



United Nations  
Educational, Scientific and  
Cultural Organization

UNEVOC

International Centre  
for Technical and Vocational  
Education and Training



# UNESCO TVET Strategy 2016–2021

Report of the UNESCO-UNEVOC  
virtual conference

28 September to 03 October 2015

Moderated by Mike Campbell

Published by  
UNESCO-UNEVOC International Centre for  
Technical and Vocational Education and Training  
UN Campus  
Platz der Vereinten Nationen 1  
53113 Bonn  
Germany  
Tel: [+49] 228 815 0100  
Fax: [+49] 228 815 0199  
[www.unevoc.unesco.org](http://www.unevoc.unesco.org)  
[unevoc@unesco.org](mailto:unevoc@unesco.org)

Photo used in Cover Design  
Flickr © Horia Varlan

Layout and Graphics by  
Aldrich Mejia

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The author is responsible for the choice and the presentation of the facts contained in this publication and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.

ISBN 978-92-95071-83-4  
© UNESCO 2016  
All rights reserved

# Table of contents

Foreword	4
Introduction	5
Objectives and scope	5
Summary of discussions	6
Conclusions and recommendations	13
Participation	16
About the moderator	21
Appendix	22

## Foreword

UNESCO's education sector, including technical and vocational education and training (TVET), currently finds itself at a crossroads. The end of the Education for All (EFA) movement, and the adoption of the Sustainable Development Goals (SDGs) at the United Nations Summit in September 2015, highlights the need to reconsider the role of the education sector in a more globalized world, accentuated by interlinkages between social, economic and environmental issues. The present situation affords an opportunity to reassert the importance of themes such as the right to education, equity and inclusive education, quality education and lifelong learning.

UNESCO is taking the lead role in this regard. The Incheon Declaration, adopted at the World Education Forum 2015 held in Incheon, Republic of Korea, calls for the transformation of lives through education, while SDG4 calls on member states to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

In this context, the development of UNESCO's TVET strategy for the period 2016–2021 comes at an opportune moment. While the TVET strategy for the period 2010–2015 focused on capacity building for policy review, facilitating conceptual clarification and improving TVET monitoring, and contributing to information exchange and the global TVET debate, the new strategy will no doubt be influenced by and reflect the current social, economic and environmental landscape. TVET's contributions to areas such as youth employment, sustainable development and e-Learning have already been recognized and will only become more relevant. The question remains however how to transform the TVET sector to maximize its potential.

In order to collect input from the global TVET community, UNESCO-UNEVOC organized a virtual conference from 28 September to 03 October 2015 on the UNEVOC e-Forum. Moderated by Mike Campbell, an expert in the fields of skills, labour markets and the economy, this virtual conference discussed the possible guiding principles and key elements of UNESCO's TVET Strategy for the period 2016–2021, the current and future issues and trends in TVET policy and research and the role of UNESCO in enabling the TVET sector to develop and transform.

The virtual conference was attended by 165 experts from 57 countries. The high level of participant engagement across all four discussion topics reflected the importance of UNESCO's activities regarding TVET.

This virtual conference was the twelfth in a series of moderator-driven discussions introduced by UNESCO-UNEVOC in 2011. Conducted on the UNEVOC e-Forum – a global online community of over 4,000 members – and guided by an expert, these discussions provide a platform for sharing of experiences, expertise and feedback. We would like to thank Mike Campbell for sharing his expertise with the wider TVET community, which we hope will drive the discussion forward and will contribute to the development of TVET at the local, national, regional and international level. We would also like to extend our sincere gratitude to all participants who took the time to share their experiences, knowledge and insights and contributed to the development of this report.

Shyamal Majumdar  
Head of UNESCO-UNEVOC International Centre

# Introduction

The new UNESCO strategy for technical and vocational education and training (TVET) for the period 2016–2021 comes at a timely moment. Much has changed since the current strategy was unfurled in 2009. The adoption of the UNESCO Education Strategy for the period 2014–2021 and the recent adoption of the Sustainable Development Goals (SDGs) and the Education 2030 agenda have occurred in a context of globalization and rapid technological development, characterized by changes in economic, labour market and skills patterns. Moreover, the nature of work-occupations, workplaces and goods and services produced is changing, as are government policies and wider geo-political landscapes.

TVET is not, and cannot be, unaffected by these changes. There is a renewed sense of urgency and a need for TVET to adapt, respond and transform itself so as to be relevant and valuable. This theme of responding to change and strengthening TVET in ways which add real value to people's lives, the economy and society is perhaps the key driver of TVET development in the coming years.

Questions arise regarding the transformation of TVET systems. **What would a successful TVET system look like?** How can we ensure that TVET secures an enhanced reputation, position and value (to individuals, the economy and society) both in specific countries and across the globe? We need to find some answers to 'the TVET Paradox', that is to say the disparity between TVET's potential and its actual performance.

TVET has the power and potential to transform lives. It can, and should, be the key to prosperity for all. One of its aims is to provide education and training for the world of work and should therefore contribute to enhancing people's employability and access to jobs, enabling labour market progression and promoting 'decent work' by, for example, increasing people's incomes. It should reduce exclusion from the job market and drive the economy through higher productivity and innovation, to the benefit of individuals and employers. But so often it fails to do so.

TVET should strive to do more than meet the needs of the economy and the labour market. A transformative TVET must also emphasize lifelong learning (LLL) and enable all, irrespective of race,



gender, disability and social position, to have the opportunity of access to learning, knowledge and know how. A transformative TVET has the potential to increase equity, reduce poverty and diminish inequalities. It could be harnessed in the cause of a more sustainable future. It can also help develop better informed citizens who are better able to fully participate in civil society.

In reality too much of TVET does not result in these benefits. TVET often offers poor 'returns' to individuals, businesses, governments and taxpayers, while not contributing enough to socio-economic development. Compared to academic education, it is often seen as 'second best' and it frequently has low status, low prestige and little power. Simply put, it is often perceived as failing to deliver on its promise and potential.

There is indeed a paradox here: a gap between its potential and its performance, between what is and what could be.

## Objectives and scope

### Objectives

The objective of the virtual conference, held on the UNESCO-UNEVOC e-Forum, was to provide stakeholders and the wider TVET community an opportunity to inform the development of UNESCO's new strategy, to help shape the direction and content of the strategy, and to contribute to UNESCO's thinking on the framework which will drive the Organisation's work over the next five years. The conference took place over a six day period from Monday 28 September to Saturday 3 October 2015.

165 people from 57 nations attended the conference, and there were 170 contributions to the discussion. In addition four short polls surveys were conducted, one on each of the key high level questions considered. The short opinion polls aimed to elicit more specific quantitative information and provide a sense of priorities. An average of around 35 people took part in each of the four polls and cast between them a total of 586 votes<sup>1</sup>.

## Scope

The conference was open to UNESCO-UNEVOC e-Forum members and was also an opportunity for a wider pool of other experts, policy makers, practitioners and TVET teachers/trainers to contribute to this process.

The key high level questions addressed at the conference were:

- What should be the **guiding principles** of the new UNESCO strategy for TVET?
- What are the **emerging issues and trends in TVET** to which the strategy should respond?
- What are the most important **elements that should be contained in the strategy**?
- What should the **role of UNESCO** be in delivering the strategy? Are there any other key issues to raise?

The moderator would like to thank the participants of the virtual conference for their active participation and for sharing their insights, experiences, ideas, opinions and innovations. This report summarizes the main findings of the discussions and of participants' contributions.

## Summary of discussions

It is of course difficult to summarize a series of discussions involving **170 contributions over six days**. However it is possible to identify the key points through consideration of a combination of:

- The amount of discussion;
- The number of contributors (as a proxy for the level of interest/importance);
- The insight of the contributors, as

<sup>1</sup> These opinion polls were carried out informally on the participants of the virtual conference. The findings only represent the opinions of those who chose to respond and cannot be generalized to a wider population.

reflected through the lens of the moderator's knowledge and experience.

Our short opinion polls, which recorded 586 individual votes, also provide an indicative sense of the value and importance attached to a wide range of topics. They also elicit views from a potentially wider range of participants than those who post messages.

Combined with the writer's professional judgement, these sources provide a solid view of the perspectives provided by the conference and its contributors. Each topic provides an identification and overview of the most important issues raised together with the results of the relevant survey.

## Topic one: principles

Participants at the conference were asked to consider what should be the guiding principles of UNESCO's TVET strategy for 2016-2021. Specifically, participants were asked to consider what the high level aims and the vision for the future of TVET should be.

The issue of what TVET is 'for' was discussed. Skills for employability and skills for jobs were seen as central to TVET's aims but the development of other skills, such as 'character' education, developing motivation, positive values and what one participant referred to as 'good sense and the ability to make intelligent choices' were also considered important. In that sense, a more 'holistic' approach to TVET was valued in many contributions, where 'learning was for life' and helped to create a more balanced individual and society.





Creative Commons © Flickr/ Bilfinger SE

Perhaps as a consequence, the discussion on what a holistic TVET entails incited discussions on the boundaries of TVET and its relationship to academic education. On the one hand, some felt that there was a need to see the two forms of education as more connected, even integrated, rather than separate. On the other hand, if they do remain disconnected, some contributors noted that there needs to be clear pathways between them. Discussions on the perimeters of TVET and its relationship with academic components of curricula also manifested itself in exchanges on, what one contributor described as, the 'parity of esteem' with an academic education. The issue of attitudes towards, and perceptions of TVET, was often mentioned. Symbolic of these types of concerns, one pertinent point raised by a participant pointed out that while participation in 'higher' education has grown considerably, the number of participants in TVET has in many countries stagnated.

## Guiding principles

While these salient remarks are representative of some of the exchanges on the topic of guiding principles, the overall discussion can be summarized by these four possible guiding principles:

- TVET provides opportunities to acquire skills and qualifications that should enable **better access to decent work**. It provides 'skills for jobs' however cannot create these jobs. In this context, TVET should adopt a holistic approach, preparing people for life outside work in the wider society;
- TVET stakeholders should **cooperate** with others, most notably employers, to help

secure the jobs needed (which generate the demand for skills acquisition and hence TVET participation) and ultimately provide the skills required for those jobs;

- A **lifelong perspective** on this agenda is required more than ever, as job opportunities and people's jobs change over time. TVET is not just for young people, but for employed and unemployed adults as well, and should therefore focus on initial and continuing training and education;
- Additional to job specific skills acquisition, TVET should also focus on providing other skills, in particular **entrepreneurial skills**, as these can help people create their own jobs when jobs are not available in sufficient numbers.

When discussing the development of the guiding principles for the new TVET strategy, one contributor reminded us of the need to be **realistic** as to what TVET can achieve, particularly when not coordinating with other forms of education and training. Taking into consideration the existence of the TVET paradox already discussed, this remark is pertinent. It is important to remember that the outcomes from TVET are strongly influenced by the external environment including resources, policy, and economic growth. In this sense TVET cannot be expected to provide the answer to all these issues but a solution may lie in greater collaboration and a sense of 'shared responsibility' between partners/ stakeholders involved in the skills and jobs agenda.

Interestingly, while the contributions covered numerous areas, there was **less discussion** on a '**vision**' for TVET. Such a perspective could perhaps draw on the newly revised UNESCO recommendation concerning TVET<sup>2</sup> and the frame and context of the **new SDGs**. There was also less discussion on the topic of **equity**, such as **gender** related issues.

These four guiding principles encompass participants' different assessments of the current situation, but also reflect the results of the poll (see Table 1 in the Annex) which gave participants the opportunity to identify **which principles** were of most importance in designing

2 UNESCO. 2015. Proposal for the Revision of the 2001 Revised Recommendation concerning Technical and Vocational Education. General Conference 38th Session, 17 August 2015. Paris: UNESCO. <http://unesdoc.unesco.org/images/0023/002341/234137e.pdf>

UNESCO's TVET strategy (see the first 3 columns of Table 1). Indeed, the results clearly show the considerable importance, when prompted by a list of possible principles, assigned by participants to the **employability, decent work and lifelong learning** agenda. Over 80% of those responding mentioned this as a key principle and nearly 40% of all 'votes' went to this principle. Intriguingly, **sustainability**, despite barely registering as an issue in the discussion, attracted around 50% of all respondents, indicating that it should be a principle, and securing nearly 25% of the total of votes cast. **Growth** and **Equity** each attracted around 40% of voters and 20% of all votes for it to be a principle.



## Topic two: issues and trends

The world, including the world of TVET, is undergoing substantial **change**. Globalization, technology, the world of work, the physical environment, resources, conflict, political and policy choices: all have the potential to impact TVET in the areas of, for example, provision and curricula. Importantly, rather than seeing this change as having one-way consequences, it is important to acknowledge that TVET's relationship with this changing environment is reciprocal – TVET in turn impacts these 'drivers of change'. What are the **key challenges and opportunities** facing TVET? Are these different from the past and are these issues and trends also having an impact on 'the TVET paradox'?

The discussions on such an extensive agenda were wide ranging and involved debate on **workforce growth** and **demographics**; changes in business structure and the types of jobs available; and the changing professional needs of the TVET workforce itself. A common denominator running through discussions was again the theme of TVET being the 'poor relative' of the education system. Whether this is self-doubt, an inferiority complex or recognition that TVET is not accurately perceived by 'outsiders' and undervalued is not clear. Certainly there was a strong focus in several contributions on the importance of better **meeting the needs** of members of the TVET community itself, if TVET was to be strengthened. Teachers, trainers and managers and leaders in the sector require the necessary resources, professional development and capacity and capability to secure their ability to achieve their potential and thus enhance their reputation.

### Main issues and trends

Overall, the free-flowing discussion on the issues and trends that TVET faces shed light on a number of factors which can be summarized as follows:

- The **relationship between the economic climate and TVET** was a topic which many participants raised; questioning, as one participant put it, 'what do you do if there are no jobs for TVET graduates to fill'? Economic growth does not necessarily create all the jobs that are needed to absorb those leaving TVET. This puts three issues at the heart of the agenda for the future success of TVET: (1) the connections between skills and jobs; (2) the need to 'develop' the TVET market, by growing the demand for TVET amongst learners, non-learners and employers; and (3) stronger employer engagement, both in respect of TVET institutions relationships with employers, and in terms of TVET policy development and decision making;
- The issue of **entrepreneurship and self-employment** was raised on a number of occasions, though there was no real discussion of the potential implications on the curriculum, teaching of transversal skills and/or relations with the business community;
- **Community and stakeholder engagement** was seen as important in contributing to TVET's success, both because a close relation with employers can help providers stay close to their customers and understand their needs, but also to be able to potentially secure better outcomes for their students in terms of access to job opportunities;



- **Promoting quality TVET** programmes was seen as crucial to the 'offer' and the 'outcomes' of TVET. Quality may refer to the 'standards' of provision in terms of teaching quality, the status of the qualifications offered and attained or the reputation of the course/ institution. Issues related to quality also link to discussions regarding TVET's relationship with academic education, parity of esteem and the profile and reputation of the sector, which need to be enhanced if TVET is to be externally seen as a quality 'offer';
- The **role of teachers/trainers** is also seen as vital in a range of ways. On the 'personal' level, professional development (pedagogic and knowledge) as well as experience of the workplace were seen as valuable assets. On the institutional level, the management and leadership of TVET and its institutions was identified as crucial – in this regard particularly pertinent was the issue of ensuring the quality of TVET representatives, ambassadors and managers. In both cases greater teacher and trainer involvement in policy development would be valuable to ensure influence, especially in respect of implementation and delivery of policy developments, therefore enhancing its

effectiveness. Parity of esteem with other teachers in other parts of the education and training system was also referred to;

- The often poor image of TVET relative to academic education was referred to several times. The issue of its image and reputation needs addressing. Advocacy and the need to 'speak up for skills' was stressed as an issue. I would add that, the economic case for TVET needs to be more powerfully established and articulated, in terms of individuals, employers and the economy in particular.

While these concerns are critical and give a thought provoking glimpse into the daily struggles encountered by TVET practitioners, they were not widely considered in light of the changing economic, social and environmental context nor its implications assessed. This disconnect is important: deep change is happening in a range of ways and therefore TVET needs to **adapt**.

There was also **less discussion** than might be expected around a number of other issues:

- The importance of **digital skills** and how to develop them;



Creative Commons © Flickr/ Asian Development Bank

- The changing economy, **labour market** and job content;
- **Transferable/transversal skills**, such as oral and written communication skills, team working as well as foundational skills (literacy and numeracy);
- The ever greater need for the TVET sector to both offer '**value for money**' and to attract a wider range of funding beyond public resources, so diversifying its financial base. Who should pay for TVET? The state, employers or individuals? And, in what proportions for which programmes; what should the balance between these sources look like?;
- The new **Sustainable Development Goals (SDGs)**, most notably goal 4 on education and goal 8 on inclusive growth and decent jobs, together with the wider 2030 development agenda of which they are a part.

The poll (see the last 3 columns of Table 1) also provides an insight into what participants perceive to be the important challenges and opportunities that UNESCO's future strategy for TVET should consider, and reflected the general direction of the discussions. A choice of 12 issues or trends was provided and participants could identify and select the ones they thought were the most important. The issue that attracted the largest number of votes was the **relevance of provision to labour market needs** (13% of all votes). Over 80% of respondents mentioned this as one of their most important issues. This was closely followed by the importance attached to **employer engagement** (12% and 74% respectively). The issues of **quality of provision, adopting lifelong learning and holistic approaches** came next, each attracting around two-thirds of all those responding, indicating that they were one of the most important issues. **Skills intelligence** and a greater focus on **outcomes**, as well as improving **access** for those most at disadvantage, attracted between 7% and 8% of all votes and around half of all those who responded.

## Topic three: key elements of the strategy

This part of the discussion revolved around the main elements of UNESCO's new TVET strategy, considering the challenges and opportunities facing TVET as a result of some of the issues and trends already mentioned. How should TVET '**adapt to change**'? How can we strengthen the capacity and capability of TVET to better deliver on its promise? Given the limited resources, what should be the main priorities?

Several contributors stressed the importance of a **holistic approach** to TVET provision, though there was little clarity as to what this meant. For example, what would be the role of transferable skills, life/citizenship skills and foundational skills in this holistic approach?

Interestingly, while in the previous topic **transversal skills** were hardly mentioned, their importance was discussed here as being an important component of provision beyond job specific 'training'. In particular, **entrepreneurship learning** was seen to have potential by preparing students for possible self-employment and business development opportunities, to 'make' jobs, as a means of potentially improving employment outcomes from TVET. There was little discussion though on the distinction between know 'how' i.e. application, and know 'what' i.e. knowledge.

**Quality** was again discussed, particularly in terms of outputs that are **valued by employers**, which has implications for the measurement of TVET success. Parity of esteem and the value attached to TVET by those outside the sector was also identified as important by several contributors. The image/perception/reputation of TVET clearly needs to be addressed.

### Key elements

The following conclusions about what could be the most important elements in the strategy can be drawn from the discussion on this topic.

First, the issue of how to obtain better 'outcomes' was deliberated and two important issues arose:

- Outcomes should be at least in part measured by learner outcomes. As one contributor put it

'we need to produce quality outputs which are valued by industry'. And, let me put it this way: 'what gets measured gets done'. If programme or institutional success is, at least in part, measured by learner outcomes, it may lead to a greater focus on positive outcomes for learners. The role that evidence on outcomes could play in 'making the case' for TVET is valuable;

- The need to include, in the measurement of outcomes, measures beyond employability/jobs, in particular to include 'further' education/training as a positive outcome.

Second, the discussion also raised the issue of developing more effective pathways for learners between levels and types of provision, and better links between both levels of education/training and across TVET and 'academic' provision. Here the important question to ask is why employment outcomes for learners in TVET are often low? 'Moving from an input-based approach to one that is outcome-based', as one contributor said, is potentially vital to securing greater success for TVET.

Other contributions included:

- **Industry engagement and collaboration** is seen as an important feature to improve TVET performance, both in terms of the content and relevance of programmes, but also in terms of enhanced employability and the securing of better outcomes in terms of jobs and access to 'better' jobs;
- **Skills and labour market intelligence** is an important requirement for effective TVET functioning, especially for medium term planning. This sort of information

will also encourage and enable a more demand-driven approach to TVET provision. Intelligence on recent trends and likely future developments ('skills anticipation') is valuable but it was recognized that obtaining 'real time', current, data was difficult. Career counselling should also use better information to: 1) ensure a better fit between learners' aptitudes and programme choice; and 2) enable more informed choices of programme in respect of job availability. However, this was not discussed in great lengths;

- **Sound National Occupational Standards (NOS)** informing qualification frameworks can be a strong basis for TVET relevance and quality, if employers are involved so that standards reflect occupational needs;
- **Teacher/trainer quality**, in terms of practical experience (which could be enhanced by industry/institution exchanges) and knowledge as well as pedagogic skills, is seen as important in improving quality;
- There is a need for stronger inter-agency/inter-departmental co-ordination in TVET and related policies, so that the skills and jobs agendas are effectively tied together. Such integration is important at both country and international levels. Indeed some contributors mentioned that 'TVET without jobs' is, using my language, an oxymoron.

There was also a specific concrete suggestion for a joint UNESCO/ILO study on, or strategy for, skills and jobs, in the framework of the new SDGs 4 and 8.

Finally, the 'skills ecosystem' issue was raised by one participant in the context of developing a more demand-focused skills and jobs agenda. The development of ecosystems means systematically bringing together the different component parts of the system, in a formal partnership, or less formal network, around a common objective, agenda and with agreed activities and desired outcomes. It is where all the parts of the system 'point in the same direction' – government, TVET providers, employers, and other stakeholders, while systematically pursuing a 'common purpose'.



Creative Commons © Flickr/ Ramon Boed

The survey (see Table 2 in the annex) provided an opportunity for participants to register their views on which elements should be the most important of a future UNESCO strategy for TVET. They were given a choice of 10 key elements and could identify the ones they considered significant to include in the strategy. The most important element (as identified by the largest share of the votes and the largest proportion of respondents) was the need for the strategy to address/ increase the **relevance of TVET to labour market needs**. 85% of all respondents indicated that this should be one of the elements in the strategy, and it accounted for 17% of all votes. Next most important was **improving quality**, attracting over two-thirds of participants and securing 13% of all votes. Stimulating **employer engagement/business collaboration** was also especially important with over around two-thirds of all respondents wanting it as an element in the strategy, and accounting for around 12% of all votes. Next most important, was adopting a holistic approach to TVET provision.

## Topic four: role of UNESCO

**W**hat should UNESCO's specific roles be in implementing the TVET strategy? What did conference participants think about how UNESCO's activities add value? What does the Organisation do most effectively, at the national, regional and international levels?

There was a high level of respect and support for UNESCO's roles in **advocacy, knowledge sharing, convening stakeholders and leading the global debate around TVET in many of the contributions**. UNESCO is seen as uniquely positioned because of its status, reputation and global reach, to act as a convenor, focus, identifier, disseminator of good practice, as well as advocate for the sector as a whole.

Contributors saw UNESCO's role as 'facilitating on a global level the high level aims of TVET', or creating the 'dynamics for networking, capacity building and leadership'. Others saw UNESCO as being able to 'consolidate knowledge, facilitate industry participation and trans-border collaboration'.

The widely held perspective on this topic was that UNESCO has a special and unique role to play in a range of ways:

- **Agenda setting**, especially on the international stage. Its leadership and convening power adds real value;
- **Networking, international collaboration, capacity building and the sharing of good practices** are all important roles for UNESCO to play. The consolidation of knowledge is an important aspect of these activities. There were also a number of calls for particular work to be done by UNESCO in respect of the above on specific topics, notably:
  - Facilitating greater industry collaboration/employer engagement;
  - Facilitating enhanced progression and transparency, and thus mobility, both across post compulsory education/ training and in terms of trans-national mobility. This could be done through the development of an international framework/system of qualifications (perhaps like the EQF across the EU countries);
  - Building recognition and accreditation of informal and non-qualification bearing learning across different countries;
  - Drawing together good practices on skills and labour market intelligence, especially on the short and medium term anticipation of labour market needs;
  - Joint study/strategy with ILO on the interdependence of Sustainable Development Goals 4 and 8;
  - An exchange/study programme for TVET leaders to 'learn' from distilled international good practices across a range of issues;
  - Consideration of how to go about raising/ stimulating the 'demand' for skills/TVET outputs so as to 'grow the sector' and its contribution to the economy and society.

One interesting contribution was the proposal that more consideration should be given to how best to extend the current 'reach' of UNESCO so as to ensure that its products and services are made more widely available, more



*Creative Commons © Flickr/ Amira*

accessible and effectively utilized especially including those 'outside' the 'supply side' of the TVET sector. This has implications for the design of documents and marketing.

The poll (see Table 2 in the Annex) addressed the issue of the preferred role(s) that UNESCO should play in carrying out the TVET strategy. Participants were given a choice of six roles and were asked to select as few or as many as they thought should be the key roles that UNESCO should play in the future. Three roles in particular stood out: i) **international co-operation**; ii) **policy advice and capacity building**; and iii) **dissemination of knowledge/good practice**. Each of these roles attracted over 80% of all those who responded. Next most important was advocacy of TVET (around 70% of respondents mentioned this and it accounted for around 1 in 6 of all votes).

## Conclusions and recommendations

Countries differ in terms of their TVET agenda. The balance of challenges and opportunities,

the key elements of a successful TVET strategy, and the specific role(s) of UNESCO will differ to a degree across countries and regions. Priorities and choices will vary according to the specificity of particular situations.

However, many of the issues faced are common across many countries and should inform the future development of international collaboration and dialogue, as well as the promotion of effective networks to rise to the challenges that TVET faces across the globe. UNESCO, an international organization with a very wide range of member states covering all regions of the world, needs to operate within this 'global agenda', adding value to the activities of individual countries. The UNEVOC Network, a global network of TVET institutions, is one example how networks can help develop partnerships, set the global, regional and country agendas for TVET and establish a distinctive vision for TVET. UNESCO's role should also involve policy advice and capacity building. Knowledge development and management are key areas that UNESCO should contribute to through the sharing of promising practises and provision of platforms for dialogue and interaction among global, regional and national actors. Essentially,

UNESCO activities need to be geared towards advocating for TVET at the global, regional and national level, to enhance the status of TVET as well as strengthen the TVET 'community' of policy makers, practitioners and teachers.

This virtual conference has discussed a range of principles, issues, actions and roles that would be valuable in setting out a global agenda for TVET over the coming years which could help to transform TVET systems in line with the challenges facing them.

All of the topics addressed in this conference provided some interesting insights and highlighted the multitude of interlinking issues and cross-cutting themes that UNESCO's TVET strategy must take into account. These insights, as well as the author's own reflections, can be formulated into a list of recommendations.

### **An 'Agenda for TVET'**

Fundamental to the development of the TVET strategy should be an understanding of TVET's role in a world which is characterized by globalization and technological development. Changes in economic, labour market and skills

patterns, as well as the recent adoption of the 2030 development agenda, has considerable implications for TVET in the coming years. For a successful transformation in the TVET system, it is imperative that policy makers, stakeholders, managers/leaders, teachers and trainers, and learners, recognize, understand and champion a process of 'adapting to change'. This requires a shared sense of purpose and a shared responsibility.

The vision should be rooted in notions of sustainability, greening and equity. Issues relating to tackling disadvantage, access to TVET and to decent work are important for successful TVET development. Gender issues in particular need to be addressed. Moreover, entrenched in the development of TVET systems should be a strong evidence base in providing the skills that students require for success in work and life. This evidence base could focus on skills needs forecasting, success measure and indicators including all relevant Sustainable Development Goal targets, and outcome-orientated success measures using tracer studies or 'big data'.

TVET Strategy should specifically focus on a number of areas:



*Creative Commons © Flickr/ Land Rover Our Planet*

**1 Access to TVET:** access to TVET should be understood in two ways. First there is a need to increase the number of students participating in TVET. Second, TVET systems should be more effective, with more learners completing programmes and acquiring the relevant qualification or learning outcomes. Participation should be based on a lifelong learning approach, where participation amongst youth, adults, those in work, and those unemployed, are equally encouraged and valued;

**2 Quality of TVET provision:** the quality of TVET programmes needs to be improved through appropriate quality assurance mechanisms, for example standard setting, benchmarking and inspection. Staff recruitment and development, college management and leadership are also important in securing quality. The quality of TVET programmes can also be enhanced by addressing the relevance of TVET provision to changing job requirements and labour market needs. Curriculum, qualifications, modes of learning, equipment and assessment needs to reflect the world of work, the requirements of jobs and the skills needed to undertake them effectively. At the same time, there is an urgency to ensure that provision is holistic in nature, simultaneously addressing the need for: i) general education, basic or foundational skills needs (e.g. literacy, numeracy and digital skills); ii) life and citizenship skills (including environmental awareness); and iii) the key transversal skills, like oral and written communication, so crucial to both working lives and to participation in a citizen's life;

**3 TVET Governance:** TVET systems need to be developed to achieve a better balance between skills and jobs, between on the one hand the structure of provision and participation (supply), and on the other hand the volume and composition of the jobs that are, or are likely to be, available (demand). Without a balance between the two, there is a risk of the mutual co-existence of skills shortages and structural unemployment with TVET failing both people and businesses. Tackling these (mis)matches is crucial to ensuring that TVET is effective. Better connections between supply and demand will increase employability, improve outcomes for both learners and employers. One area of focus could be the development of more systematic 'skills and labour market intelligence' (SLMI) so as to provide the information necessary on levels and trends in skills supply, skills demand and the (mis) matches between them. This can give signals to

learners, employers, institutions, policy makers and practitioners, and help them make better informed choices about programmes, priorities and resource allocation. This means that greater attention should also be paid to inter-ministerial co-ordination particularly between education, labour and economic development ministries;

**4 Private sector involvement:** raise the status, profile and reputation of TVET in part through making the 'business case' for TVET and through the greater involvement of the workforce in TVET policy development and implementation. Businesses need to be challenged to take training and development more seriously, see investing in people as a key means to improving business performance and thus 'grow the market'. Stimulating the demand for skills is crucial, especially where it is relatively low. TVET should work with employers, and indeed all key stakeholders as well as government, to establish a 'high skills ecosystem' where demand and supply are mutually reinforcing. 'More and better jobs', decent work for all, and increasing the demand for TVET are powerful drivers of progress;

**5 TVET institutions:** TVET institutions need to be incentivised to secure improved outcomes for learners and meet labour market needs through changes to funding, for example through the use of financial rewards for achieving improved or above average outcomes in terms of employability or further learning.

**6 Funding:** Resource pressures are considerable and attention needs to be paid to diversifying funding beyond the public sector and addressing issues related to 'value for money' and cost effectiveness.

It is hoped that the report will provide a valuable input into the development of UNESCO's next strategy for TVET for the period 2016-2021 and a useful record of the event for those who participated, as well as for other members of UNEVOC's e-Forum and the wider TVET community who wish to gain an insight into the TVET agenda of the future.

# Participation

## Overview

Number of participants: 165  
 Number of countries from  
 which participants came: 57

Network Members: 37 (22%)  
 Male: 91  
 Female: 74

## List of participants

Name	Institution	Country
A.P. Verma	National Institute of Open Schooling, New Delhi-110057	India
Aaron Dahm	UNESCO-UNEVOC	Germany
Adrienne Bird	Special Projects Unit, Pretoria	South Africa
Ahmad Maalim Adow	forum for african women educationalist, Nairobi	Kenya
Aiman Badri	UNESCO, Khartoum	Sudan
Akram Eini	OERP	Iran, Islamic Republic of
AKRAM EINI		Iran, Islamic Republic of
Aldrich Mejia	UNESCO-UNEVOC	Germany
Alexandre Berthon-Dumurgier	IECD, Fianarantsoa	Madagascar
Alfredo Xavier Rello Rodarte	CONALEP, Metepec	Mexico
Alison Mead Richardson	Commonwealth of Learning	Canada
Alix Wurdak	UNESCO-UNEVOC	Germany
Amina Idris	NATIONAL BOARD FOR TECHNICAL EDUCATION, Kaduna	Nigeria
AMIT BAJPAI	DIA SKILL DEVELOPMENT PVT LTD, NEW DELHI	India
Aneyo idowu	Yaba College of Technology,Lagos,Nigeria, Yaba,Lagos	Nigeria
Anil Prasad	Government of Kerala, Thiruvananthapuram	India
Anthony Michael Bailey	ABConsulting, Melbourne	Australia
Anthony okwa	J. Hausen construction training center, Jos	Nigeria
Artur Gomes de Oliveira	Sergipe Federal Institute od Education, Science and Technology, Aracaju	Brazil
Ashwani Aggarwal	ILO, Pretoria	South Africa
ATARRAF EL HASSANE	FSTG, Marrakech	Morocco
AYONMIKE CHINYERE SHIRLEY	DELTA STATE UNIVERSITY, ABRACA	Nigeria
B. A. Ogwo	State University of New York (SUNY), Oswego	United States of America
Barry Lotze	West Coast College, Vredenburg	South Africa
Borhene Chakroun	UNESCO	France
Carlos Zarate		Germany
Caron Foster	Production Management Institute, Port Elizabeth	South Africa
Cecilia V. Soriano	Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Asia-Pacific
Celina Maria dos Santos Claro	EFI, Torres Vedras	Portugal
Cherine Khallaf	UNESCO , Cairo	Egypt



Name	Institution	Country
Claudia Pompa	London	United Kingdom
Cornelius Motsisi	Botswana Training Authority, Gaborone	Botswana
Cristian Aedo	world bank, Washington	United States of America
Cynthia Ransley	Mcast, St.Venera	Malta
DAELMAN Katrien		France
Darya Malykh	Bashkir Institute of Social Technologies, Ufa	Russian Federation
David Harbourne	Edge Foundation, London	United Kingdom
Debra Hope	TVET Council	Barbados
Denise Conway	DFATD	Canada
Diana Nikolaus	Otto-von-Guericke-University Magdeburg, Magdeburg	Germany
Edgar Pereira	CERCICA, Estoril	Portugal
Efat Moghimi	Education and training in Iran, shahrekord	Iran, Islamic Republic of
El Khadraoui Layla	European Commission, Brussels	Belgium
Ela Owen	ELA Consulting, Oxford	United Kingdom
Elin McCallum	Bantani Education Et Research, Brussels	Belgium
Ellie Cheung	The University of Hong Kong, Hong Kong	China
Emmanuel Bamfo-Agyei	Cape Coast Polytechnic, Cape Coast	Ghana
Emmanuel C. Osinem	University of Nigeria, Nsukka	Nigeria
Esther Graupera Sanz	León	Spain
Eva Mutenga	Association for the Development of Education in Africa (ADEA), Harare	Zimbabwe
Evans Oguzu	kyambogo university, Kampala	Uganda
Fatma Can Agaoglu	UNESCO	Turkey
Freddy KABALA MBAYI	UNESCO, Kinshasa	Democratic Republic of the Congo
Fusheng Jia	university of east anglia, norwich	United Kingdom
Ganesh M Ambike	Shree Morya Institute Of Paramedical Health Science, Pune	India
Geoff Fieldsend	Geoff Fieldsend and Associates, Sheffield	United Kingdom
Gesty Mcdowell J Arithoppah	UNICEF, Curepipe	Mauritius
Hans Krönner	12205 Berlin	Germany
Hari Pada Das	International Labour Organisation, Dhaka	Bangladesh
Hélène Guiol	UNESCO, Paris	France
Henderson Eastmond	Technical and Vocational Education and Training (TVET) Council, St Michael, 8th Avenue, Belleville	Barbados
Hesham Dabour	Ministry of Education	Jordan
Hoosen Rasool	FR Research Services, Durban	South Africa
IGBERADJA SERUMU	DELTA STATE UNIVERSITY, ABRAKA	Nigeria
ILCA WEBSTER	CNI - National Confederation of Industry - Brazil, Brasília	Brazil
Imma samuel Romano	College of Technical Vocational Education for Teachers[TVET]Malakal -South Sudan	South Sudan
Jacqueline Wallder	HEART Trust/NTA, Kingston	Jamaica
James Collin Okware	Kyambogo University, Kampala	Uganda

Name	Institution	Country
Jan Ebben	BIBB, Bonn	Germany
Janardhanan Ganga Thulasi	National Institute of Technical Teachers Training and Research, Chennai, Chennai	India
Jean Hautier	UNESCO-UNEVOC, Bonn	Germany
Jennifer Wan	Australian Trade Commission	Malaysia
Jessie Coutinho de Souza Tavares	University of Fortaleza, Fortaleza	Brazil
Jin Park	KRIVET	Republic of Korea
John Okewole	Yaba College of Technology, Yaba Lagos	Nigeria
Julia Tran Thanh	Institut Européen de Coopération et de Développement	France
Jungjoo Kim	Korea University, Seoul	Republic of Korea
Kalav Raj Khatri	Diploma, Ramechhap	Nepal
Kamal Armanious	UNESCO-UNEVOC, Bonn	Germany
Karnette Batchelor Evering	University of The West Indies	Jamaica
Katerina Ananiadou	UNESCO-UNEVOC	Germany
Kedibone Boka	JET Education Services, Braamfontein	South Africa
Keevy, James		South Africa
Keith Holmes	UNESCO, Paris	France
Khaled GRAYAA	The National Higher Engineering School of Tunis, Tunis	Tunisia
Khin Thida	Ministry of Industry, Nay Pyi Taw	Myanmar
Kingsley Morgan	Grenada National Training Agency, St. George's	Grenada
Korepa Lasa Barati	TVET Directorate, Port Moresby	Papua New Guinea
Kouadio Kouakou Magloire	SUNY/CID, Abidjan	Côte d'Ivoire
Linda Douglas	Vocational Training Development Institute, Kingston	Jamaica
Lorna Unwin	London	United Kingdom
Marcia Rowe Amonde	VTDI, HEART Trust, Kingston	Jamaica
Margo Hoftijzer	World Bank, Brussels	Belgium
Max Ehlers	UNESCO-UNEVOC International Centre, Bonn	Germany
McCallum	Bantani Education, Brussels	Belgium
Mervi Jansson	Omnia, Espoo	Finland
Michael Lee	University of Wisconsin-Stout, Menomonie	United States of America
Michael Shumate	Virginia Tech, Blacksburg	United States of America
Michelle Paris	MCAST, Malta	Malta
Mike Campbell	Professormikecampbell.com, LEEDS	United Kingdom
Miriam Preckler	Government	Spain
Mojgan Mehrparvar	Institute for research & planning in higher education, tehran	Iran, Islamic Republic of
Mônica Mota Tassigny	University of Fortaleza, Fortaleza	Brazil
Moustafa Mohamed	Competency Assurance & TVET	Egypt
Moustafa Wahba	Consultant, Alexandria	
MPHO AUBREY PHOLO	VUSELELA TVET, POTCHEFSTROOM	South Africa
MUHAMMAD ZAHEER	NAVTEC, Islamabad	Pakistan
Musa Yakubu	Nigerian Institute of Building , Abuja	Nigeria

Name	Institution	Country
NANCY ANN GEORGE	self employed, Kingston	Jamaica
Naouar Youssef	ministère de la formation professionnelle et de l'emploi, Tunis	Tunisia
Napal Chandra Karmaker	NSDC-Secretariat, Dhaka	Bangladesh
Narain Gaur	CETPA INFOTECH PVT LTD , Noida	India
NOAH NOAH Jean Crépin	Lycée Technique de Nkolbisson, Yaoundé	Cameroon
Nurilya Shakhanova	BOTA foundation, Almaty	Kazakhstan
Odéssia Fernanda Gomes de Assis	University of Fortaleza, Fortaleza	Brazil
OKPALANWA, E. C.	Nnamdi Azikiwe University, Awka., Anambra	Nigeria
Olarewaju Clement	Yaba College of Technology, Lagos State	Nigeria
Olga Ostrovskaya	Saint-Petersburg State Economic University , St. Petersburg	Russian Federation
Owen Michael Lingard	LR & Associates, Hamilton	New Zealand
Patrick Ezekiel Machief	School of Technical Education, Plateau State Polytechnic Barkin Ladi, Jos	Nigeria
Paul Turner		United Kingdom
Peter Kaaya	ARUSHA TECHNICAL COLLEGE, Arusha	Tanzania, United Republic of
Pradeep Kumar JOOSERY	Mauritius Institute of Training and Development, Phoenix	Mauritius
Rafael Barrio Lapuente	Public Administration, Barcelona	Spain
Rajat Khawas	Manipal City and Guilds, New Delhi	India
Ramon Mangion	Malta College of Arts, Science and Technology, Paola	Malta
Raquel Maoly Ruiz Guevara	universidad Cesar Vallejo, lima	Peru
RAVONIARIMALALA Virginie	Ministère de de l'Emploi, de l'Enseignement Technique et de la Formation Profe, Antananarivo	Madagascar
RAZAFINIMPIASA Hary Lala	Institut national de formation des personnels de l'enseignement technique et de , Antananarivo	Madagascar
Robert Okinda	Kenya Technical Teachers College, Nairobi	Kenya
Roland Dubois	formerly with MITD	Mauritius
Rónán Haughey	The Rónán Haughey Development Partnership, Sligo	Ireland
Rosemary Lugg	Cambridge Education	United Kingdom
Sakawat Ali	Bangladesh-Korea Technical Training Centre, Dhaka, Dhaka	Bangladesh
Sani Ahmed	Gombe State University, Gombe	Nigeria
SAUNAND S	INDIRA GANDHI NATIONAL OPEN UNIVERSITY, BHAGALPUR, BIHAR	India
Seng Sakborin	National Technical Training institute, Phnom Penh	Cambodia
Simon Madugu Yalams	University of Technology Jamaica, Kingston 6	Jamaica
SISSAO Moumine	Conseil Régional du centre (collectivité du Burkina), Ouagadougou	Burkina Faso
Stefano Merante	VIS - Volontariato Internazionale per lo Sviluppo	Madagascar

Name	Institution	Country
Suresh Munbodh		Mauritius
Sylvia Hammond	Portal Publishing & UCT, Cape Town	South Africa
Tabitha Mugure	Thika Technical Training Institute, Thika	Kenya
Taimoor Tariq	Islamabad	Pakistan
Tarun Rashtriya	M.J.P. Rohilkhand University, Bareilly, India, Bareilly	India
Teangsak	MLVT, Phnom Penh	Cambodia
Teboho Qholosha	East London	South Africa
Thilini Fernando	International Labour Organization , Colombo	Sri Lanka
Tim Loblaw	University of Nottingham, Calgary	Canada
TOBIAS CHIBUEZE ORJI	UNIVERSITY OF NIGERIA, NSUKKA, NSUKKA	Nigeria
Tony Kula	Ministry of Education & Skills Development, Gaborone	Botswana
Tuhina	National Skill Development Agency, New Delhi	India
Uju Ejinkeonye	Micheal Okpala University of Agriculture Umudike, Umuahia, Abia State	Nigeria
Ulrike Schmidt		Germany
Uta Roth	UNEVOC, Bonn	Germany
V.F. Doherty	Yaba College of Technology, Lagos Nigeria	Nigeria
VAISHNAVI TRIPATHI	PSS-CENTRAL INSTITUTE OF VOCATIONAL EDUCATION, BHOPAL	India
Victoriano Castillo Contreras	UCC, Fortín	Mexico
Vinay Swarup Mehrotra	PSS Central Institute of Vocational Education	India
Wendy McClean	TVET Council	Barbados
William S. Mandein	Sanniquellie Youth Association , Sanniquellie City	Liberia
Wouter de Regt	UNESCO-UNEVOC, Bonn	Germany
Yonton B Kesselly sr	Ministry of Education, Monrovia	Liberia
Yorsi Nuzulia	Swisscontact WISATA II, Bali	Indonesia
Youmna Sfeir		France
Zahra Maleki	Education Ministry, Tehran	Iran, Islamic Republic of

## About the moderator



Professor Mike Campbell, OBE, is an expert in the fields of skills, labour markets and the economy, focusing on research, policy analysis and strategic thinking. Mike has

over 20 years' experience and has worked as a senior researcher, consultant and adviser with business leaders, senior government officials and other partners, at national, international and local levels.

Until May 2011, Mike was Director of Research and Policy at the UK Commission for Employment and Skills (UKCES), where he was responsible for advising government on what was required to make the UK world class, and for assessing the UK's progress towards it. He holds a Visiting Professorship in Economics at Durham Business School and is a well-known public speaker and author of several books and many reports. Mike also has experience working in several countries and with international organizations, such as the OECD, the ILO and the EU.

## Appendix

Participants in the virtual conference were invited to respond to a simple series of questions on each of the four topics discussed at the conference. The questions were designed to provide a quantitative parallel to the qualitative contributions, discussion and dialogue during the event. Participants were able to articulate what they considered to be the most important

aspects of the topic under discussion, by identifying these from a range of options. They were able to select as many, or as few, as they considered important. The responses are set out in the tables below. The percentage of votes refers to the percentage of the overall total number of votes cast on that topic. The percentage of voters refers to the percentage of voters on the topic who indicated this aspect to be important.

*Table one: Proportion of votes/voters on Principles and Issues/Trends of most importance*

Principles	% of Votes	% of Voters	Issues	% of Votes	% of Voters
Promote employability, access to decent work and lifelong learning	38	83	Recognise need to adapt to change	7	47
Stimulate inclusive growth/Competitiveness	20	44	Increase participation/ reduce dropout	7	43
Enhance greater equity and tackle disadvantage	19	41	Adopt a lifelong learning approach	10	63
Enhanced sustainability/ greater environmental responsibility	23	51	Improve access for disadvantaged groups	7	46
			Increase quality of TVET	10	64
			Improve labour market relevance of TVET and matching to jobs	13	82
			Creating more holistic approach inc. transversal and citizenship skills	9	58
			Develop skills intelligence, measures and indicators	8	53
			Closer engagement with employers/business	12	74
			Improve outcomes for learners	8	50
			How to incentivise TVET to be more results oriented	7	42

*Table two: Proportion of Votes/Voters on the Elements of Strategy and UNESCO's role which are of most importance*

Elements of Strategy	% of Votes	% of Voters	UNESCO Role	% of Votes	% of Voters
Increase participation in TVET	8	40	Stimulate/facilitate international co-operation	23	93
Improve quality of TVET	13	67	Monitor progress to SDG on education	9	38
Increase relevance to labour market needs	17	85	Policy advice and capacity building	20	79
Increase focus on transversal skills	6	30	Standard setting through normative instruments	9	38
Incentivise TVET to secure better outcomes/results	8	41	Collate and disseminate knowledge and good practice	21	83
Improve skills/labour market Intelligence	9	48	Advocate of TVET	17	69
Indicators/success measures	5	26			
Holistic approach to TVET	10	56			
Enhanced engagement with business	12	63			
Improved governance	9	48			

*Number of Voters and Votes cast*

Topic	Number of Voters	Number of Votes
Topic one: principles	41	90
Topic two: issues and trends	38	242
Topic three: key elements of the Strategy	29	116
Topic four: role of UNESCO	27	138



United Nations  
Educational, Scientific and  
Cultural Organization

· UNEVOC

· International Centre  
· for Technical and Vocational  
· Education and Training



UNESCO-UNEVOC International Centre for  
Technical and Vocational Education and Training  
UN Campus  
Platz der Vereinten Nationen 1  
53113 Bonn  
Germany  
Tel: [+49] 228 815 0100  
Fax: [+49] 228 815 0199  
[www.unevoc.unesco.org](http://www.unevoc.unesco.org)  
[unevoc@unesco.org](mailto:unevoc@unesco.org)

Photo used in Cover Design  
Flickr © Horia Varlan

ISBN 978-92-95071-83-4  
© UNESCO 2016  
All rights reserved