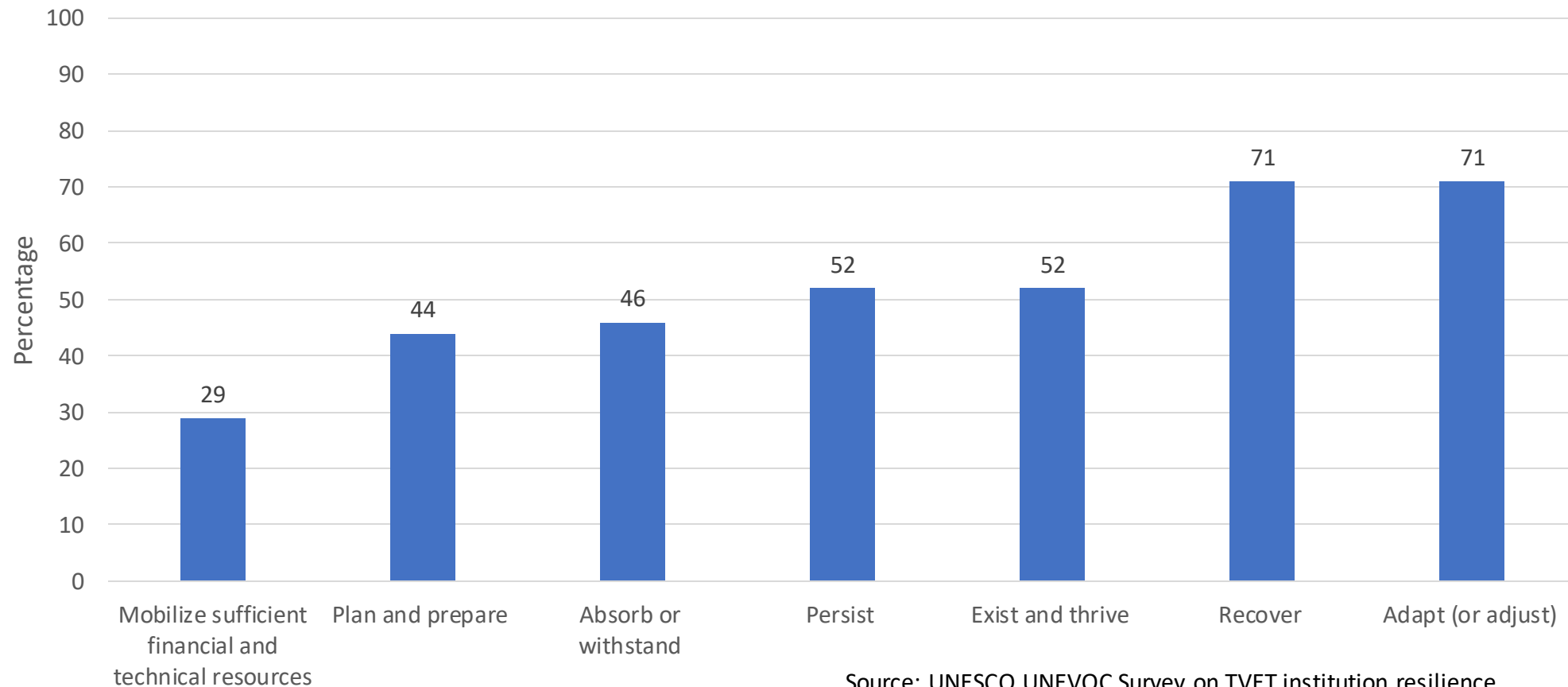


What do we mean by “resilience” in the context of TVET?

What are the characteristics of a resilient TVET learner, a resilient training provider, and a resilient TVET system?

What can TVET institutions do to strengthen their resilience against shocks and disruptions?

What do training providers understand by the term “resilience”?



Source: UNESCO UNEVOC Survey on TVET institution resilience

The background image shows two young women in a classroom or workshop setting. They are looking at a computer monitor. On the desk, there is a small model of a yellow house with a chimney and windows. The overall scene is dimly lit, with the text overlaid in white.

Skill needs of a “resilient” TVET learner

- **Transversal skills** (critical thinking skills, communication skills, problem-solving skills, team working and collaboration skills, creative thinking skills)
- **Emotional resilience skills** (adaptable, flexible, growth mind-set, good self-esteem and confidence, persistence and determination, embraces change, optimism, grit, motivation)
- **Digital literacy skills**
- **Experiential and lifelong learning skills**
- **Entrepreneurial skills**
- **Industry-relevant technical skills**

Source: UNESCO UNEVOC Survey on TVET institution resilience

Characteristics of a “resilient” TVET provider

Operational approach

- Operational resilience (strong leadership with a clear mission, vision; A clear strategic plan that integrates a risk management approach; agile management; continuity of learning plan)
- Financial resilience (e.g. diversified resource base)

Quality and relevance of training offer

- Has strong links with the private sector
- Delivers quality and relevant training that prepares learners for employability and self-employment.
- Strong ability to adapt and change to the trends of time
- Embodies the spirit of lifelong learning

Inclusive

- Able to create a conducive learning environment for all

Infrastructure

- Invests in technology and virtual learning infrastructure.
- Invests in relevant physical infrastructure

Staff skills

- Transversal skills (e.g. communication and networking skills, critical thinking skills, problem-solving skills)
- Emotional resilience skills (tolerance, empathy, commitment, perseverance, determination)
- Pedagogical skills (e.g. classroom management skills; synchronous, asynchronous; online, in person, blended; inclusivity and differentiated instruction skills)
- Planning skills (including disaster preparedness skills)
- Digital literacy skills
- Entrepreneurial skills

The different understandings of resilience

- Consensus on the meaning of the term resilience still to emerge.
- No one agreed definition of resilience, especially as the concept relates to education and to the multiple overlapping shocks and disruptions of today.
- A definition of resilience in TVET proposed, informed by this research



Towards a framework on TVET resilience: Phases and levels of action

- Existing definitions and frameworks refer to **three phases of resilience**:

• Anticipate, plan, prepare
• Persist, absorb, withstand
• Recover from, adapt to



- Existing definitions and frameworks refer to **several levels of resilience** including:

- Micro-level: Individual learners
- Meso-level: Community or learning environment / institution
- Macro-level: Society or education system

- Strengthening **institutional resilience** AND the role of institutions in strengthening the **resilience of learners**

Towards a framework on TVET resilience: building blocks of TVET



Curriculum



Pedagogy



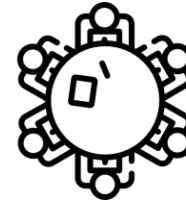
Assessment



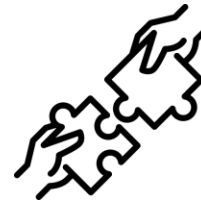
Infrastructure



Financing



Governance and
management

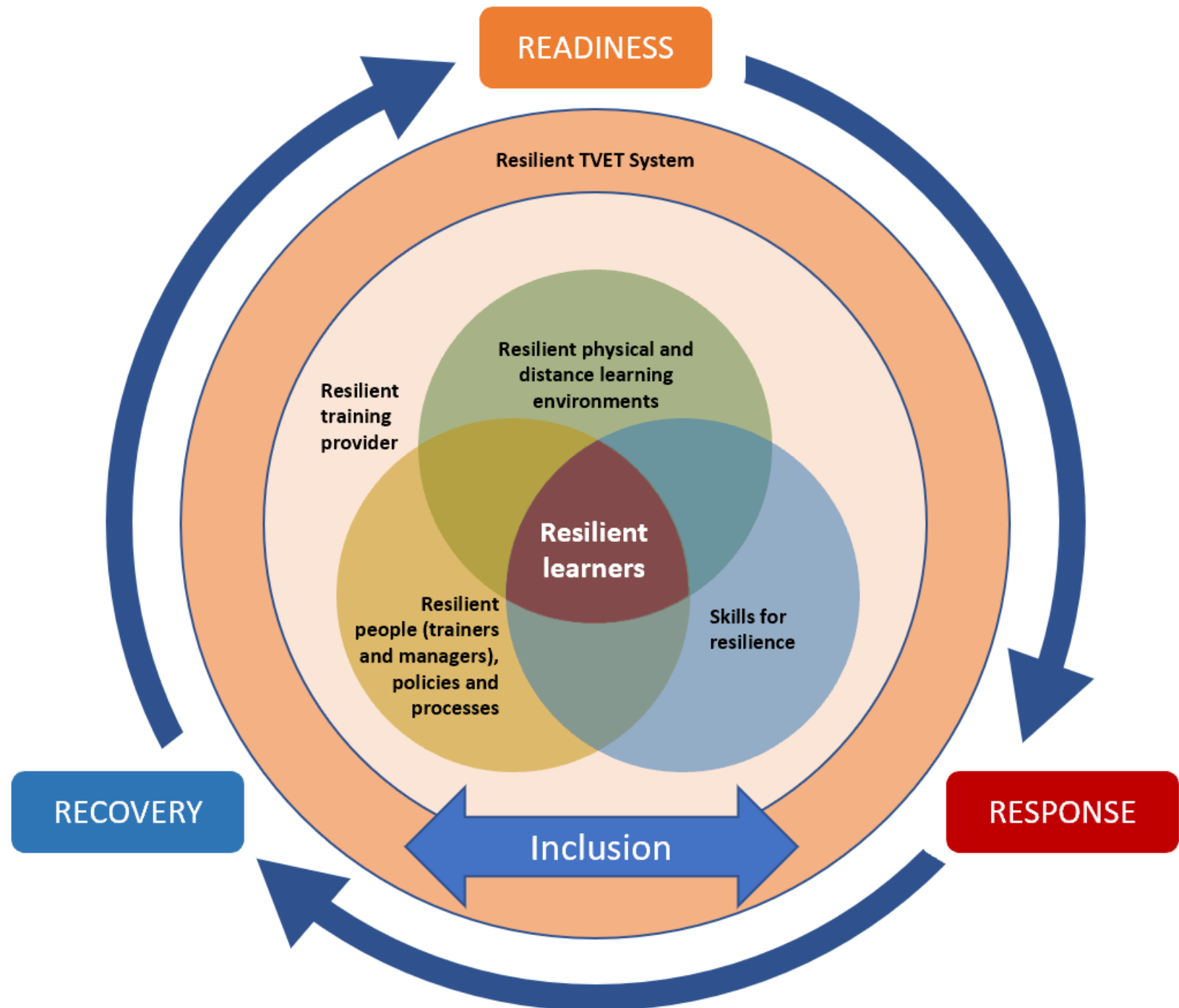



Partnerships



Inclusion

A draft framework related to strengthening resilience in TVET institutions

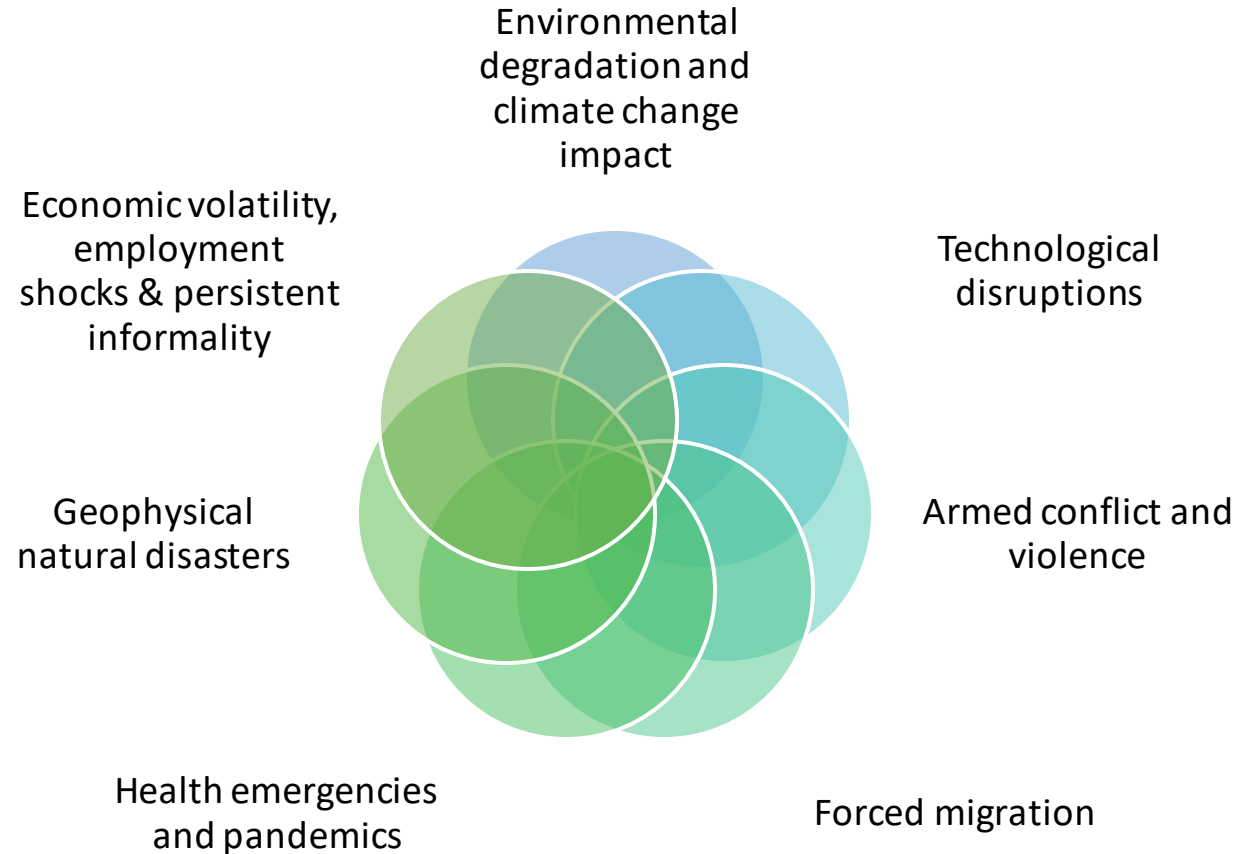


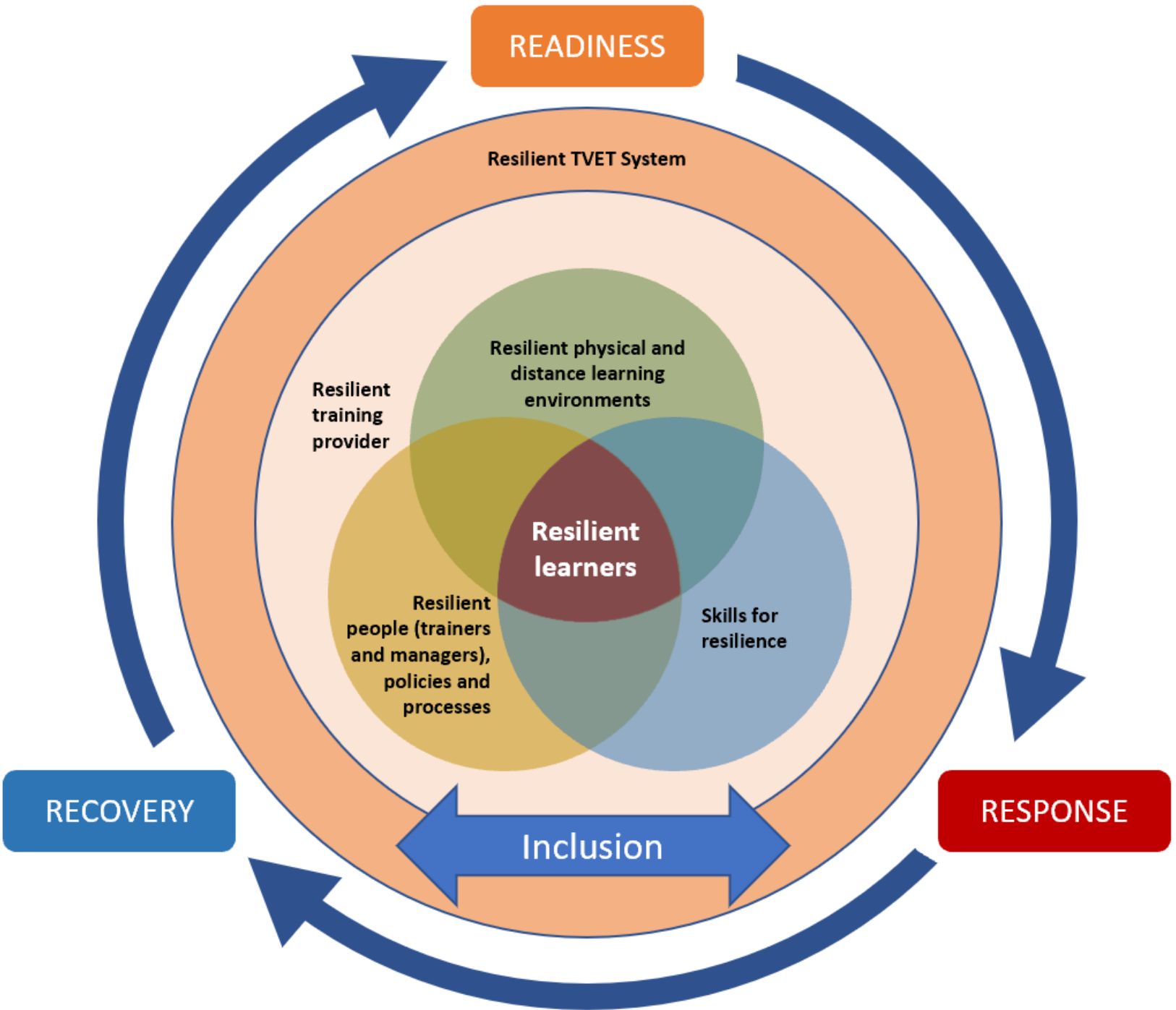


Strengthening
Resilience in Technical
and Vocational
Education and
Training: A Guide for
Sector Planners



What will a guidance document for building TVET resilience targeted at sector planners offer?





A framework to help TVET sector planners consider how to address the multiple crises and disruptions facing TVET institutions in their countries.



Illustrative good practice options in relation to the various phases: Readiness, Response, Recovery.

SAFETY, RESILIENCE, AND SOCIAL COHESION: A GUIDE FOR EDUCATION SECTOR PLANNERS

OVERVIEW
Incorporating safety, resilience, and social cohesion in education sector planning



SAFETY, RESILIENCE, AND SOCIAL COHESION: A GUIDE FOR CURRICULUM DEVELOPERS

OVERVIEW
Curriculum enhancement to promote safety, resilience, and social cohesion



GPSS Global Program for Safer Schools

Roadmap for Safer and Resilient Schools
Guidance Note V2



New qualifications and competencies for future-oriented TVET

TVET governance
Steering collective action

Volume 1



Comprehensive School Safety Framework 2022-2030
for Child Rights and Resilience in the Education Sector



UNICEF for every child

Risk-informed Education Programming for Resilience
Guidance Note



Guidance Notes on **Safer School Construction**

Global Facility for Disaster Reduction and Recovery



UNESCO COVID-19 Education Response
Education Sector Issue notes

Issue note n° 1.3 – January 2021

BUILDING BACK RESILIENT: How can education systems prevent, prepare for and respond to health emergencies and pandemics?

Introduction

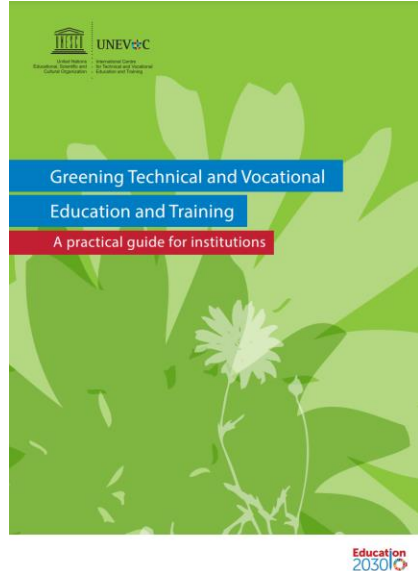
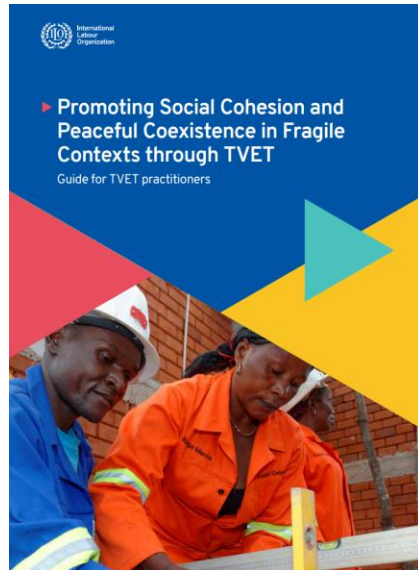
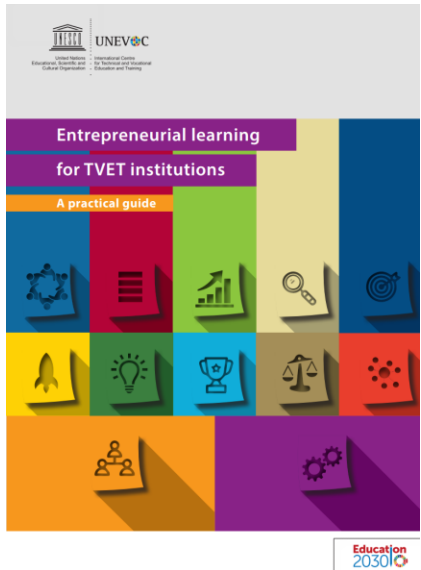
COVID-19 has caused unprecedented disruption to education systems worldwide, leading to immense learning losses. The crisis has revealed and exacerbated pre-existing inequalities and marginalization of learning which could lead to [potential setbacks](#).

The right to education is a fundamental human right. Increasingly, the global education community has highlighted the need to take action to build education systems that are capable of overcoming adversity and are resilient to risks with which they are confronted.

Issue note n° 1.3
BUILDING BACK RESILIENT

Towards A Learning Culture of Safety and Resilience
Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum

It will help TVET sector planners be more aware of existing Guidance Notes on education resilience within a framework that makes sense for TVET



It could be used to aid the development of localised Guidance Notes or training targeted at TVET institutions themselves

Key components of the Guidance Note



Planning for TVET institutional resilience follows the same steps as traditional planning processes, but includes an additional focus on identifying and mitigating risks associated with crises and disruption



Where Are We Now?

- Anticipating risk: Risk assessment for TVET institutions
- Assessing the current state of resilience in TVET Institutions: How resilient are TVET institutions to these risks?
- Assessing needs following a shock



Policy

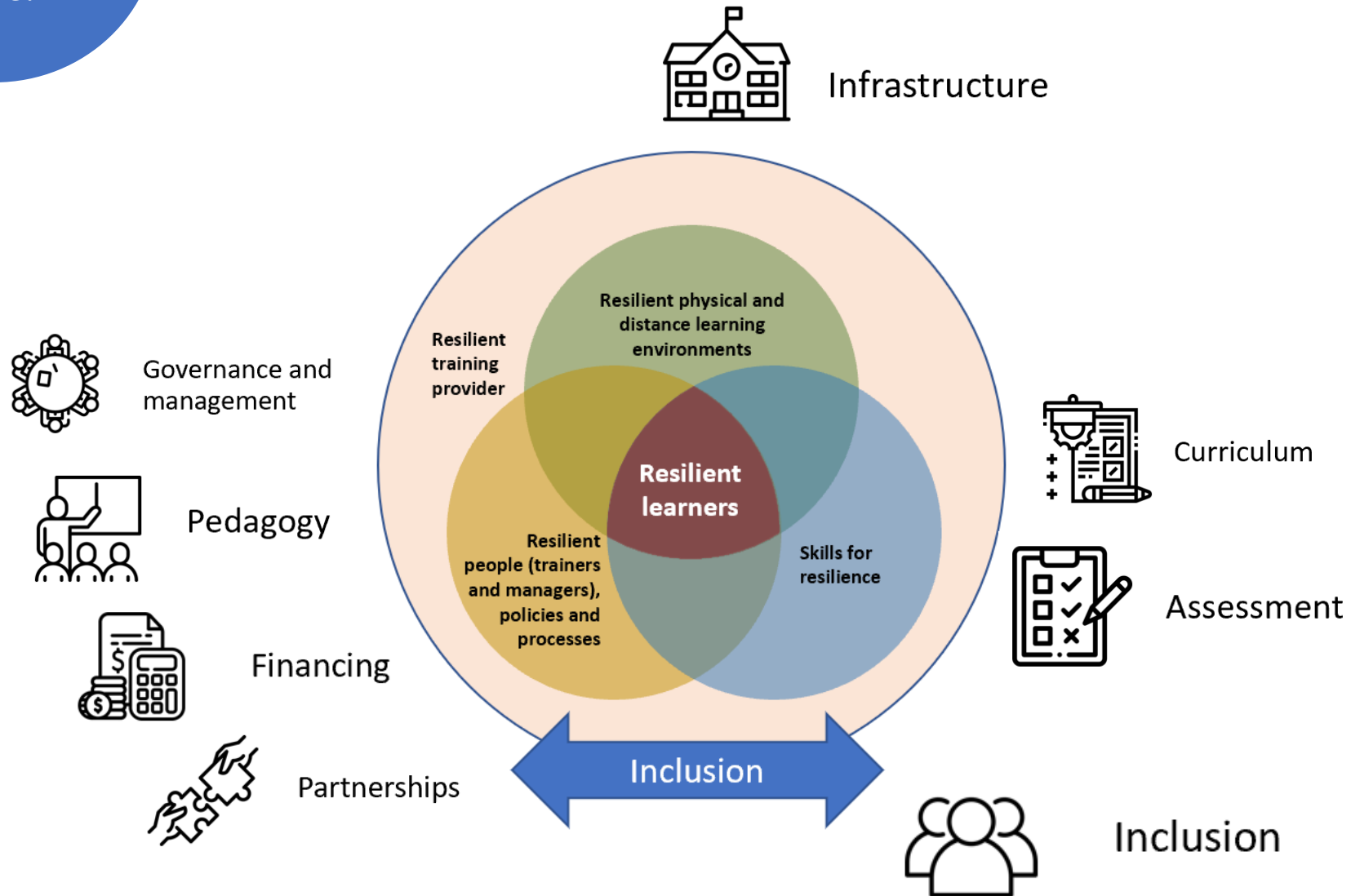
Where do we
want to go?

Where Do We Want to Go?

- National-level planning for resilience in TVET
 - Integrating resilience planning into national skills development plans
 - Aligning skills development planning with other national planning
 - e.g. national strategies related to natural disasters, climate change, conflict prevention, and the impact of the Fourth Industrial Revolution
- TVET institution-level planning for resilience in TVET

Strategies and programmes
How do we get there?

How Do We Get There?



Strategies and programmes
How do we get there?

How Do We Get There?



Curriculum

E.g. More emphasis on emotional resilience skills, transversal skills, entrepreneurial skills, digital literacy skills; Greening and disaster risk reduction as part of curriculum



Pedagogy

E.g. trainers have pedagogical and digital skills to be able to deliver online learning; training to deal with specific shocks, disasters



Assessment

E.g. Make the institute ready to be able to offer online assessments, including through online portfolios, smartphone video and/or, web conferencing



Infrastructure

E.g. training facilities are disaster and climate resilient; Greening of the campus; Digital and physical ICT infrastructure to support online learning; Improve water, sanitation and hygiene (WASH) infrastructure

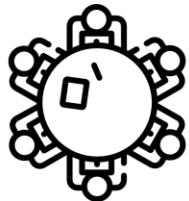
Strategies and programmes
How do we get there?

How Do We Get There?



Financing

E.g. Approaches to diversity income (production units, PPP, small grant applications), capacity strengthening, financial tools and budgeting.



Governance and management

E.g. management and leadership skills (general, TVET-related, disaster-related); institutional development plans address disaster and climate resilience, inclusion, technology integration, demand-driven skill needs.



Partnerships

E.g. Approaches to get closer to employers (governance, curriculum, attachments, PPPs), parents, community, local authorities and NGOs



Inclusion

E.g. Infrastructure is disability and female friendly, inclusive pedagogies adopted



Governance
and financing

What
structures are
needed?

What Structures Are Needed?

- Resilience in national TVET governance
 - Is there an effective inter-ministerial coordination mechanism?
 - Are national building blocks aligned? (e.g. curriculum, assessment, legislation etc)
 - To what extent are TVET institutes allowed to be (semi-)autonomous?
- Resilience in national TVET financing
 - To what extent are the sources of funding to TVET resilient to shocks and disruptions?
 - To what extent are TVET funds spent on activities that can be regarded as strengthening resilience in TVET?
 - How are TVET funds allocated, and do these mechanisms incentivise the strengthening of individual, institution and system-wide resilience?
 - What are the outcomes that result from such TVET financing approaches?

Monitoring and
evaluation

How will we
know what we
have done?

How Will We Know What We Have Done?

- At the level of the TVET system, monitoring, evaluation and learning for TVET resilience is needed to:
 - identify problems early on;
 - monitor progress towards national resilience goals and objectives;
 - ensure lessons from previous shocks are learnt; and,
 - identify areas for improvement.
- Investments in data systems related to TVET supply (TVET-MIS), TVET demand (e.g. LMIS, skills anticipation systems), risk assessment and tracking, and evaluations



We can create
more resilient
TVET systems in
the face of shocks
and disruptions!