



United Nations  
Educational, Scientific and  
Cultural Organization

# Regional Workshop on Developing TVET Policies Designed to Increase Skills for Employment and Entrepreneurship in Asia-Pacific

May 2018

Tashkent, Uzbekistan

## Global overview on TVET policies for employment and entrepreneurship

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# Sustainable Development Goals and UNESCO Strategy for TVET 2016-21



## Quality Education

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

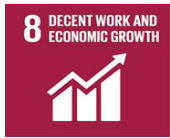
**Target 4.4:** Relevant skills for employment, decent jobs and entrepreneurship

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



## Gender Equality

**Global Indicator:** Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education



## Decent Work and Economic Growth

**Target 8.6:** By 2020 substantially reduce the proportion of youth not in employment, education or training



## Climate Change Mitigation

**Target 13.3:** Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

**UNESCO helps 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

# International and regional recommendations made in Shanghai (2012) and Kuala Lumpur (2015)

## Shanghai Consensus (2012)

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

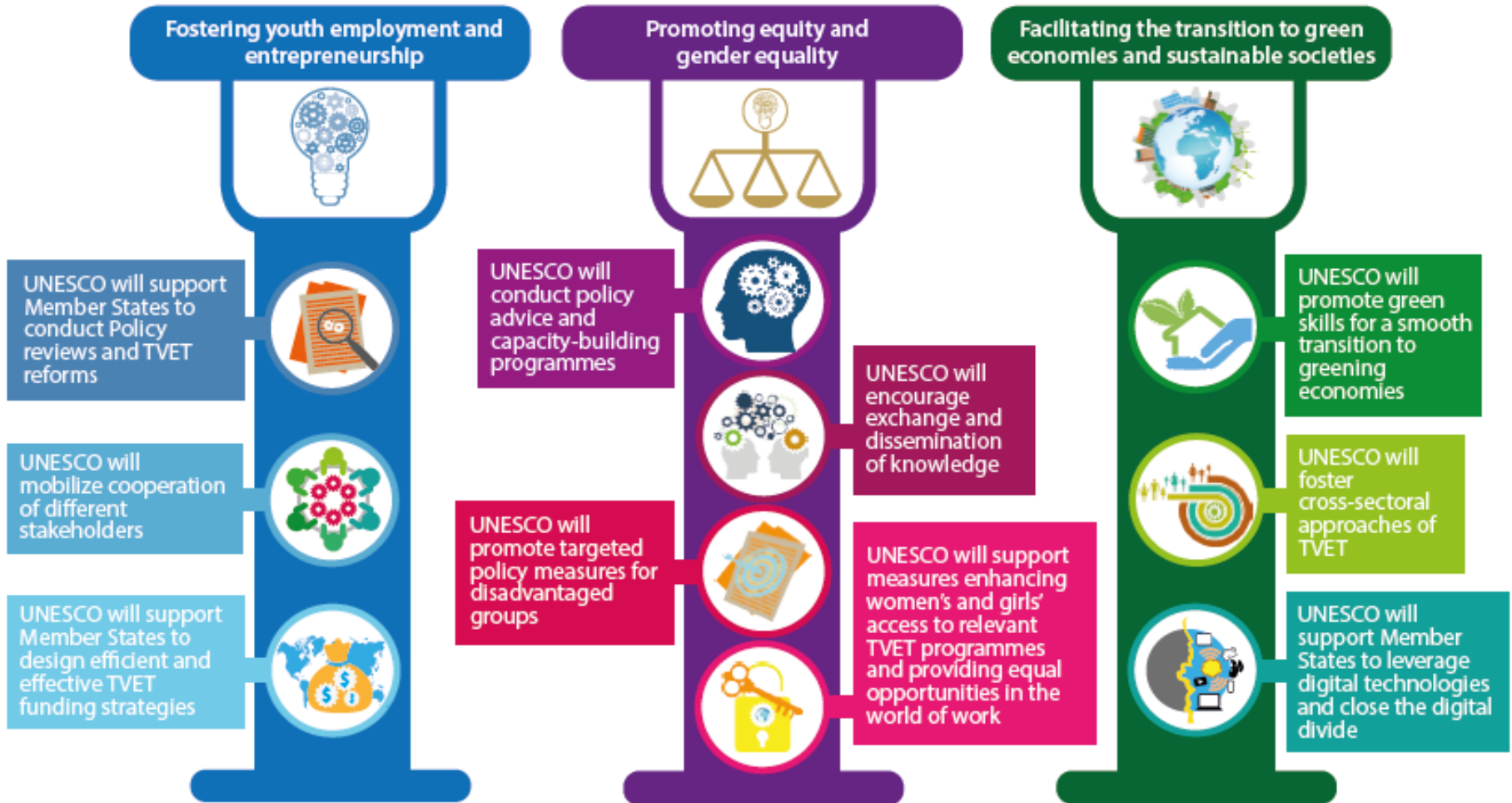


## Kuala Lumpur Agreement (2015)

1. Enhance the quality of TVET and its relevance to the changing needs of the world of work
2. Ensure inclusive and equitable TVET
3. Expand lifelong learning opportunities through TVET
4. Integrate greening skills for sustainable development in TVET programmes
5. Adapt qualification systems to facilitate learning and career pathways
6. Strengthen governance and increase investment in TVET
7. Leverage the potential of ICT for TVET
8. Foster regional integration and labour mobility

# UNESCO Strategy for TVET 2016-21

## 3 Pillars of Priority Areas



# Work-Based Learning: Types

## Apprenticeships

- Providing occupational skills
- Leading to a recognized qualification
- Combining learning in the workplace with school-based learning in a structured way

## On-the-job training

- Training taking place in the normal work environment

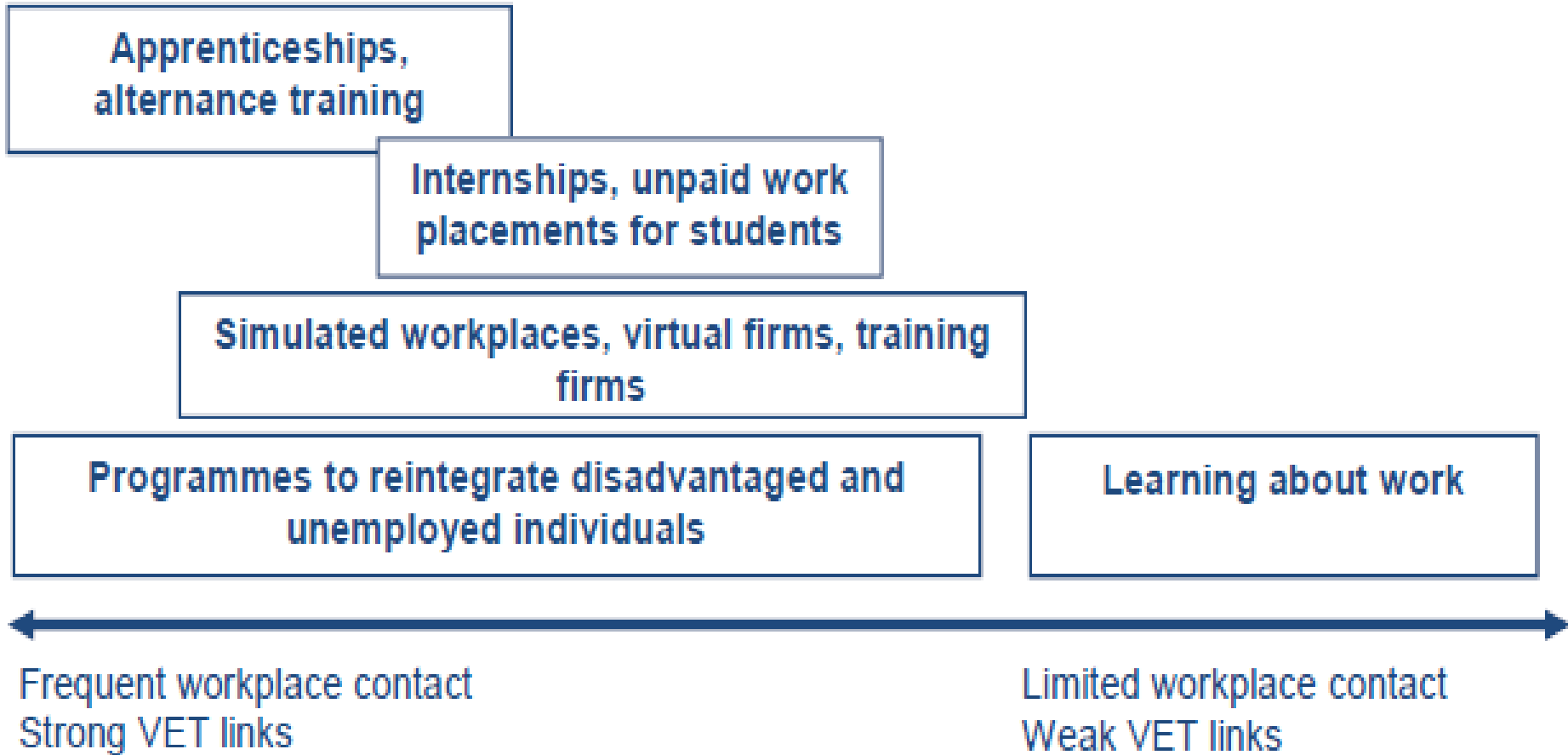
## Traineeship / Internship

- Workplace training complementing formal / non-formal education / training
- May or may not include a work contract and payment



Source: The World Bank, ILO

# Work-Based Learning: Types



Source: European Training Foundation

# Work-Based Learning: Impact

## Individuals

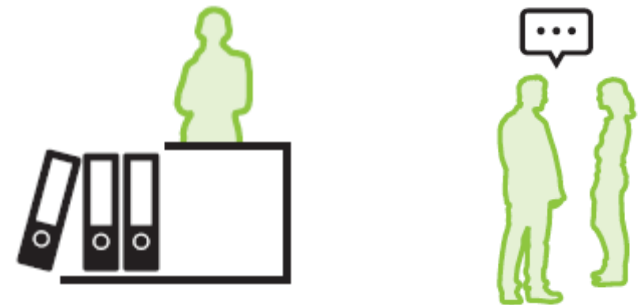
- Improved employability
- Foster school-to-work transitions
- Personal and professional development
- Better access to jobs

## Society

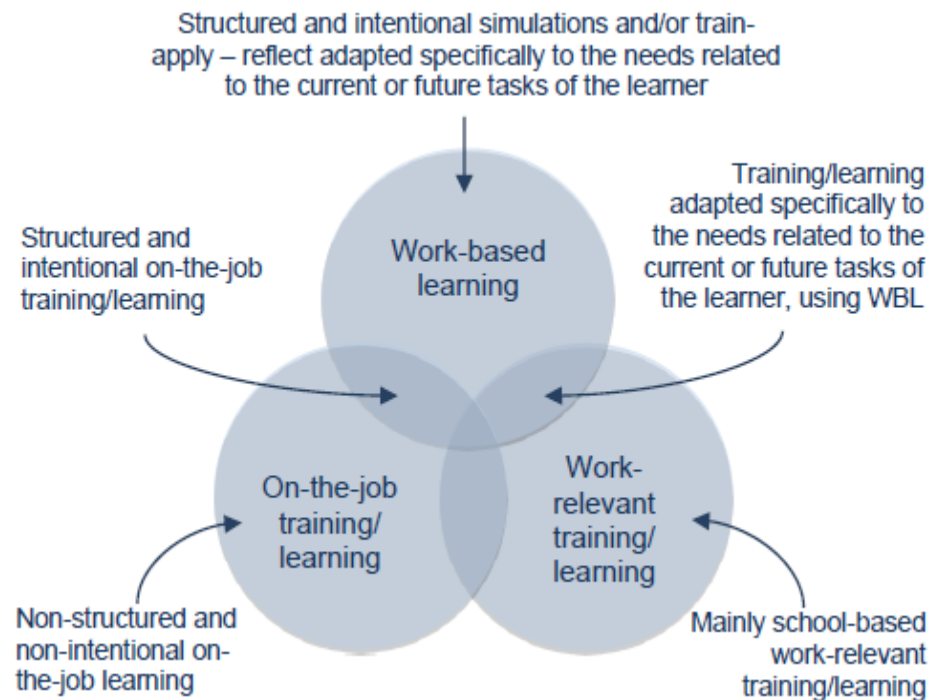
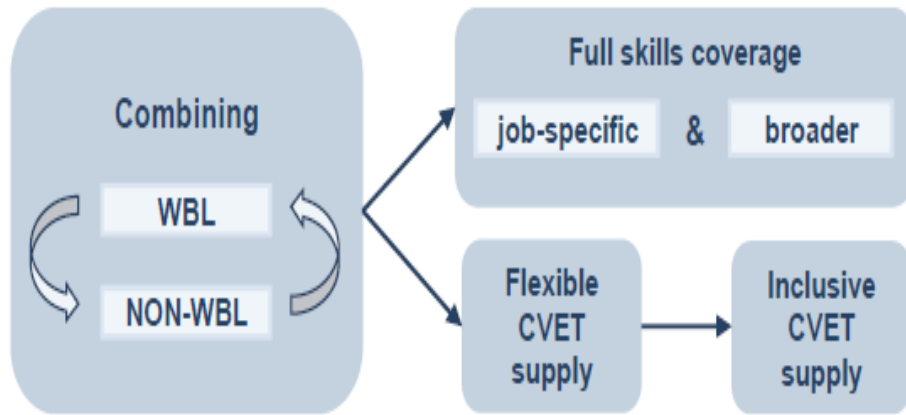
- Better human and social capital
- Economic development
- Employment of less advantaged groups

## Employers

- Higher productivity
- Technical and job-specific skills
- Growth
- Efficient recruitment
- Social engagement and workplace diversity



# Work-Based Learning (WBL): Policy Directions in Continuing Vocational Education and Training (CVET) in Europe



Source: Cedefop



# Work-Based Learning: Guiding Principles by European Union

**National governance  
and social partners'  
involvement**

**Support for  
companies, in  
particular SMEs,  
offering  
apprenticeships**

**Attractiveness of  
apprenticeships and  
improved career  
guidance**

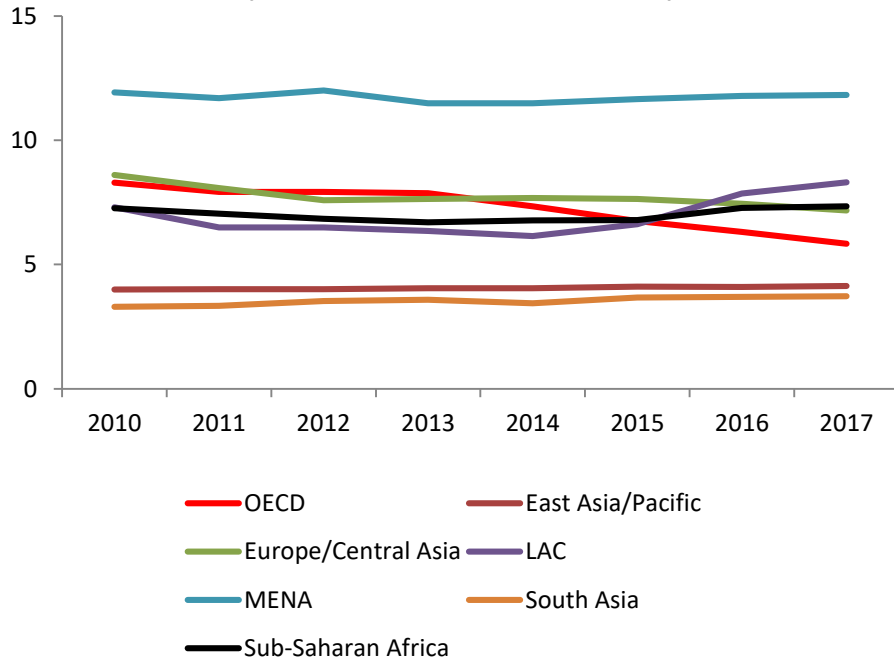
**Quality assurance in  
work-based learning**

Source: European Commission

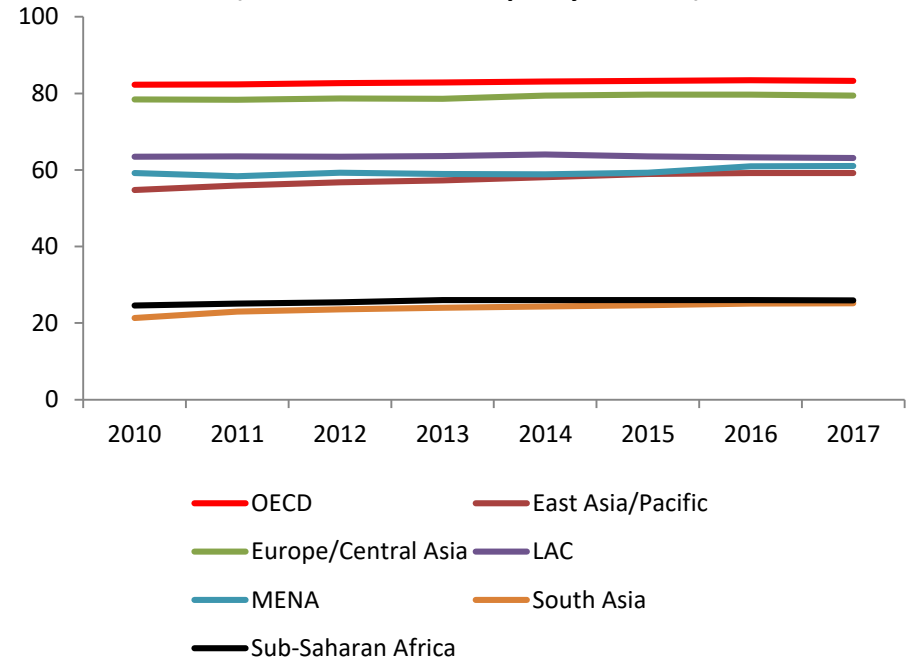
# Employment Structure: Unemployment and wage workers

- The percentage of wage workers of total employment is low in developing countries.
- What kind of work-based learning can be provided for non-wage workers?

**Unemployment**  
(% of total labor force)



**Wage and salaried workers**  
(% of total employment)

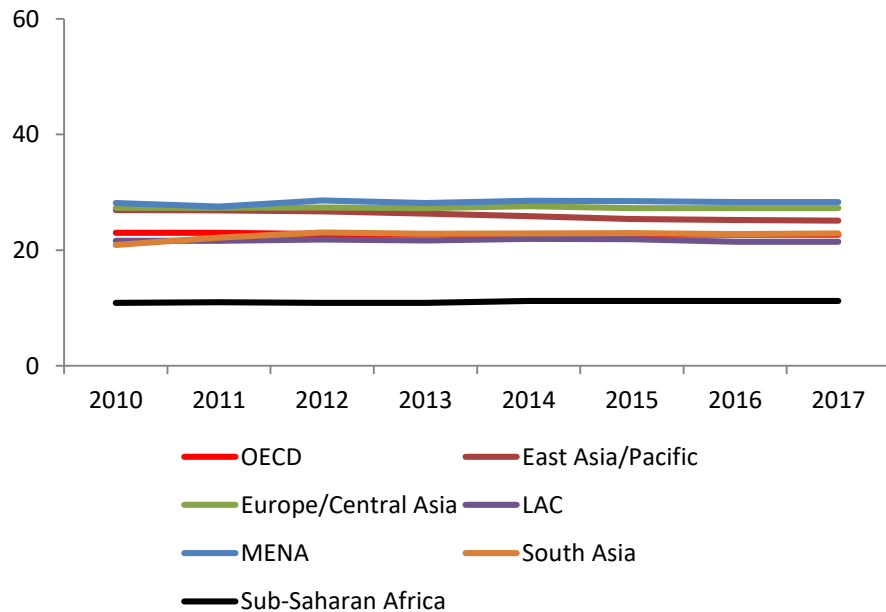


Source: The World Bank, ILO

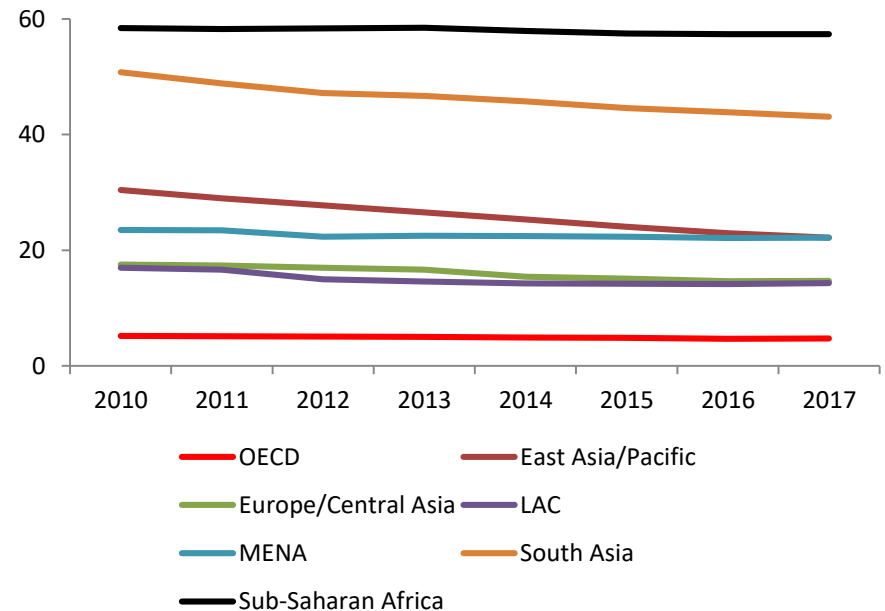
# Employment Structure: By sector

- The workforce engaged in industry (producing goods or providing services) is approximately 30% or less of total employment.
- Things are changing rapidly in advanced economies - Technology has given rise to the gig economy.

### Employment in industry (% of total employment)



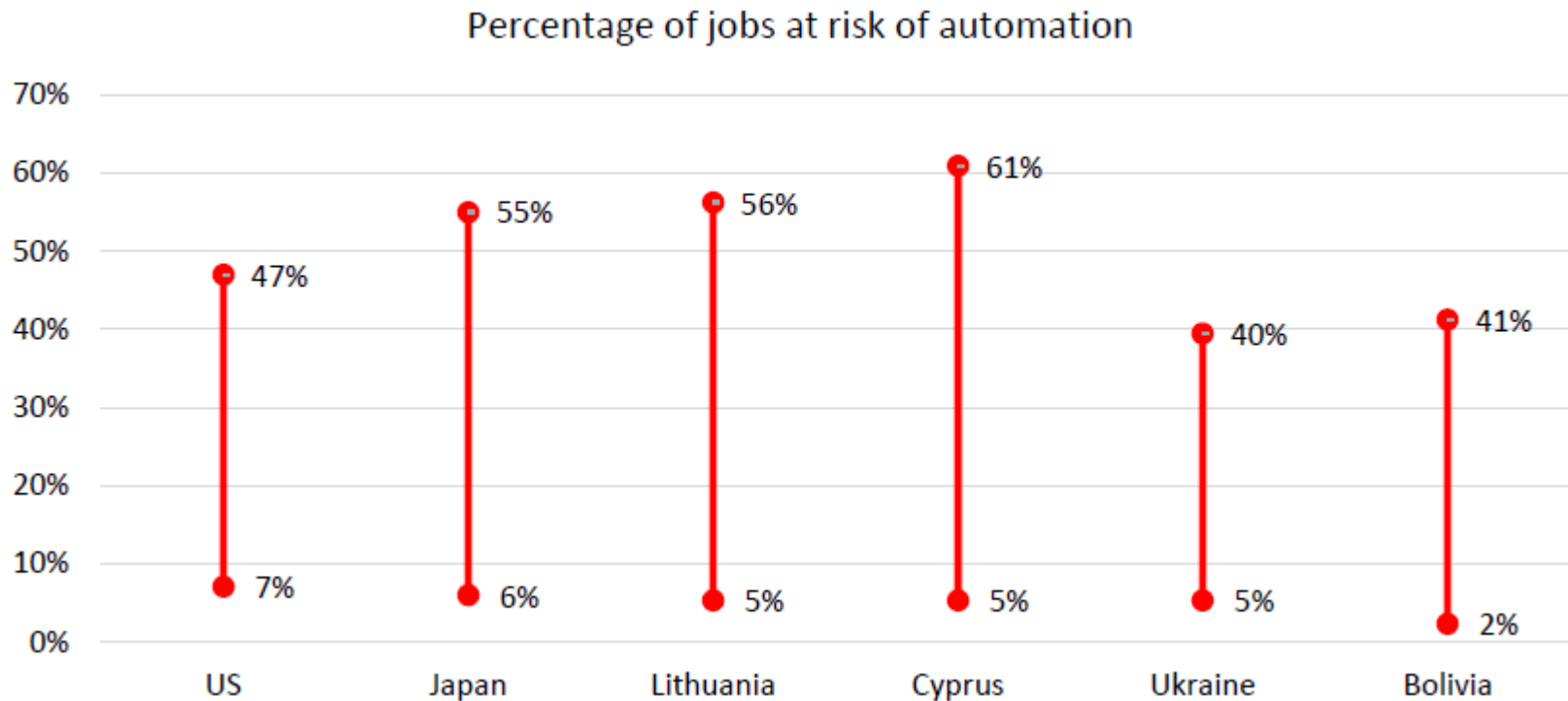
### Employment in agriculture (% of total employment)



Source: The World Bank, ILO

# There is uncertainty in predicting how technology will affect jobs

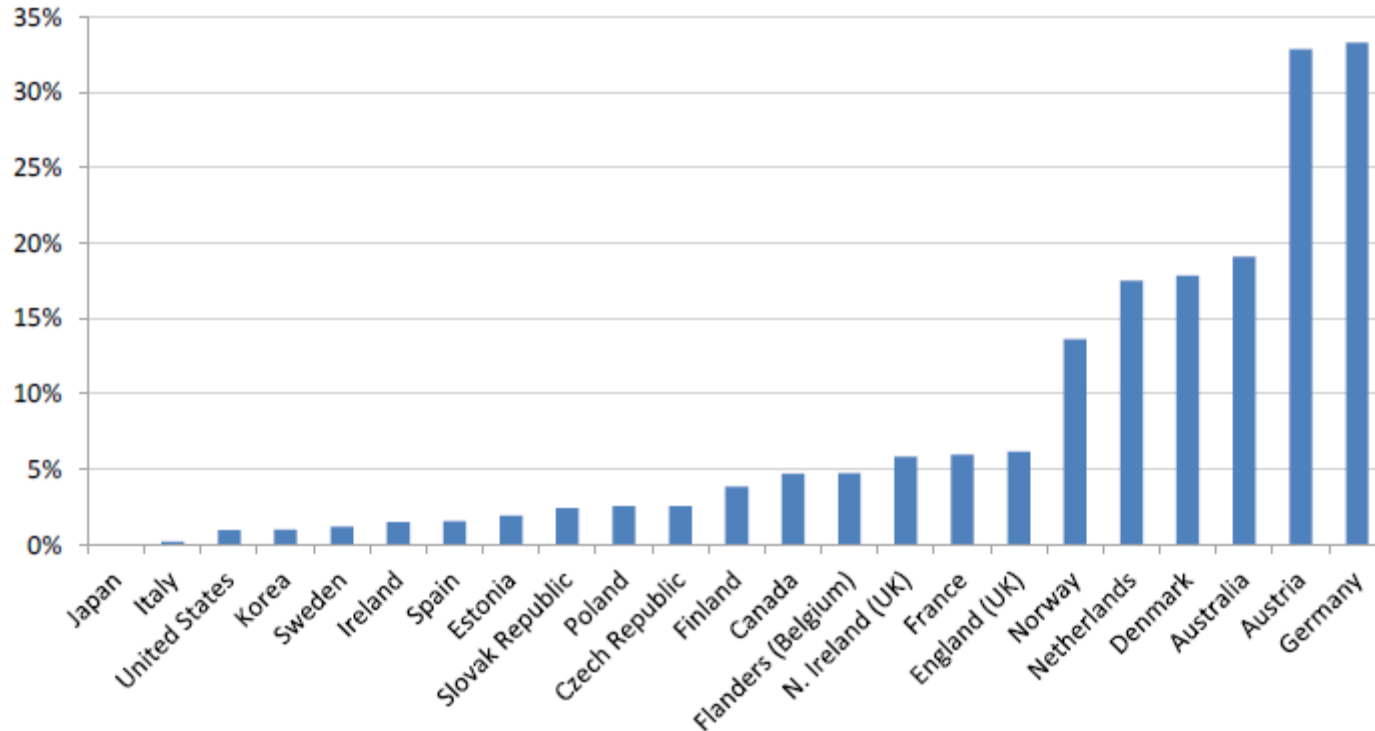
Wide variance in the perceived jobs at risk due to automation



Source: The World Bank “World Development Report 2019: The Changing nature of work” (Working draft)

# There are large differences in the use of apprenticeships

Current apprentices in programs leading to upper-secondary or shorter post-secondary qualifications as a share of all students enrolled in upper-secondary and shorter post-secondary education (16-25 year-olds)



Source: OECD (2016) Survey of Adult Skills (PIAAC)

# Duration of an apprenticeship and work placement involved

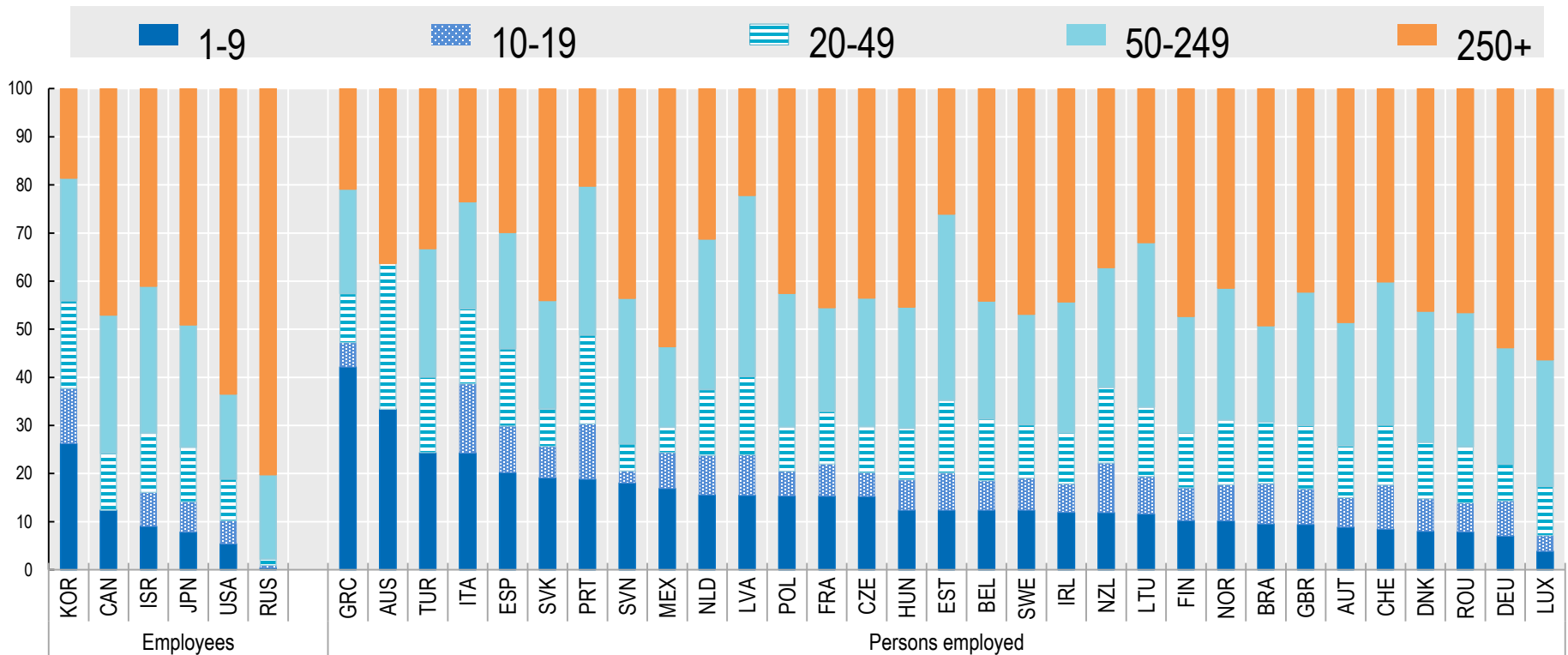
Country	Duration of the Program	Time allocation
Austria	3-4 years	66% - workplace with the company 20% - off-the-job education and training 14% - leave and sick days
England	Minimum 12 months, 15 months on average	At least 20% in off-the-job education and training
Germany	3-3.5 years (2-year programs also are available)	54% - workplace with the company 31% - off-the-job education and training 15% - leave and sick days
Netherlands	2-4 years	72% - workplace with the company including leave and sick days 24% - in-school 4% - either to school teaching or practical training
Norway	Mostly 4 years	Typically the first two years are spent in school and the last two with the company

Source: OECD (2017) "Striking the Right Balance"

# Persons employed, by company size

Many countries are concerned that smaller employers may be reluctant to offer apprenticeships

## Manufacturing



Source: OECD Entrepreneurship at a Glance 2017

# Financial mobilization from industries in funding TVET

Companies may benefit from the levy according to various incentive schemes

Country	Rate (%)	Revenue generating	Payroll tax exemption	Levy grant	Training cost reimbursement
Bahrain	1.0 - 3.0	x			
Brazil	1.0 - 1.5	x			
Côte d'Ivoire	1.6		x		
France	1.5		x		
Honduras	1.0	x			
Hungary	1.5			x	
Ireland	0.7	x			x
Jordan	1.0				x
Kenya	1.0				x
Malawi	1.0			x	x
Malaysia	0.5 - 1.0				x
Mauritius	1.0	x			x
Morocco	1.6	x			
Nigeria	1.25				x
Singapore	1.0				x
South Africa	1.0			x	
South Korea	0.25 - 0.85				x
Tanzania	2.0			x	
Thailand	1.0		x		

Source: UNESCO/Cambridge Econometrics



## Questions for further discussion

- What kind of work-based learning opportunities can be provided for self-employed workers, including farmers, particularly in the context of developing countries?
- How can small employers ensure training opportunities for their current and future employees?
- How can TVET/work-based learning address changing skills demands in view of the expansion of gig economy and disruptive technologies?



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# Thank you

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