UNEVOC Global Forum on

Advancing Learning and Innovation in TVET

2-3 December 2019
UN Campus, Bonn, Germany

Background Note

UNESCO-UNEVOC, in collaboration with partners in the UNEVOC Network, is engaged in promoting learning and innovation in TVET, paying close attention to the effort to make *substantial changes in the way TVET is organized, planned and practiced to make it more responsive, and therefore relevant to the current issues in society, the economy, and the environment(UNEVOC, 2019)*. TVET is constantly impelled to tackle the issues of youth employability and promotion of lifelong learning and contribute to achieving SDGs. Yet, this path has challenges when using a 'business-as-usual' approach. It requires existing systems and institutions to anticipate the impact of innovation taking place in business and labour markets and act upon them.

UNESCO plays a leading role in advocating and monitoring progress of SDG4 on education. This task is complemented by its work and alliances with partners to achieve SDG8 – on inclusive growth, employment and decent work – by leveraging on quality and lifelong learning TVET provisions.

In this context, efforts linked to achieve SDG4 and SDG8 need to be complemented with strategies that adapt to new demands and disruptive changes brought about by rapid technological evolution and climate change. The impact of these strategies, combined with success in economic, social and environmental spheres, define the new future of work where human-machine learning interface becomes critical and a new mix of competencies and talents are in demand.

While Member States and other actors including UNEVOC network members have made significant strides in prioritizing their actions towards achieving SDGs, these efforts have not been sufficiently effective or systemic enough to make a significant impact for the 1.8 billion young people in need of resources and opportunities to decent work thus bettering their lives and communities. Skill gaps and mismatches exist and hinder new potentials for development in technology-rich environments and innovation-savvy cultures. Many people work in jobs that do not match their talents. At the same time, employers have difficulty finding people with adequate skills and competencies they need to grow and innovate.

Furthermore, these efforts may not always correspond with nor address rapidly evolving issues like the emergence of digitisation and artificial intelligence (AI) or the shift towards circular economies and clean energy. Digitisation, AI and climate change not only disrupt established business practices and labour markets, they have a sizeable impact on the future of work and education and training systems.

TVET can emerge as a key player to rejuvenate the future of skills development that connects economic, social and environmental opportunities.

Member States have varying levels of capacities to respond with - or steer a similar disrupted model - in order to make TVET an important source of innovation learning and provider of skills for innovation and inclusion. Innovations to promote excellence and inclusion in TVET are evident in some countries. Yet, they are not yet mainstreamed in institutional systems and practice, and are therefore not put at scale and are systematically translated in a whole- systems or whole-institutions approach.

The UNEVOC Global Forum seeks to discuss these issues and explore new thinking behind innovative practices and scalable solutions. It also aims to draw from the discussion of ongoing opportunities, new challenges and future developments so that it can inform the review of UNESCO Strategy for TVET (2016-2021) and UNEVOC Medium-term strategy (2018-2020), which defined the organization programmes and actions for national

Forum objectives

- Identify and discuss innovative and disruptive solutions with potential products and scalable models that tackle youth skills challenges in the context of digital and climate change challenges
- To showcase institutional innovation examples in TVET systems and policy domains including curricula and qualifications design, pedagogical methods, TVET programmes and services to communities and network partnerships
- To discuss articulations of down-stream solutions with institutional and system innovationsand transformations
- To offer a platform for peer exchange and policy learning

Expected outcomes

- TVET stakeholders are apprised of TVET Innovation contexts, approaches and outcomes to foster excellence and inclusion in TVET;
- TVET stakeholders and partners contribute and inform the mid-term review of UNESCO Strategy for TVET;
- TVET Partners are engaged in sharing Innovations in TVET policy, teaching and learning methods, curriculum development & new qualifications, and TVET network collaboration;
- TVET stakeholders are convened to support knowledge exchange, strengthening of communities of practice within the framework of the TVET projects implemented/supported by UNESCO-UNEVOC

Language

The Forum will be delivered in English, with simultaneous interpreting provided in French.

Contact

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