The challenges of technical vocational education at a global level:
Are TVET Systems Future-Ready?

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The labour market is becoming polarized in high and middle income countries...

The challenge of meeting changing skills needs

Annual average change in employment share, 1995-2012 (% points)
At the same time informality in labour market remains high...

**Share of informal employment by country income group**

- **Nepal**: 98%
- **Senegal**: 89%
- **Mean (Chad)**: 81%
- **Vietnam**: 75%
- **Mean (Pakistan)**: 68%
- **Côte d’Ivoire**: 91%
- **Kosovo**: 40%
- **Paraguay**: 71%
- **Kyrgyz Republic**: 57%
- **Mexico**: 57%
- **Togo**: 63%
- **Bulgaria**: 19%
- **Ethiopia**: 36%
- **Brazil**: 36%
- **Mean (Turkey)**: 46%

**Source**: World Bank, World Development Report 2019

**Evolution of Informality and Self-Employment**

<table>
<thead>
<tr>
<th>Period</th>
<th>Informality</th>
<th>Self-Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2009</td>
<td>32.9%</td>
<td>14.2%</td>
</tr>
<tr>
<td>2010-2016</td>
<td>31.5%</td>
<td>13.6%</td>
</tr>
<tr>
<td>2000-2009</td>
<td>55.8%</td>
<td>39.9%</td>
</tr>
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<td>36.9%</td>
</tr>
</tbody>
</table>

**Labels**
- **Informality**
- **Self-Employment**

**Categories**
- **Advanced Economies**
- **Emerging Economies**
While the lack of skills is a constraining economic activity.

Source: The World Bank, 2016
... and many adolescents are not equipped to enter labour market and
... and many youth are disengaging from labour market
And the skilling effort is limited as evidenced by the share of students enrolled in TVET which remained low for a decade in most regions.

Percentage of students in upper secondary education enrolled in vocational programmes, 2005 and 2015 (%)

Source: UNESCO Institute for Statistics.
The issue is about quantity but also about quality and relevance: Which Learning Outcomes should be promoted?
Example of reforms

VET Reform 2018: The number of qualifications will decrease from the current 360 to 150. Students would have more freedom of choice within a specific qualification than nowadays. Vocational qualifications would still provide eligibility for higher education.

Starting 2019 adopt a Cluster of occupation architecture (Famille de métiers). 15 Cluster will be defined in partnership with social partners.

T-Level Reform will reduce the number of qualifications. 13,000 technical qualifications to be streamlined to just 15 paths.

From 4,610 qualifications (levels 1–6) will be reduced to 1200. The reviewed qualifications have been replaced by new qualifications and are being progressively discontinued.
Better anticipation and assessment of labour market changes

Development of well-informed quality and inclusive learning pathways, including qualifications and curriculum frameworks; and

Improvement of governance, including whole government, public-private partnerships and enabling financing;

Monitoring and evaluation, Management Information Systems;
S1: Distinctive TVET – A modernised version of today’s VET
• clearly defined education and training subsector;
• organised around occupations/professions;
• apprenticeships are the gold standard up to level 8.

S2: Pluralist TVET – Vocationally oriented learning
• distinguished by its close labour market links;
• organised around qualifications, diverse target groups;
• strongly individualised VET pathways operate side by side; wider variety of providers.

S3: Special purpose/marginalised TVET
• skills training for labour market inclusion;
• for low-qualified adults and early school leavers;
• short courses with some on-the-job training, particular emphasis on labour market entry.

Source: CEDEFOP, 2018
S4: Disruptive scenario for TVET

- Focus on employability skills;
- Organised by wide range of stakeholders including private sector, Edtech, etc.;
- Digital credentialing, credentials jungle, new generations of NQFs, Quality Assurance issues;
- Individual pathways, supported by Artificial Intelligence;
- Learner and teacher well-being, privacy and security, the ownership of TVET systems, inclusivity;
### Overlap between development and training priorities

<table>
<thead>
<tr>
<th>Country</th>
<th>IVET share (2015 or latest available) (1)</th>
<th>Share of IVET that is work-based (2015 or latest available) (2)</th>
<th>General lifelong learning participation 25-64 (LFS 2015) (3)</th>
<th>Training enterprises as % of all enterprises (CVTS 2010) (*) (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>69.5</td>
<td>46.8</td>
<td>14.4</td>
<td>72.0</td>
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<tr>
<td>Bulgaria</td>
<td>52.6</td>
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<td>Czech Republic</td>
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<td>Estonia</td>
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<td>1.4</td>
<td>12.4</td>
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<td>3.3</td>
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<td>Netherlands</td>
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<td>13.7</td>
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<td>Spain</td>
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<td>Switzerland</td>
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<td>90.4</td>
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<tr>
<td>UK</td>
<td>42.7</td>
<td>54.1</td>
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</tr>
</tbody>
</table>

(*) CVTS = continuing vocational training survey.

(1) Eurostat [educ_ipart_s]; (2) Eurostat [educ_uoe_enrs04]; (3) Eurostat [tmg_lfse_01]; (4) Eurostat [trada_10_gdp].

Source: Eurostat, OECD.

% of employers

- Full alignment
- Fair
- Low
- No alignment
1. Lifelong Learning entitlements (Australia, France, Singapore);

1. Recognition of prior learning (Brazil, Norway and Portugal);

3. Career guidance and counselling (Denmark and France) and

4. Other rights: Right to information/internet, social security, privacy, etc. (EU social right, Finland)
UNESCO Strategy for TVET 2016-21
3 Pillars of Priority Areas

- **Fostering youth employment and entrepreneurship**
  - UNESCO will support Member States to conduct policy reviews and TVET reforms
  - UNESCO will mobilize cooperation of different stakeholders
  - UNESCO will support Member States to design efficient and effective TVET funding strategies
  - UNESCO will conduct policy advice and capacity-building programmes
  - UNESCO will promote targeted policy measures for disadvantaged groups

- **Promoting equity and gender equality**
  - UNESCO will encourage exchange and dissemination of knowledge
  - UNESCO will support measures enhancing women’s and girls’ access to relevant TVET programmes and providing equal opportunities in the world of work

- **Facilitating the transition to green economies and sustainable societies**
  - UNESCO will promote green skills for a smooth transition to greening economies
  - UNESCO will foster cross-sectoral approaches of TVET
  - UNESCO will support Member States to leverage digital technologies and close the digital divide
UNESCO Strategy for TVET 2016-21
Actions and relevant SDG targets

To maximise the outcomes of the Strategy’s priority areas, UNESCO will help 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

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