Repositioning UNESCO-UNEVOC International Centre

Promoting Learning for the World of Work

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Head of UNESCO-UNEVOC
Time is Changing: TVET at Centre Stage

- Educational Imperative
- Social Imperative
- Technological Imperative
- Economic Imperative
Transforming TVET
Recommendations for national policies

<table>
<thead>
<tr>
<th>Enhancing relevance of TVET</th>
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<tbody>
<tr>
<td>Expanding access and improving quality and equity</td>
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<tr>
<td>Adapting qualifications and developing pathways</td>
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<td>Improving the evidence base</td>
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<tr>
<td>Strengthening governance and expanding partnerships</td>
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<tr>
<td>Increasing investment in TVET and diversifying financing</td>
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<td>Advocating for TVET</td>
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Source: Shanghai Consensus, 3rd World TVET Congress (2012)
UNEVOC Network Role

Knowledge Sharing

• Collect and disseminate evidence demonstrating the multiple and diverse policy approaches for transforming and expanding TVET

Capacity development and facilitation

• Develop the capacities of decision-makers and practitioners for evidence-based policies, and facilitate the involvement of all stakeholders

Source: Shanghai Consensus, 3RD World TVET Congress (2012)
TVET becomes High Priority within UNESCO

Five Established Functions of UNESCO

- Laboratory of Ideas
- Standard-Setter
- Clearing House
- Capacity Builder
- Catalyst for International Cooperation

Source: UNESCO TVET Strategy (2010)
Repositioning UNESCO-UNEVOC

UNESCO-UNEVOC TVET Agenda

✓ Lead UNESCO agency for TVET Development globally

✓ Promoting learning for the world of work

✓ Sustainable and accessible quality TVET for all
Repositioning UNESCO-UNEVOC

Towards this end:

UNESCO-UNEVOC International Centre shall be a hub of

Resource Sharing, Knowledge Development and Management and facilitator of evidence based diverse policy approaches through world wide UNESCO-UNEVOC Centres.
The four main areas of work

1. Resource sharing and knowledge development
   Research, case studies, handbooks, discussion papers, good practices.

2. Policy influence through partnerships and interagency collaboration
   HQ, Regional, National UNESCO offices, member countries, Centres of Excellence

3. Capacity Development
   Workshop, training, study visit, Human resource development

4. Online services and Clearing House activity
   e-forum, Portal, TVETipedia, Online TVET database
Knowledge Development and Resource Sharing

(Laboratory of Ideas, Global Debate, Clearing House)

Knowledge Compilation (good practices)
Knowledge Development (research studies)

In this direction we have initiated few projects
Knowledge Development and Resource Sharing

World TVET Database
Launched in May 2012, it provides concise, reliable and up-to-date information on countries’ TVET systems around the world for researchers, policy makers and students.

e-Forum
A discussion Platform for Individual TVET Specialists
Currently with more than 2400 members from 170 countries.
Knowledge Development and Resource Sharing

Good Practices Clearing House & Network Portal
A platform for the UNEVOC Network members for sharing good practices

Research and Publications
- International Handbook on TVET
- Book Series on TVET
- Discussion Papers
- Annotated Bibliographies
- Case Studies
From policies into actions

Revamp and Strengthening UNEVOC Network
Relevant, Effective, Efficient, Dynamic & Sustainable

Network Working Plan
Network Working Plan

Action 1
Strengthen the capacities and define the roles of the International Centre and the National Centres within the Network

Action 2
Revamp the Network for better coordination and increased effectiveness

Action 3
Active engagement of the Network in the resource and knowledge management and online services

Action 4
Scale up South and North South-South collaboration Centres and other partners
Capacity Development & Thematic Focus

- Employable Skills Development
- Greening Skills Development
- Entrepreneurship skill Development
- Cross Cutting Themes
A recent major topic arising in the global debate is the vocationalization of education at the Secondary Education Level.

(Vocationalisation of Secondary Education Revisited, UNEVOC Publication)
Secondary Education
(Major Criticisms in the Past)

• Largely academic in orientation
• Conceptualized as gateway to Tertiary Education
• Limited provision to world of work
• Huge drop out and less diversification
Rationale for Vocationalisation

- Economic Goals: Labour & Community
- Personal Development Goals: Whole Round Dev.
- Social-oriented Goals: Inclusive & Diversification

Most countries divides SE in LSE & USE

Source: Vocationalisation of Secondary Education Revisited, UNEVOC Publication
Observations

• Vocationalization of SE and HE in countries largely dependent on various considerations
  – historical
  – Social
  – Technological
  – Economic
  – Cultural
  – political
Observations

Vocationalisation of SE is taking a new form by introducing employability skills component in SE curriculum.

*From academic-driven to a skills-oriented model within secondary education.*
### TVET provision by levels

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<tr>
<td>Vocational enrolment at upper</td>
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<td>42</td>
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<tr>
<td>secondary (ISCED 2)</td>
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<tr>
<td></td>
<td>14.0</td>
<td>65.7</td>
<td>20.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: UNESCO Institute for Statistics database, 2005
General Constraints

• Lack of resource mobilization: Staffs & Logistics
• Inadequate financing
• Poor image of the TVET (Even 2 limitations are minimal)
Specific Constraints

• Constraints on Economic Relevance
  – Weak link with labour and local community needs
• Constraints on Personal Development Goals
  – Lack of generic/transferable skills & vocational pedagogy
• Constraints on Socio economic Goals
  – Social inequality reinforced
Generic framework for integrating Tech-Voc in Secondary Education

- Academic / Foundation skills
- Technical/Vocational skills
- Generic/Transferable/21st C skills
- Entrepreneurial skills*

*Entrepreneurial skills are marked with an asterisk.
Some Considerations

• Ensure holistic framework
• Pilot project before going to scale up
• Evaluate learning outcome & impact
• Provide support system for students
• Provide vertical and horizontal mobility within higher education and non formal education
• Promote cooperation with private sector
• Transform and then expand TVET
Thank you!

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