

What's on the horizon? Green & digital TVET trends in Africa, Asia-Pacific and Europe

A comparative preliminary analysis on the trends in new qualifications and competencies



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BILT Bridging Event
22 June 2022

Trends mapping study

Digital skills development in TVET teacher training



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Research study

BILT team explored the latest trends in new qualifications and competencies in TVET in the three regions

- A background research carried out in Europe in 2019, and published in 2020; and an updated review in 2022
- A literature review, questionnaire survey and stakeholder interviews were conducted in Africa and Asia in 2021
 - Identification, integration and implementation of new qualifications and competencies at national and regional levels among macro, meso and micro-level institutions
 - Effects of greening and digitalisation on TVET systems and the demand for new skills
 - Identification, integration and implementation of NQCs in digitalisation and greening skills required in the two regions
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Geographic context: variance and similarities

Parameters	Africa	Asia	Europe
Demographics	<ul style="list-style-type: none"> • Young population and getting younger! 	<ul style="list-style-type: none"> • Young and the ageing • 4.64B people of 7.96B 	<ul style="list-style-type: none"> • Predominantly ageing • 4% of world's population in 2070
Economy	<ul style="list-style-type: none"> • Resource-rich and growing 	<ul style="list-style-type: none"> • 30% of world's GDP 	<ul style="list-style-type: none"> • Single market
Unemployment	<ul style="list-style-type: none"> • 15 million entrants every year against 3 million jobs 	<ul style="list-style-type: none"> • 160 million youth as NEET • COVID-19 impact has been high 	<ul style="list-style-type: none"> • Youth unemployment persists • More graduates in jobs
Occupation	<ul style="list-style-type: none"> • 88.5% in Informal jobs • A third underemployed 	<ul style="list-style-type: none"> • 2/3rd informal employment • 1.3B of 2B workers 	<ul style="list-style-type: none"> • Highly skilled workers • Skilled migrants
TVET	<ul style="list-style-type: none"> • Small, weak and low in status • Weak link with industries 	<ul style="list-style-type: none"> • Perception among parents low • gender imbalance 	<ul style="list-style-type: none"> • Fairly mainstreamed • Tertiary education required for decent jobs

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**Identification of
New Qualifications and Competencies**

Identification of new qualifications and competencies

Africa

- LMIS measures formal employment
- Lack of data on employment trends by occupation, sector, geography and gender
- Investments and capacity building required in skills anticipation, forecast and in labour market information systems
- Lack of data on job market in the informal sector

Asia

- Continent/region-wide LMIS is nearly impossible
- Wider stakeholder involvement is required to identify new skills and competences
- Needs of informal sector require consideration
- Governmental capacity in skills identification and forecast is to be enhanced
- Inter-agency government coordination with single office responsible for LMIS is desired

Europe

- Europe-wide approach is emerging
- 2020 skills agenda recognises skills intelligence
- Certain existing skills are yet to be identified and classified
- Transversal skills, aptitudes and non-routine competencies are recognised
- European green deal and e-Competency framework lay foundation across the continent

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**Integration of
New Qualifications and Competencies**

Integration of new qualifications and competencies

Africa

- National Qualification Frameworks govern integration
- Limited scope for contextualisation for local market needs
- Lack of formalised labour market structures impedes standardisation
- Stakeholder involvement is required
- Skills recognition (continent-wide) required

Asia

- Shift in industrial focus and the developments of IR 4.0 recognise 21st Century competencies
- While new competencies are developed as new courses, many competences are embedded in existing curricula
- Top-down approach of integrating competencies excludes many stakeholders
- Integration processes require strengthening through institutional capacity building

Europe

- Mother tongue and foreign language competencies sit alongside 'soft', 'basic', 'core' skills
- A third of nations do not have national strategies for key skills
- Half of the nations do not have strategies for foreign language skills
- More awareness and training required to embed transversal competencies in current courses
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**Implementation of
New Qualifications and Competencies**

Implementation of new qualifications and competencies

Africa

- Highly fragmented delivery structures
- TVET teachers lack training and experience in industry
- TVET stereotype courses make it less attractive for girls
- Delivery institutions are not able to report on employment outcomes of their learners
- Need for updated pre-service training and CPD for TVET teachers and trainers

Asia

- Further investment in workshop facilities, tools, equipment, and ICT facilities
- Lack of institutional capacity to embrace and implement change
- Partnership with industries circumvent financial and infrastructural constraints
- Learner centred approaches preferred in experiential learning, blended learning, game-based learning, embodied learning, social learning and collaborative learning at delivery institutions, workplaces, in the community or online.

Europe

- Not all trainers and teachers find it easy to embrace change
- At the same time, many teachers are willing to be co-creators of learning pathways for learners
- Teaching strategies need to adjust and so do the competencies of teachers if they are to empower 21st-century learners

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**Greening of TVET and
New Qualifications and Competencies**

Effects of greening on new qualifications and competencies

Africa

- By 2030, up to 118 million extremely poor people on the continent of Africa will be hit harder by adverse impacts of climate change
- Seven of the ten countries most vulnerable to climate change are in Africa
- There is no taxonomy for green skills in Africa yet
- The informal sector holds the key to supplying the green workforce

Asia

- According to the International Labour Organization, up to 14.2 million net green jobs can be achieved by 2030
- The Asia-Pacific hires fewer professionals for green jobs than the United States and Europe, mainly due to the lack of skilled workers
- Identifying competencies for sustainable development requires community consultation
- TVET institutions need to develop, design, and teach green-embedded content and use green-friendly technologies in their training

Europe

- Green investment in 70 per cent of companies are delayed, reportedly due to lack of people with right skills
- TVET institutions are yet to prepare well for the green economy
- Improved policy coordination and social dialogue is needed to integrate green skills into wider skills development policy

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**Digitalisation of TVET and
New Qualifications and Competencies**

Effects of digitalisation on new qualifications and competencies

Africa

- More than 80 per cent of the African population has a mobile phone, driving the digital economy, accounting for more than 5 per cent of GDP
- Only 47 percentage of population accesses the Internet
- Digitalization is a policy priority, but its introduction in workplaces is uneven and is limited in TVET
- Small-scale technologies have the potential to be transformative sources of employment in developing African economies

Asia

- Between 2019 and 2021 internet use in the Asia-Pacific grew by 24 per cent, taking the total number of Internet users to 1.2 billion
- 45 per cent of Asia-Pacific's population still does not have access due to lack of affordability, literacy and skills
- A significant gender gap as well as a rural-urban divide persists in the Asia-Pacific
- Progress in integrating digitalization in TVET is uneven

Europe

- Digital access increased by 20 per cent in the last decade, Europe's household internet access rate has risen to 92 per cent in 2021
- Demand comes from many stakeholders, employers, teachers, trainers and learners
- 4 out of 10 adults and every third person who works in Europe lack basic digital skills
- Low representation of women in tech-related professions and studies, with only 1 in 6 ICT specialists and 1 in 3 STEM graduates being women
- Technology can be used to dismantle borders

Thank you

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