



Advancing TVET for Youth Employability and Sustainable Development: Key findings from the global synthesis report

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- TVET should be a top priority in quest to build greener societies and tackle global unemployment
- UNESCO-UNEVOC should act as focal point for coordinating regional/global efforts for transforming and expanding TVET in line with this aim
- Future challenges:
 - emergence of knowledge societies
 - rapid spread of ICTs
 - effects of global financial crisis
 - implications of climate change and demographic trends
 - emergence of new, often higher-level TVET skills

Seven key recommendations for strengthening TVET's effectiveness

1. Enhance TVET relevance
2. Expand access and improve quality and equity
3. Adapt qualifications and develop pathways
4. Improve the evidence base
5. Strengthen governance and expand partnerships
6. Increase investment in TVET and diversify financing
7. Advocate for TVET

Overview of progress by region

- Latin America and Caribbean
 - Enhancing TVET relevance (competency-based training)
 - Improving quality (ToT, monitoring + evaluation)
 - Improving evidence base (competences for green jobs)
- Asia and Pacific
 - Enhancing TVET relevance (dual training, career guidance)
 - Adapting qualifications (accrediting informal skills/exp)
 - Improving evidence base (competences for green jobs)
- Africa
 - Enhancing TVET relevance (competency-based training, EE)
 - Adapting qualifications (NVQFs, accrediting informal skills)
 - Improving evidence base (competences for green jobs)



Overview of progress by region

- Europe, CIS and North America
 - Enhancing TVET relevance (EE, on-the-job training)
 - Expanding access/improving equality (use of ICTs)
 - Improving evidence base (competences for green jobs)
- Arab States (forum focused on EE)
 - Enhancing TVET relevance (EE, life skills, career guidance)
 - Improving quality (ToT, monitoring + evaluation)

Challenges identified by region

- Latin America and Caribbean
 - Negative/low perceptions of TVET
 - General mistrust of private sector
- Asia and Pacific
 - Negative/low perceptions of TVET
 - Lack of funding
 - Poor quality teaching resources/infrastructure
- Africa
 - Negative/low perceptions of TVET
 - Lack of funding
 - Shortage of well-trained teachers and trainers
 - Need to adapt TVET to informal settings



Challenges identified by region

- Europe, CIS and North America
 - Negative/low perceptions of TVET
 - Need to raise TVET quality (esp Eastern Europe)
- Arab States
 - Negative/low perceptions of TVET
 - Shortage of well-trained teachers and trainers

Cross-regional opportunities

- Common challenges can be overcome through
 - Stronger partnerships
 - Coordinating efforts
 - Harmonising activities
- Partnerships with local, regional, global stakeholders:
 - Multiplies technical and financial support available
 - Improves quality and relevance of programmes
 - Increases knowledge of local and global skills markets
 - Promotes work opportunities at home and abroad
- Sharing knowledge, experiences and PPs enable tried-and-tested solutions to be quickly adapted and implemented

Post-2015 – significance + priorities

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- New development cycle
 - End of UN DESD (2014)
 - Achievement of EFA and MDGs (2015)
 - UNESCO TVET normative instrument being revised
- Main priorities post-2015 (UN Regional Commissions)
 - Rapid but sustainable economic growth
 - Full and productive employment/decent work for all
 - Environmental sustainability
 - Improved governance

UN Regional Commissions, 2013

- “It is crucial that the human development imperatives and sustainable development imperatives be brought together in a powerful, internally consistent and synergistic development framework... The idea is that environmental sustainability be framed in terms of intergenerational equity on human development.”
- Bottom line: Future TVET policies and programmes will be expected to advance youth employability and sustainable development ***at the same time***.
- To date, across UNEVOC Network, efforts to integrate green skills into TVET training has remained sparse

Emerging expectations of TVET for promoting youth employability

- World Bank's STEP (Skills Toward Employment and Productivity) framework
- Enhancing TVET relevance = developing workers'
 - Higher-level cognitive skills (problem solving)
 - Behavioural skills (discipline and diligence)
 - Innovation-related skills (STEM)
 - Entrepreneurial skills (business and managerial)
- Training focus on developing general transversal skills, rather than specific technical skills

Emerging expectations of TVET for promoting youth employability

- Improving quality
 - Learning standards (clearly defined knowledge/skills)
 - Good teachers (well-trained and motivated)
 - Adequate resources (sufficient and well-managed)
 - Effective regulatory environment (good governance)
 - System of incentives focused on results and performance
 - Benchmarking performance against other countries/regions
- Expanding access and improving equity
 - Second-chance educational opportunities for school dropouts
 - Remedial skills training for unemployed youth
 - Flexible LLL opportunities for displaced workers

Emerging expectations of TVET for promoting youth employability

- Adapting qualifications and develop pathways
 - NVQFs/RVQFs with ‘qualification corridors’
 - Recognition/certification of informal/non-formal skills+exp
- Improving the evidence base
 - Systems to anticipate and forecast future skills needs
 - Systems to adapt training in line with skills forecasts
- Strengthening governance and expanding partnerships
 - Coordinated national development strategy
 - Skills training harmonised with economic and social policies
 - National and/or regional partnerships to enable ‘catch up’

Emerging expectations of TVET for promoting youth employability

- Increasing investment in TVET + diversifying financing
 - Sharing of TVET costs across three tiers of actors
 - Governments: ‘first-chance’ + ‘second-chance’ basic education, as well as retraining programmes for unemployed
 - Employers: on-the-job training and continuing education
 - Workers: costs of keeping skills + competences up-to-date
- Advocating for TVET
 - Policy framework blending skills training with higher education
 - Legally raising status of TVET so that it is equivalent with general education
 - Promoting TVET benefits to parents and students

Emerging expectations of TVET for advancing sustainable development

- GTVET measures – incremental rather than radical shift
- Prepare workers for fast-changing, globalising and environmentally sustainable future
- G20 Development Working Group report on green jobs
- Enhancing TVET relevance = developing workers'
 - Higher-level cognitive skills (problem solving)
 - Behavioural skills (discipline and diligence)
 - Innovation-related skills (STEM)
 - Entrepreneurial skills (business and managerial)
 - Environmental awareness and improved resource efficiency

Emerging expectations of TVET for advancing sustainable development

- Improving quality
 - Teachers trained in environmental issues + green techniques
 - Principles of SD applied on campus and in local community through student projects/activities
- Expanding access and improving equity
 - Greening processes = some jobs eliminated, some replaced, some redefined, and some new jobs created
 - GTVET training/retraining through flexible LLL for all workers, including vulnerable, disadvantaged and informal workers
- Adapting qualifications and develop pathways
 - Green job matching and green entrepreneurship promotion
 - Enable employers/customers to assess workers' green skills

Emerging expectations of TVET for advancing sustainable development

- Improving the evidence base
 - Systems to anticipate + forecast future green skills needs
 - Systems to adapt training in line with skills forecasts
- Strengthening governance and expanding partnerships
 - Coordinated national development strategy
 - Cross-sectoral: energy, environment, education, employment
- Increasing investment in TVET + diversifying financing
 - Sharing of TVET costs across three tiers of actors (as before)
 - Environmental taxation/fines could be used to fund GTVET
- Advocating for TVET
 - GTVET = bottom-up pressures for green econ dev + GTVET

Key takeaway messages

- To simultaneously advance youth employability and sustainable development, in future all TVET policies and programmes will need to be greened
- TVET should focus on developing students' cognitive, behavioural, entrepreneurial and technical skills, as well as environmental awareness and resource efficiency
- Multistakeholder partnerships = strategic TVET resource
 - UNEVOC Network plays an important role in facilitating regional/global cooperation and learning
 - Especially important for Small Island Developing States (SIDS), who face particular challenges in promoting youth employment and sustainable development

Key takeaway messages

- Private sector must be involved in TVET design and implementation to ensure programme relevance/quality
 - Think: large firms, SMEs, informal and household enterprises
- Targeted and tailored training programmes for all groups at every stage of life are needed to engender rapid economic growth and environmental sustainability
 - Greater future focus on flexible LLL opportunities
 - SD agenda offers potential to rebrand TVET as cutting-edge supplier of workers with transversal green skills
 - Where relevant, TVET must be adapted for informal sector
- Innovative ways of funding TVET must be explored

Thank you for your attention!

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