TVET in the Age of the Polycrisis

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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
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

Source: UNESCO UNEVOC Survey on TVET institution resilience
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
What will a guidance document for building TVET resilience targeted at sector planners offer?

- Environmental degradation and climate change impact
- Technological disruptions
- Armed conflict and violence
- Forced migration
- Economic volatility, employment shocks & persistent informality
- Geophysical natural disasters
- Health emergencies and pandemics
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.
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.
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
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
How Do We Get There?

Strategies and programmes
How do we get there?

- Governance and management
- Pedagogy
- Financing
- Partnerships

Infrastructure

- Resilient physical and distance learning environments
- Resilient training provider
- Resilient people (trainers and managers), policies and processes
- Skills for resilience

Curriculum

Assessment

Inclusion
How Do We Get There?

Strategies and programmes

**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
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.
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?
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!