

Virtual Conference on New Qualifications and Competencies in TVET

From 1 to 12 June 2020, on the UNEVOC TVeT Forum

This virtual conference on New Qualifications and Competencies in TVET is organized as part of the [BILT Project](#)



Topic at a glance

Globally, technical and vocational education and training (TVET) systems are facing unprecedented challenges, including socio-political issues and trends that are impacting the economy – such as digitalization, sustainable development, and globalization. The current COVID-19 pandemic also reinforces the urgent need for distance learning and for developing TVET qualifications and competencies that are responsive to changing labour markets. Furthermore, despite offering valuable career paths, TVET systems are continuously perceived as less attractive than other forms of education.

A fundamental concern of policymakers, TVET practitioners and the private sector is to ensure that TVET systems can provide quality education and training for the current and future world of work. Today's challenges reinforce the need to improve mechanisms to identify and forecast demands for new qualifications and competencies, and modernize TVET curricula and training regulations quickly and effectively. TVET systems must provide attractive learning pathways and lead to future-oriented careers to appeal to young people.

How are new qualifications and competencies identified and how do they find their way into TVET practice? These are key questions discussed in the framework of the Bridging Innovation and Learning in TVET (BILT) Project. Since 2019, the project has brought together TVET stakeholders to discuss how new qualifications and competencies are shaped and implemented at different levels. The discussions helped to develop an initial theoretical framework to map these new qualifications and competencies – the New Qualifications and Competencies Ecosystem.



The framework focuses on a demand and a supply side:

- On the **demand-side**, new qualifications and competencies are shaped by labour market needs and economic and socio-political paradigms that influence the needs and expectations of individuals, as well as public and private sectors.
- On the **supply-side**, new qualifications and competencies have an impact on the institutionalization and delivery of curricula and training regulations, as well as the requirements of teachers and trainers.

Against this background, this virtual conference will discuss the identification and implementation of new qualifications and competencies in curricula and training regulations. The outcomes of this virtual conference will also contribute to an ongoing Trends Mapping Study on New Qualifications and Competencies, which will be published in 2020.

Expected outcomes and agenda

At the end of this virtual conference, participants will be able to:

- Understand the New Qualifications and Competencies Ecosystem framework, its elements and phases (identifying, formalizing and implementing)
- Recognize examples of new qualifications and competencies in relevant TVET sectors and occupations in the fields of greening, digitalization, and entrepreneurship, as well as in the context of migration
- Assess different modes of integrating new qualifications and competencies in TVET curricula and training regulations (cross-cutting, sector-specific, occupation-specific, or additional)
- Identify strategies to improve the responsiveness and flexibility of TVET curricula and training regulations, while respecting national standards
- Describe different teaching and learning approaches, methods, practices, and technologies, as well as understand the impacts of new qualifications and competences for teacher and in-company trainer training
- Recognize different approaches to individualize learning pathways, and the challenges and the benefits of doing so

Agenda

Threads will be opened for discussion on specific days and will remain open until the end of the virtual conference. Each thread is dedicated to a topic and related questions.

The following threads will be opened during this virtual conference.

Monday, 1 June	Introduction to New Qualifications and Competencies in TVET
Wednesday, 3 June	Understanding the demands for New Qualifications and Competencies in TVET
Monday, 8 June	Integrating New Qualifications and Competencies in TVET curricula and training regulations
Wednesday, 10 June	New teaching and learning approaches and the impacts on teacher and (in-company) trainer training

Threads and leading questions

Thread 1: Introduction to New Qualifications and Competencies in TVET

Opens on Monday, 1 June

This thread introduces processes related to identifying, formalizing, and implementing new qualifications and competencies in TVET. The thread will address some of the main concepts used to describe phases of curricula and training regulation reform¹:

- Identification: In this phase, TVET stakeholders highlight their demands and expectations in terms of qualifications and competencies, giving legitimacy for promoting changes in TVET curricula and training regulations.
- Formalization: In this phase, the demands and expectations are validated and formalized, for example in the creation and reform of new occupational profiles, training regulations, and curricula.
- Implementation: In this phase, new qualifications and competencies are implemented in learning environments through teaching and learning processes, and are subject to re-interpretation and adaptation by different actors directly involved in its implementation.

Leading questions:

- Which emerging demands of the society and economy should be reflected by new qualifications and competencies?
- How are new qualifications and competencies identified, formalized and implemented in your TVET system?

¹ Adapted from BALL, Stephen (1994). Education Reform: a critical and post-structural approach. Buckingham: Open University Press.

Thread 2: Understanding the demands for New Qualifications and Competencies in TVET

Opens on Wednesday, 3 June

This thread discusses how new socio-political issues and global trends in labour markets (greening, digitalization, entrepreneurship, and circumstances related to migration) have an impact on the identification of new qualifications and competencies in TVET, and will do so by analysing examples from relevant TVET sectors and occupations. Furthermore, the thread will also discuss how this impacts local TVET providers (schools, companies and other TVET providers).

Leading questions:

- What are the new qualifications and competencies that are most needed in your TVET system concerning digitalisation, greening, entrepreneurship and migration?
- How are new qualifications and competencies identified in your TVET system?
- Who are the main types of TVET stakeholders involved in the process of identifying the demands for new qualifications and competencies in your TVET system?

Thread 3: Integrating New Qualifications and Competencies in TVET curricula and training regulations

Opens on Monday, 8 June

This thread discusses four complementary modes of integrating new qualifications and competencies into TVET curricula and training regulations:

- **Cross-cutting.** Competencies relevant for all TVET related occupations are implemented in all curricula or training regulations in a TVET system (for example, competencies to promote and include sustainability in all work and life-related activities).
- **Sectoral.** Competencies are related to sector-specific curricula and training regulations.
- **Occupational.** Competencies are related to occupational-specific curricula and training regulations.
- **Additional.** Optional modules or units that complement compulsory TVET training (in initial or continuing training).

Furthermore, the thread will discuss how TVET systems implement flexible TVET curricula and training regulations, while assuring national standards. Flexibility refers to the capacity of TVET curricula and training regulations to be adapted or complemented - with for example, additional modules - according to the emergence of new skills requirements and demands. The thread provides the opportunity to debate different strategies, challenges, and benefits of achieving greater levels of flexibility.

Leading questions:

- How do different TVET systems integrate new qualifications and competencies in curricula and training regulations?
- What are the different approaches used by TVET systems to implement flexible curricula and training regulations?
- What are the benefits and challenges of implementing flexible TVET curricula and training regulations?

Thread 4: New teaching and learning approaches and the impacts on teacher and trainer training

Opens on Wednesday, 10 June

This thread discusses the main outcomes of studies and reports concerning the delivery of new qualifications and competencies. The thread is organized around three moments of discussion: first, the thread aims to debate the different types of TVET teaching and learning approaches, practices, methods, and technologies for TVET teaching and learning (TVET schools, companies, etc.).

Leading question (10 June):

- What teaching and learning approaches, methods, practices, and technologies are being used by TVET providers to deliver new qualifications and competencies?

Second, the thread explores how TVET stakeholders are providing individualized learning pathways to students, or in other words, tailored or customized TVET curricula that focus on the experience, learning pace and style of individual learners.

Leading questions (11 June):

- Who are the main actors involved in the development of individualized learning pathways in your TVET system? What tasks do they have to perform to successfully implement such pathways?
- How are individualized learning pathways beneficial to learners? What are the challenges of providing individualizing learning pathways?

Third, participants will have the opportunity to discuss the impacts of innovations in TVET teaching and learning in teacher and (in-company) trainer training.

Leading questions (12 June):

- What are the impacts of new qualifications and competences for teacher and (in-company) trainer training?
- What are the roles of teachers and trainers in promoting new TVET practices, such as the use of supportive technologies in TVET?
- How can teachers and (in-company) trainers be motivated to integrate new components in teaching and training?
- Considering the current COVID-19 pandemic, are teachers and trainers prepared to effectively provide distance learning in TVET regarding not only modern digital tools but also other distance learning technologies such as TV and radio?

About the moderator

Jan Peter G. de Otero is an adult and vocational education specialist. He has previously worked as a project manager for the National Service of Commercial Apprenticeship in Brazil and has conducted research on the integration of TVET in systems of innovation. Part of his research was for his Ph.D. at the University of Osnabrück, which is financed by the German Academic Exchange Service (DAAD). Mr. Otero previously worked as a consultant for UNESCO-UNEVOC, particularly on the Skills for Innovation Hubs (i-hubs) project.