

Presented at Global Forum on
14-16 October 2014
Organized by UNESCO-UNEVOC



Reflections from Day 1: Words and Actions

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Initial Questions

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- What are the key possibilities of TVET in post-2015 agenda?
- What needs to be done in order to advance the debate for skills for life and work?
- What are the new roles of UNEVOC to play in post-2015?
- How can we meet the challenge of youth unemployment and sustainable development? Are these two tracks or one common path?
- How will all these aims be achieved post-2015?

Plenary Sessions

1. Opening and keynote session
2. HRD for sustainability in the post-2015 agenda: Response of One UN in Bonn
3. Transforming TVET through the UNEVOC Network?
4. Inauguration of the Exhibition
5. Parallel sessions
6. Knowing the UNEVOC Network better

Parallel Sessions

1. Entrepreneurial skills – can entrepreneurial success be taught?
2. School to work transitions – perspectives from the formal and informal sectors
3. Private Sector cooperation in TVET – what works?

'The world is hungry not for words but actions'

- Appreciate this opportunity to learn from each other
- My reflection on words we have been using and their changing meanings
- The relation between words and actions: our ways of thinking and talking about TVET and our policies and practices

Expected Words

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TVET

Labour market

Unemployment

Competitiveness

Apprenticeships

Colleges

Industry

Status of TVET

Jobs

Stakeholders

Informal economy

Private sector

Un/less-expected words

Democratic

Well-coordinated

Integrated approaches

Multi-stakeholder

Holistic/Whole person

Inter-connected

Transformative

Inter-sectorality

Comprehensive

Networks/partnerships

Collaborative

Inter-generational

Equalities

Trust

Transforming TVET

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Dualisms	Combined
Work and life	Citizenship
School and work	Transitions
Informal and formal sector	World of work
Developed and developing countries	Global
Public and private	Partnerships
Unemployment and employment	Livelihoods
Education and training	Lifelong learning systems
'Academic' and 'vocational'	Combined/integrated approaches
Theory (words) and practice (actions)	Reflective practice

Transforming TVET

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- Economic, social equity, transformative
- Integrated, inter-sectoral, inter-generational
- Not either/or thinking but ‘both and’ thinking
- Short-term and long-term
- Youth employment and sustainable development
- Work and life
- Implications for the way we talk about TVET
- How are these words and actions relevant to other areas of education and development?

Reflections

- Words and actions
- Words sometimes used in different ways
- Transforming TVET itself and
- TVET as transformative of society
- What is/should be the relation between our words and our actions?
- How could we become more holistic?