



**unesco**

International Centre for  
Technical and Vocational  
Education and Training

Hybrid BILT Bridging Event

**Towards inclusive excellence in TVET**

22-24 April 2024, Como, Italy



The BILT project is implemented with support of



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*Roundtable discussion  
The UNESCO Strategy for TVET – aspirations and realities*

*Monday, 12:00 – 13:30 CEST*

# Impulse talks: Promoting inclusive excellence in TVET



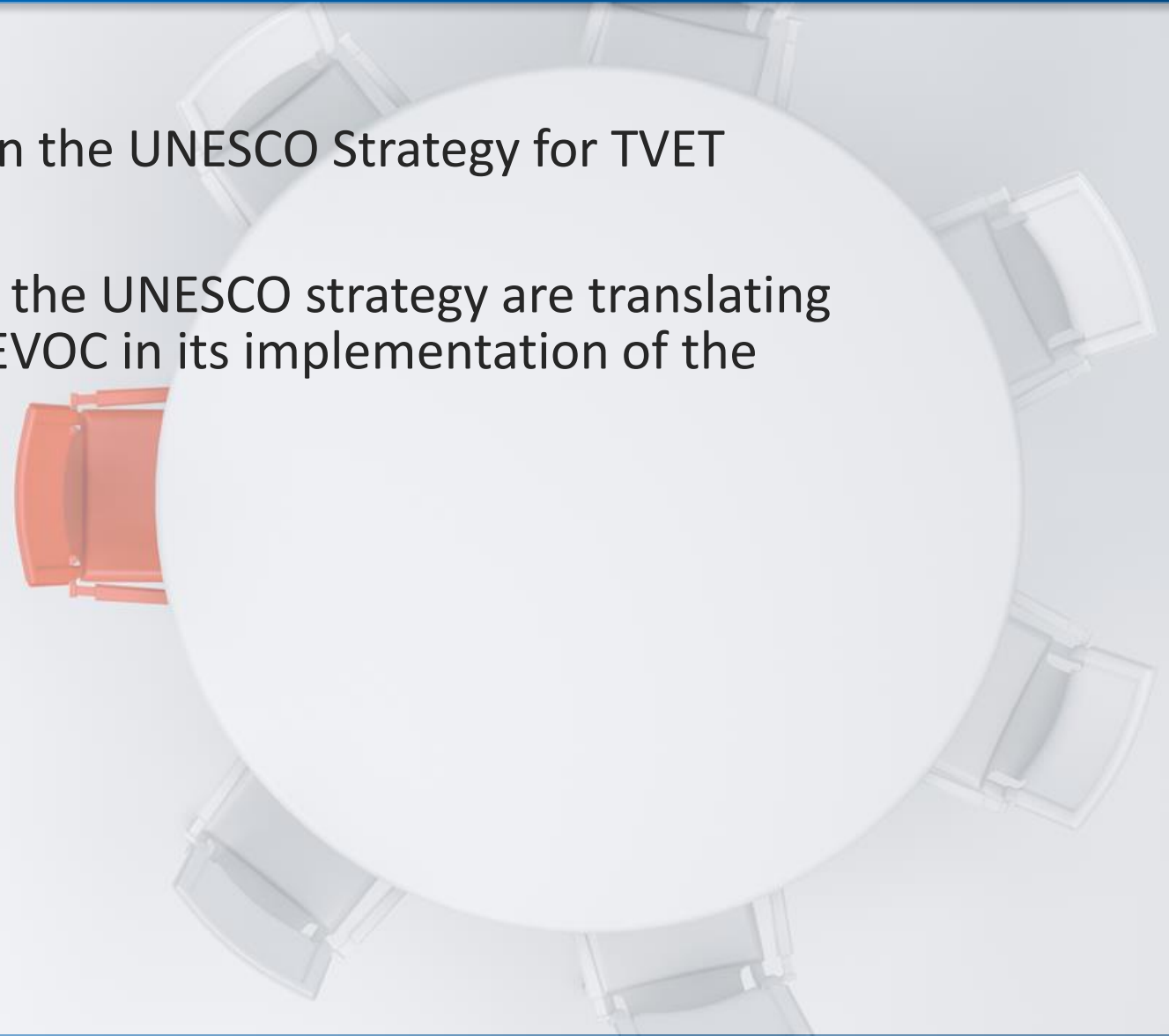
**Mr Kenny Muscat**  
*Project Manager BILT*  
*UNESCO-UNEVOC*



**Ms Natalie Ax**  
*Project Officer BILT*  
*UNESCO-UNEVOC*

# Objectives of the roundtable discussion

- Gather TVET stakeholders' perspectives on the UNESCO Strategy for TVET 2022-2029; and
- Discuss and document how aspirations of the UNESCO strategy are translating into actions – this can guide UNESCO-UNEVOC in its implementation of the Medium-Term Strategy for 2024-2026.



# Overview of UNESCO Strategy for TVET 2022-2029

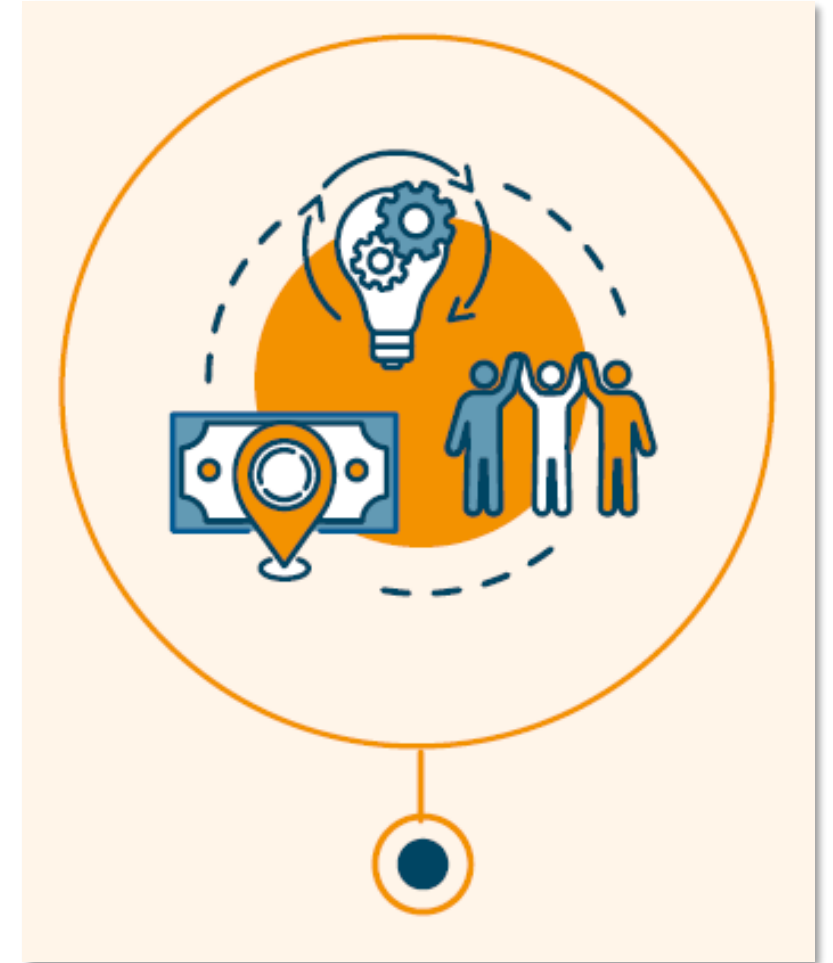
UNESCO will support Member States to respond to current and future challenge in TVET, proposing three main priorities:

- Develop skills for all **individuals** to learn, work and live;
- Develop skills for inclusive and sustainable **economies** and;
- Develop skills for inclusive and peaceful **societies**.



## Supporting the development of policies and strategies for skilling, upskilling, and reskilling in particular those most in need

- Build flexible lifelong learning pathways
- Develop targeted measures for inclusion and gender equality



### Supporting job growth, private sector participation and effective skills anticipation and development

- Identify skills for the transition to digital and green economies
- Address youth unemployment and meet demands for digital and green transitions
- Enhance STEM, entrepreneurial and 21<sup>st</sup> century skills
- Support TVET teachers and institutions to foster quality, innovation and excellence
- Reinforce governance and unlock investment



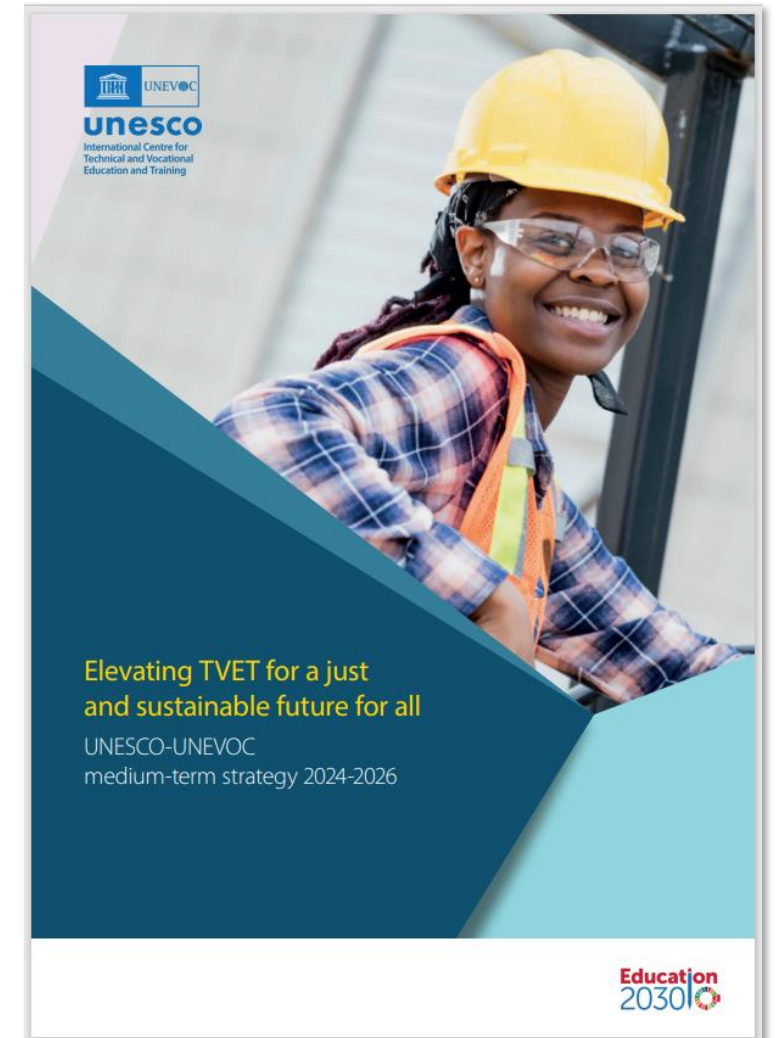
Teach youth and adults their rights and the rule of law, equip them with a strong ethical compass and empower them to become champions for justice in their workplaces and communities

- Integrate rights-based education for global and participatory citizenship
- Promote TVET institutions as places for social integration, cohesion and green citizenship





- UNESCO-UNEVOC has its own strategic document, in addition to the UNESCO strategy
- **Equity and inclusion** are also priorities for UNESCO-UNEVOC



## Guiding questions for the roundtable discussion

- How is the UNESCO strategy for TVET **translating into actions** that empower the learner in TVET?
- What are the **enabling conditions** to translate UNESCO's vision into action?
- What are the **barriers** that hinder progress to translate UNESCO's vision into action?

“

TVET must offer lifelong learning opportunities for both women and men, with individualized and adaptative pedagogies, flexible learning modalities, pathways across types of education and training and across activity sectors, recognition, validation, and accreditation (RVA) of non-formal and informal learning, career guidance and counselling

(UNESCO, 2022)

“

TVET institutions' architectures, spaces, timetables and student groupings should be redesigned to encourage and enable individuals to work together, and to become exemplars of social integration and cohesion, sustainability and carbon neutrality.

(UNESCO, 2022)

How is the UNESCO strategy for TVET translating into actions that empower the learner in TVET?

- Enabling conditions

- Barriers

*“TVET must offer lifelong learning opportunities for both women and men, with individualized and adaptative pedagogies, flexible learning modalities, pathways across types of education and training and across activity sectors, recognition, validation, and accreditation (RVA) of non-formal and informal learning, career guidance and counselling.”*

*“TVET institutions’ architectures, spaces, timetables and student groupings should be redesigned to encourage and enable individuals to work together, and to become exemplars of social integration and cohesion, sustainability and carbon neutrality.”*

# Barriers

Funding!  
public & private

Reputation of TVET  
"the TVET stigma"

teachers/trainers  
Improve TOT with regard to Inclusion in the classroom

Industry should take more ownership of TVET

Making jobs more attractive, better paid, improve working conditions

Teachers to learn from the student experience!

Lack of engagement of relevant stakeholders, lack of aspiration

Lack of permeability  
Conflict of interest among different levels of governance

Take broader societal view on TVET (not only in context of education)

Curricula to reflect PURPOSE

# Enabling conditions

industry/employment  
Prepare students for industry AND prepare industry for students

policy  
Streamlining ministerial responsibilities, streamline QF

society  
Raise awareness on "TVET IS all around us!"

Move industry from "stakeholders" to "shareholders"

Embed TVET in LLL  
Focus on trans-versal competencies

Social enterprise model  
→ societal & cultural dimension

"Business case perspective"  
Importance of DATA

Provide framework for permeability VET ↔ HE

trainers/teachers  
Programmes for VET school managers on (public funding)  
Frequent & regular TOT

Align TVET policy priorities with employment strategies

Create awareness of the TVET strategy!

"homework"  
UNESCO's role in implementation  
Do we also exclude?

Understand alignment of Nat.l policies & priorities with UNESCO TVET strategy

# Thank you

Learn more: [www.unevoc.unesco.org//bilt/BILT news events](http://www.unevoc.unesco.org//bilt/BILT_news_events)

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