



United Nations
Educational, Scientific and
Cultural Organization

Technical and Vocational Education and Training for labour inclusion and greater equality in Latin America and the Caribbean

Organized by the Social Development Division, the Economic Development Division and the Gender Affairs Division.

13-14 March 2019

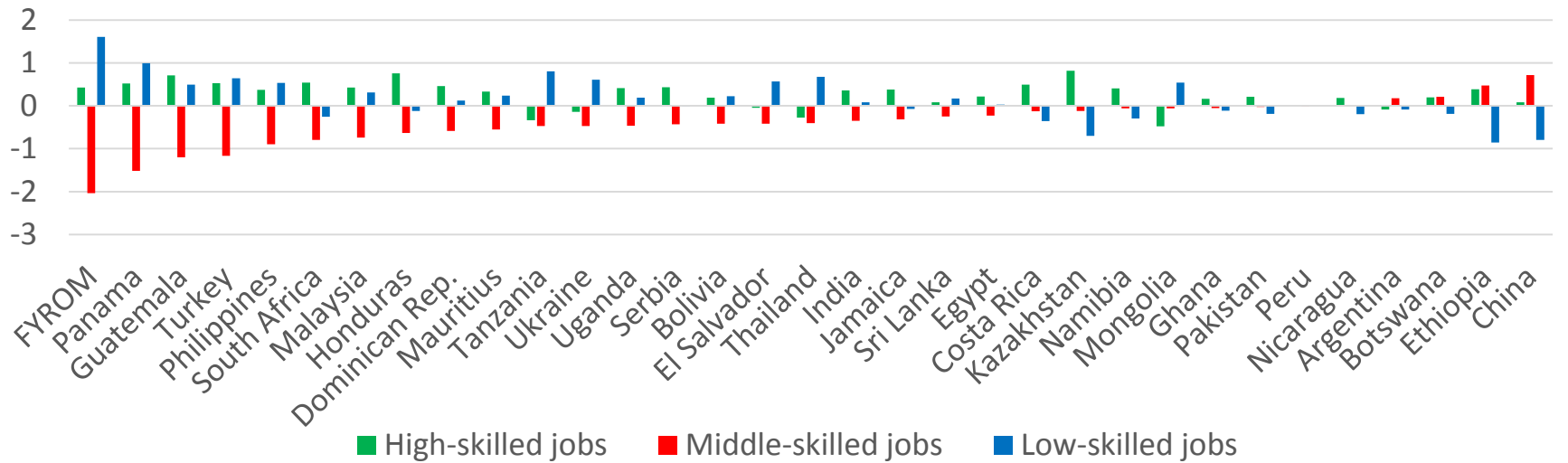
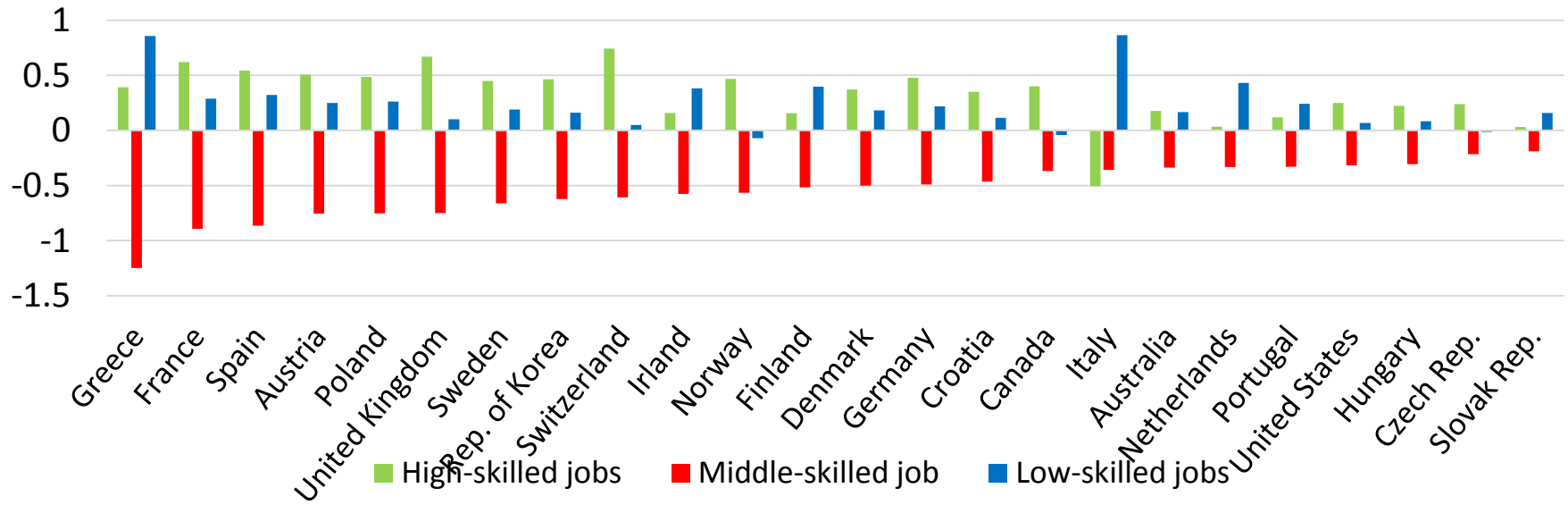
13 March 2019

The challenges of technical vocational education at a global level: Are TVET Systems Future-Ready?

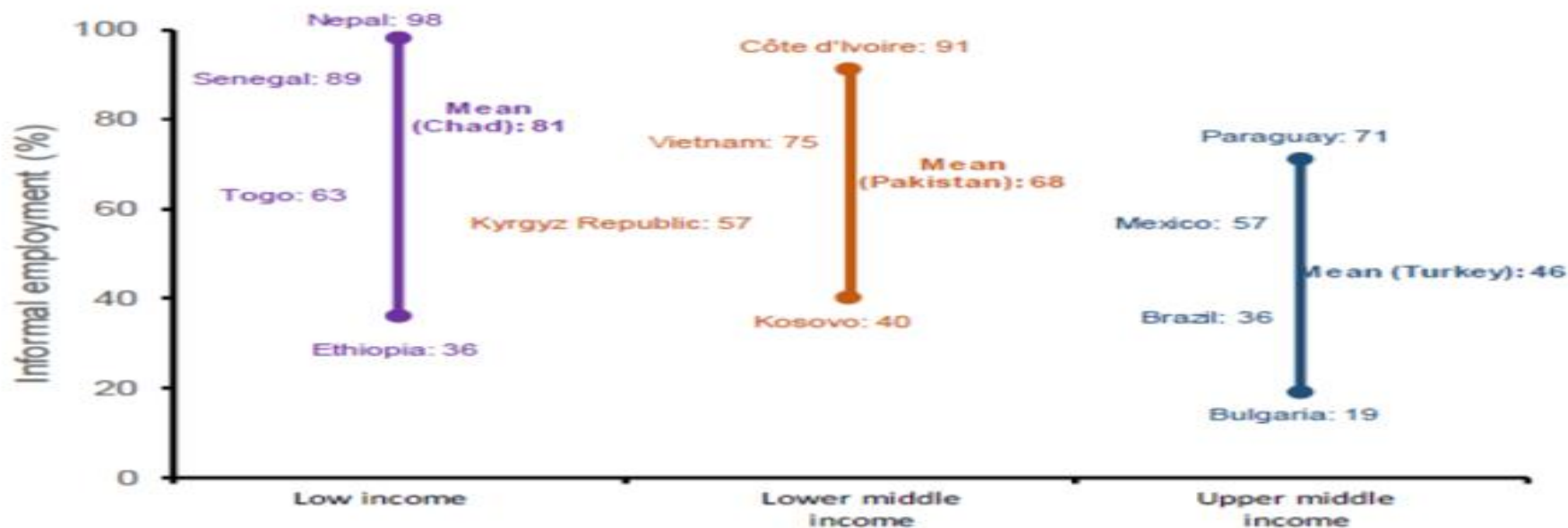
Borhene Chakroun
Director

Division for Policies and Lifelong Learning Systems
Education Sector, UNESCO

Annual average change in employment share, 1995-2012 (% points)

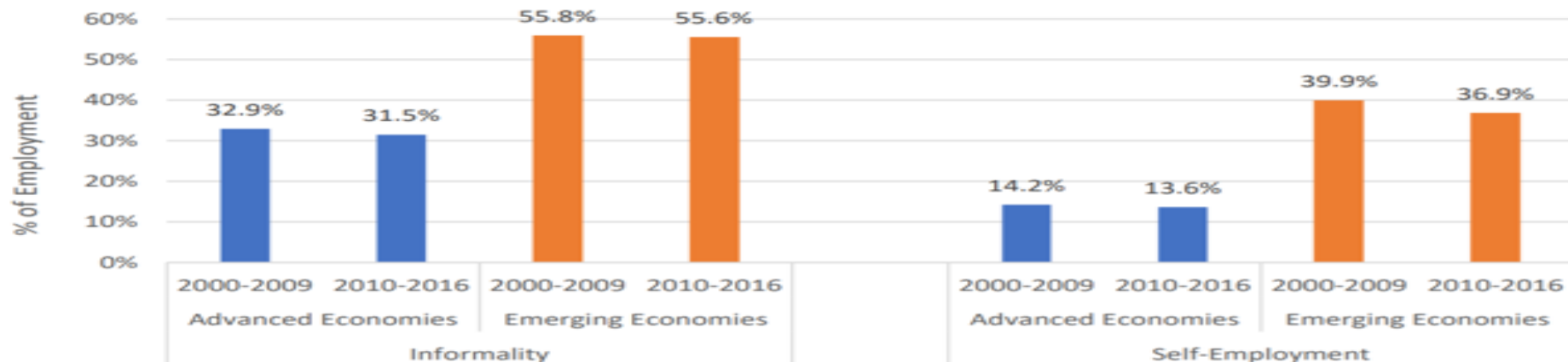


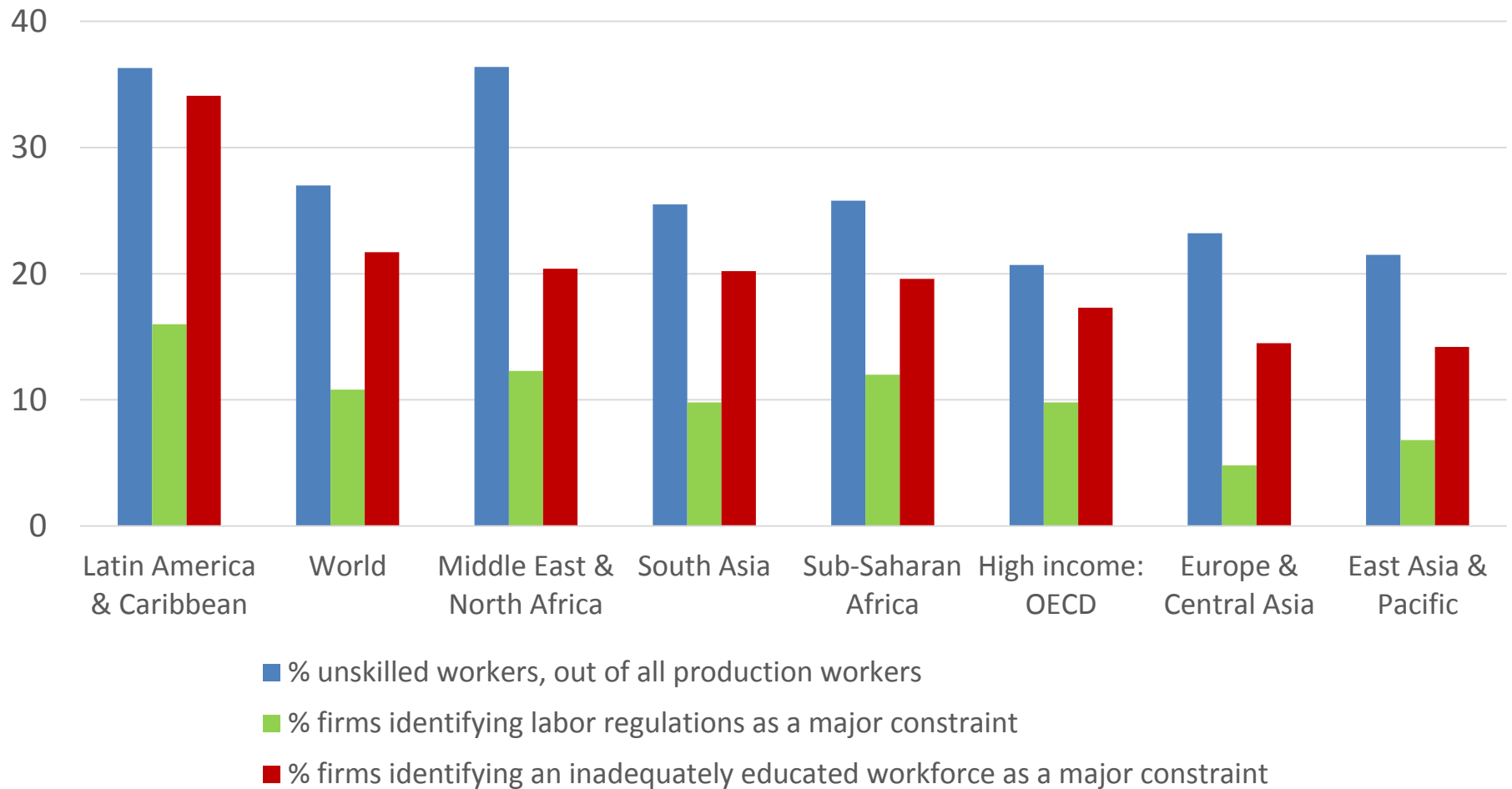
Share of informal employment by country income group



Source: World Bank, World Development Report 2019

Evolution of Informality and Self-Employment

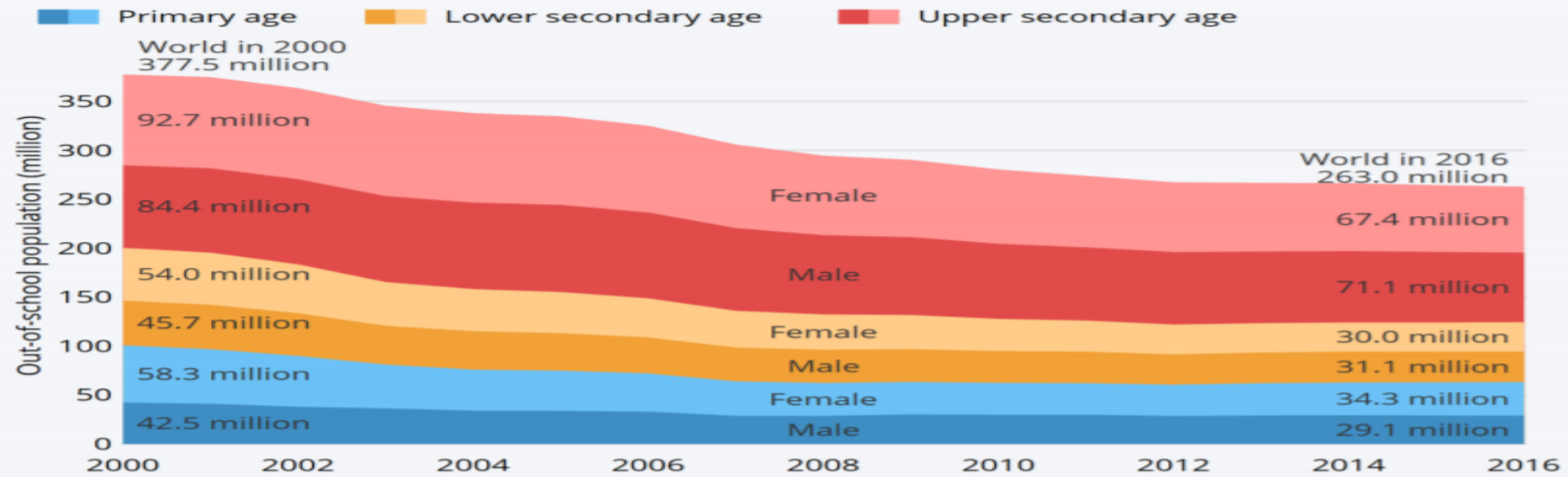






... and many adolescents are not equipped to enter labour market and ... and many youth are disengaging from labour market

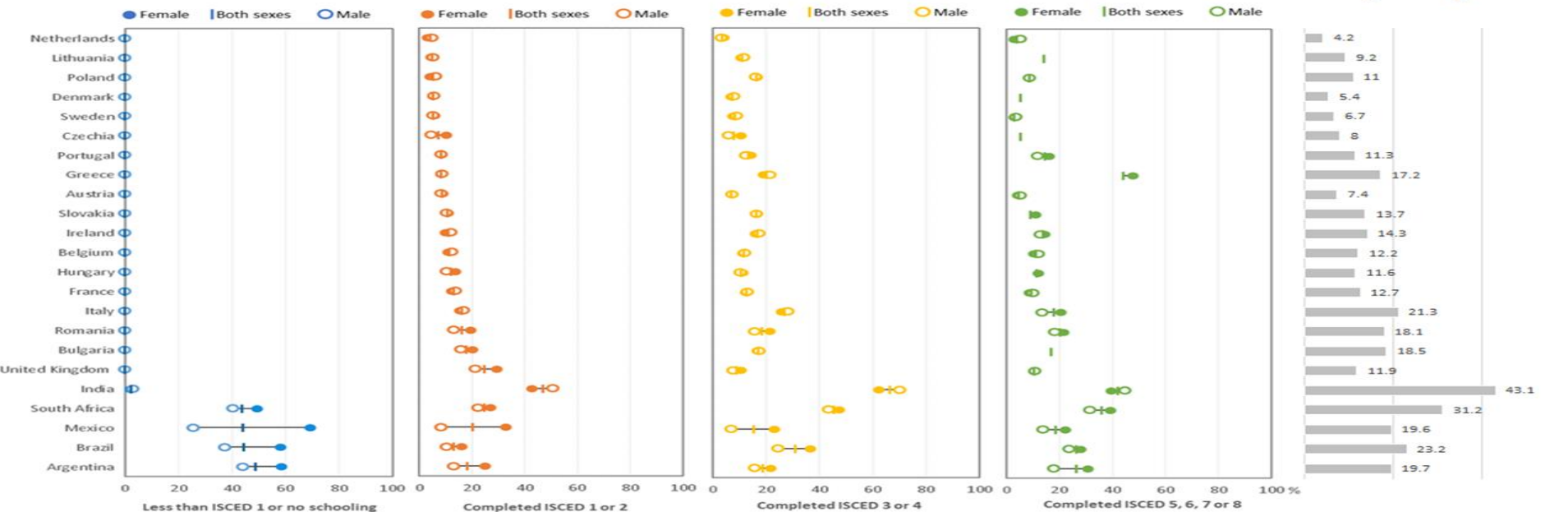
Global number of out-of-school children, adolescents and youth, 2000-2016



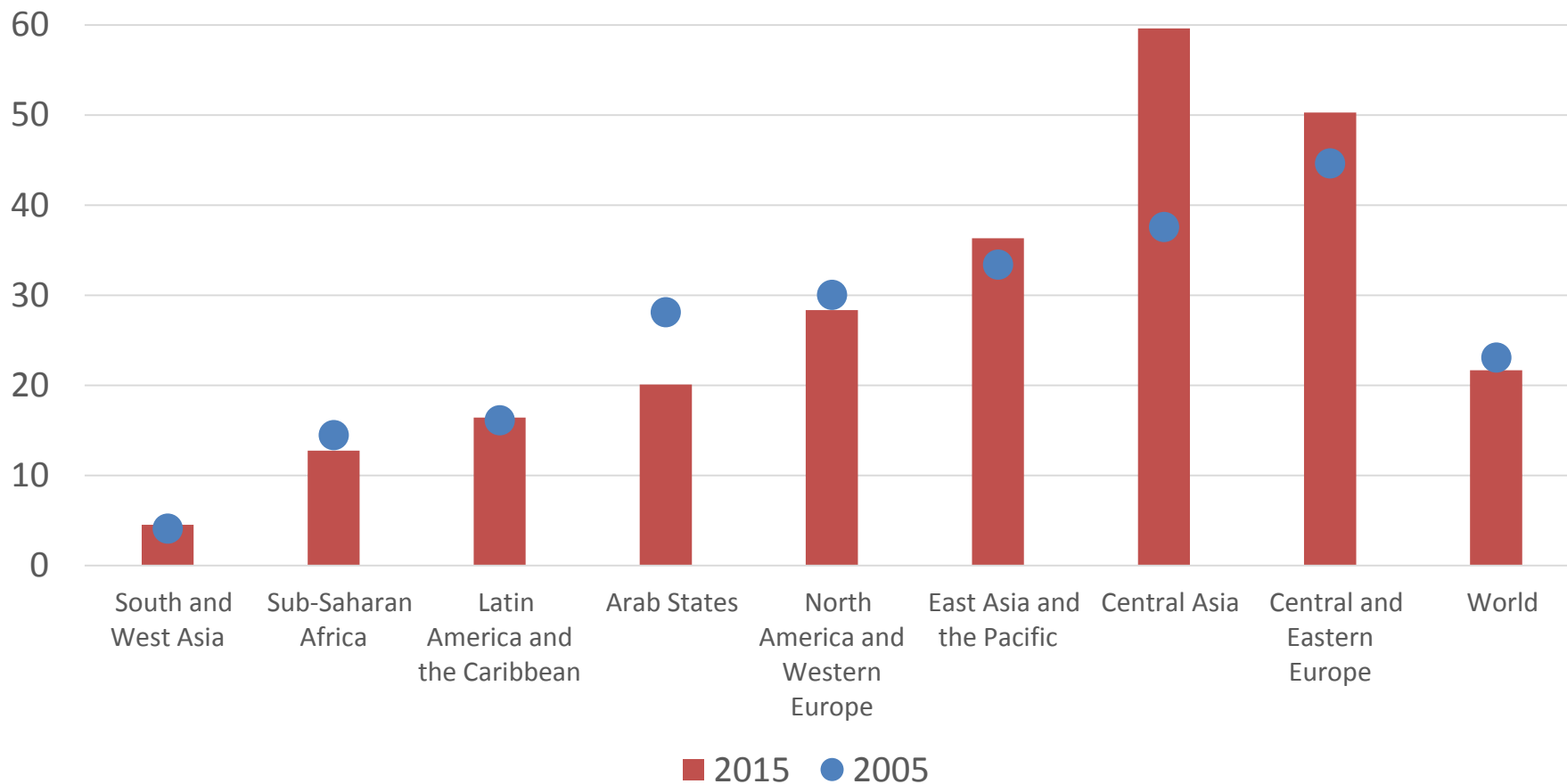
Source: UNESCO Institute for Statistics database.

NEET rates by educational attainment and sex, population aged 15-24 years, latest year available

Total NEET rate (%), population aged 15-24 years

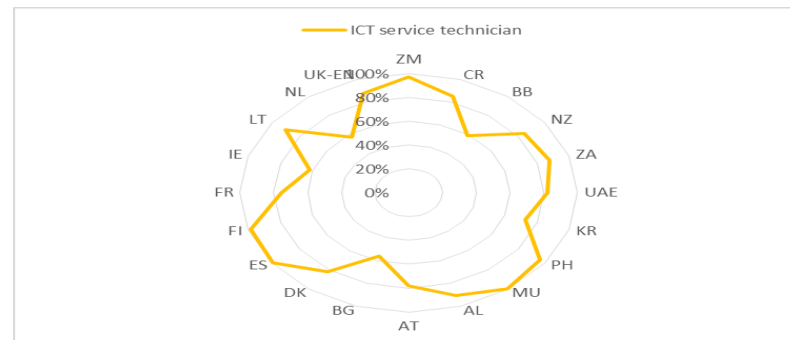
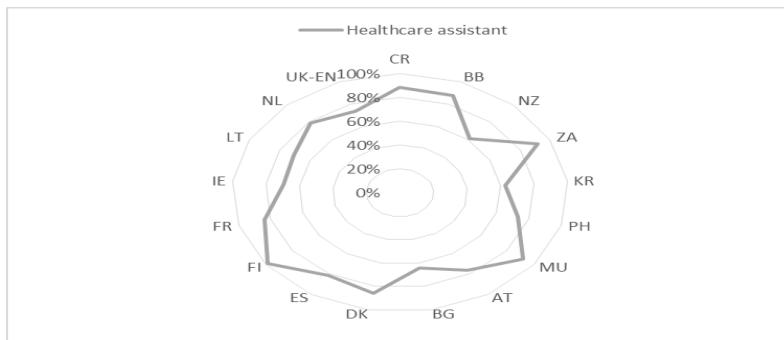
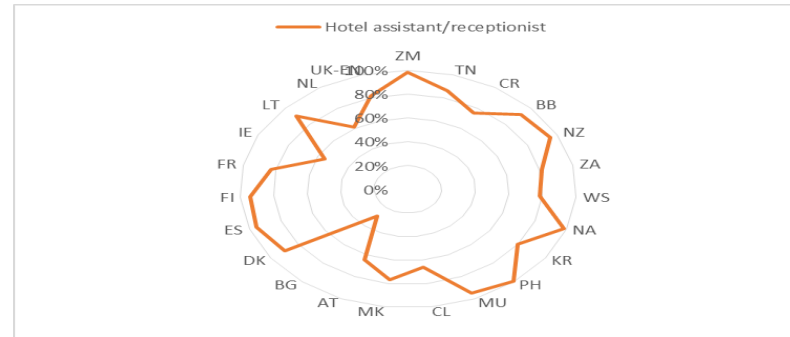
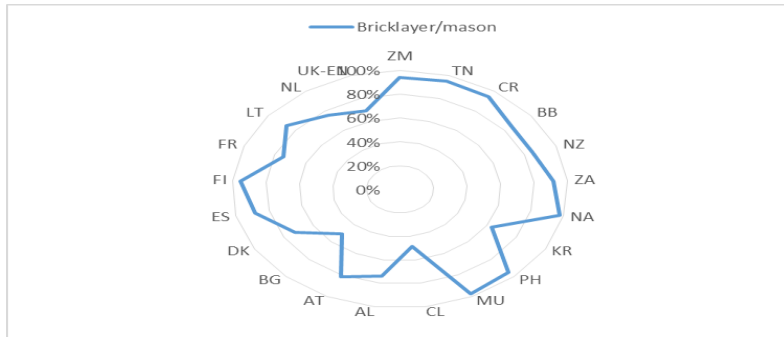
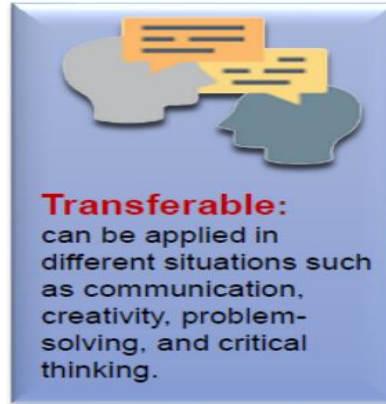
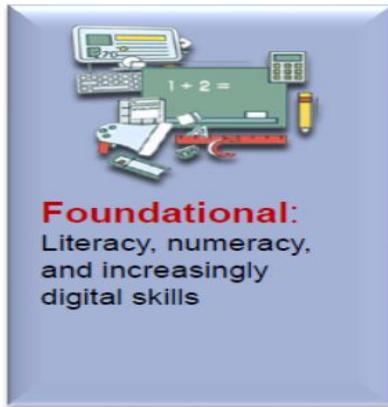


Percentage of students in upper secondary education enrolled in vocational programmes, 2005 and 2015 (%)



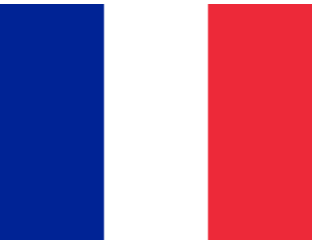
Source: UNESCO Institute for Statistics.

The issue is about quantity but also about quality and relevance: Which Learning Outcomes should be promoted?





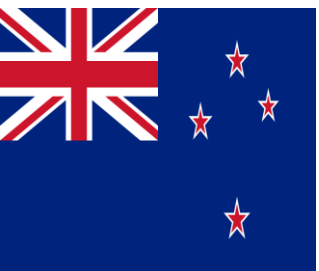
VET Reform 2018: The number of qualifications will decrease from the current 360 to 150. Students would have more freedom of choice within a specific qualification than nowadays. Vocational qualifications would still provide eligibility for higher education.



Starting 2019 adopt a Cluster of occupation architecture (Famille de métiers). 15 Cluster will be defined in partnership with social partners.



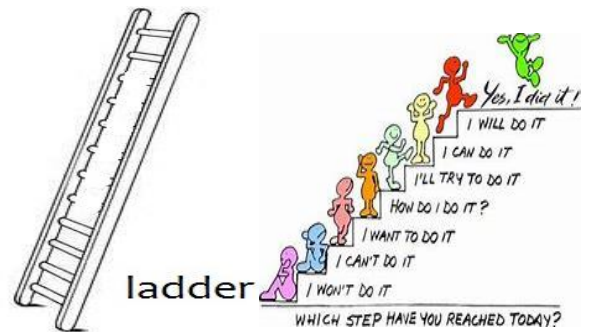
T-Level Reform will reduce the number of qualifications. 13,000 technical qualifications to be streamlined to just 15 paths.



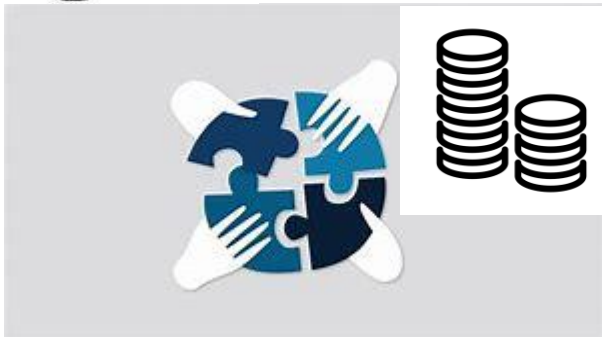
From 4,610 qualifications (levels 1–6) will be reduced to 1200. The reviewed qualifications have been replaced by new qualifications and are being progressively discontinued.



Better anticipation and assessment of labour market changes



Development of well-informed quality and inclusive learning pathways, including qualifications and curriculum frameworks; and



Improvement of governance, including whole government, public-private partnerships and enabling financing;



Monitoring and evaluation, Management Information Systems;

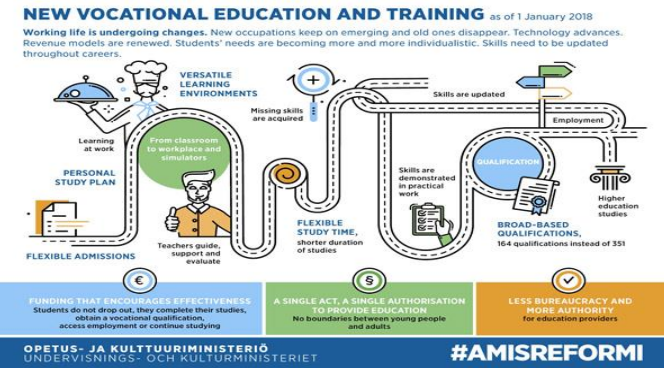
S1: Distinctive TVET – A modernised version of today’s VET

- clearly defined education and training subsector;
- organised around occupations/professions;
- apprenticeships are the gold standard up to level 8.



S2: Pluralist TVET – Vocationally oriented learning

- distinguished by its close labour market links;
- organised around qualifications, diverse target groups;
- strongly individualised VET pathways operate side by side; wider variety of providers.



S3: Special purpose/marginalised TVET

- skills training for labour market inclusion;
- for low-qualified adults and early school leavers;
- short courses with some on-the-job training, particular emphasis on labour market entry.



A community-based programme in Bangladesh that provides alternative skill-learning opportunities for disadvantaged out-of-school adolescents. Beneficiaries get 6-months on-the-job theory and skills training in selected trades and occupations.

Source: CEDEFOP, 2018

S4: Disruptive scenario for TVET

- Focus on employability skills;
- Organised by wide range of stakeholders including private sector, Edtech, etc.;
- Digital credentialing, credentials jungle, new generations of NQFs, Quality Assurance issues;
- Individual pathways, supported by Artificial Intelligence;
- Learner and teacher well-being, privacy and security, the ownership of TVET systems, inclusivity;



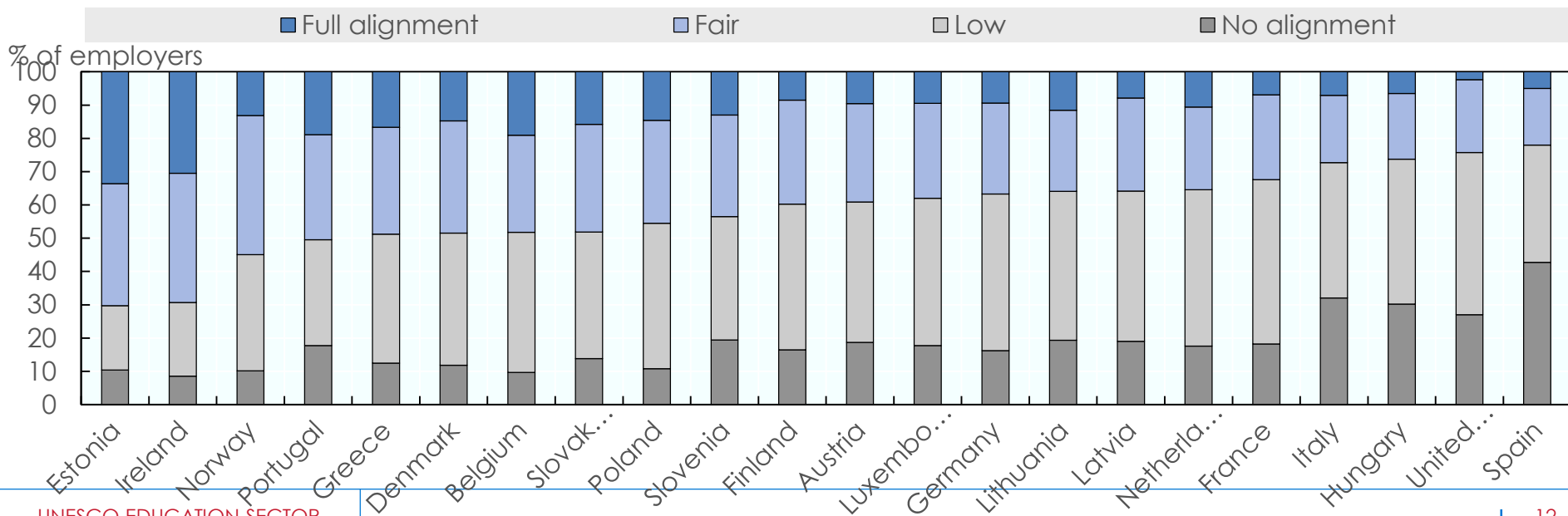
| Country | IVET share (2015 or latest available) (1) | Share of IVET that is work-based (2015 or latest available) (2) | General lifelong learning participation 25-64 (LFS 2015) (3) | Training enterprises as % of all enterprises (CVTS 2010)(*) (4) |
|----------------|---|---|--|---|
| Austria | 69.5 | 46.8 | 14.4 | 72.0 |
| Bulgaria | 52.6 | n.a. | 2.0 | 21.0 |
| Czech Republic | 73.4 | 8.8 | 8.5 | 62.0 |
| Denmark | 42.2 | 99.7 | 31.3 | 76.0 |
| Estonia | 35.7 | 1.4 | 12.4 | 57.0 |
| Finland | 71.3 | 13.6 | 25.4 | 67.0 |
| France | 42.7 | 25.8 | 18.6 | 71.0 |
| Germany | 46.8 | 86.0 | 8.1 | 61.0 |
| Greece | 31.5 | 10.5 | 3.3 | 21.0 |
| Italy | 56.1 | n.a. | 7.3 | 47.0 |
| Netherlands | 68.5 | 24.8 | 18.9 | 70.0 |
| Poland | 49.2 | 13.7 | 3.5 | 20.0 |
| Spain | 35.2 | 1.2 | 9.9 | 71.0 |
| Switzerland | 65.3 | 90.4 | 32.1 | n.a. |
| UK | 42.7 | 54.1 | 15.7 | 80.0 |

(*) CVTS = continuing vocational training survey.

(1) Eurostat [educ_ipart_s]; (2) Eurostat [educ_uoe_enrs04]; (3) Eurostat [trmg_lfse_01]; (4) Eurostat [trnama_10_gdp].

Source: Eurostat, OECD.

Overlap between development and training priorities



1. Lifelong Learning entitlements (Australia, France, Singapore);



1. Recognition of prior learning (Brazil, Norway and Portugal);



3. Career guidance and counselling (Denmark and France) and



Lifelong guidance system in France

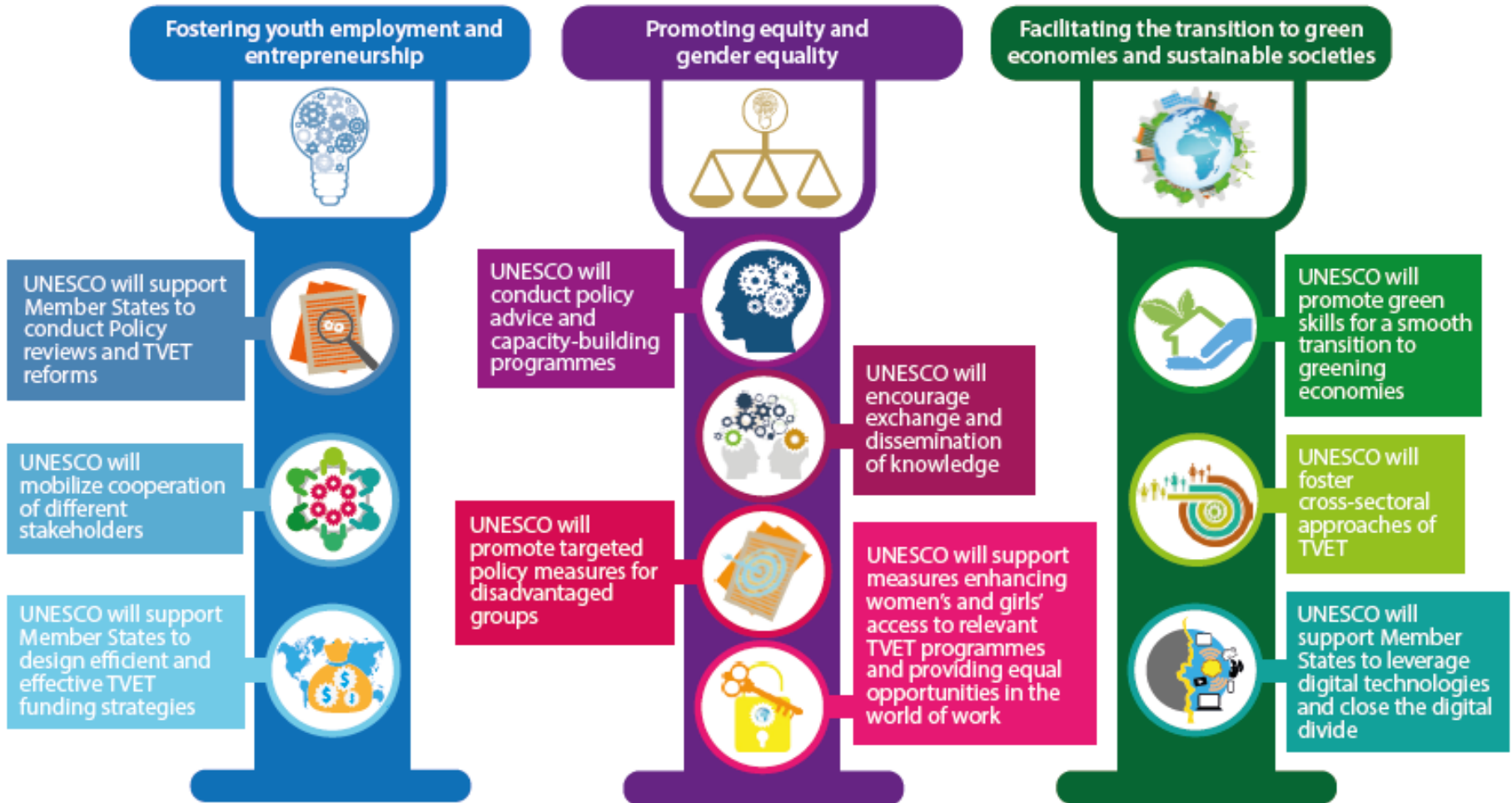
euro|guidance

4. Other rights: Right to information/internet, social security, privacy, etc. (EU social right, Finland)



UNESCO Strategy for TVET 2016-21

3 Pillars of Priority Areas



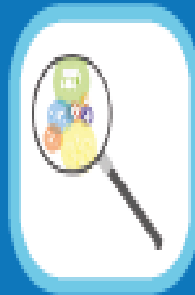
UNESCO Strategy for TVET 2016-21

Actions and relevant SDG targets

To maximise the outcomes of the Strategy's priority areas, UNESCO will help Member States:



to identify and anticipate skills requirements to inform TVET policies, strategies and programmes and to create multi-level and multi-sectoral stakeholder platforms



by facilitating the debate on recognition of skills and qualifications, including across borders, as well as building learning pathways in a lifelong learning perspective



in monitoring progress towards SDG4 and related TVET targets with a framework of key indicators



Target 4.3: Equal access to TVET for all women and men

Target 4.4: Relevant skills for employment, decent jobs and entrepreneurship

Target 4.5: Gender equality & equal access to TVET for people in vulnerable situations