INTRODUCING UNESCO’S TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) DEFINITION AND STRATEGY

Viña del Mar
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Structure of the presentation

Background

TVET UNESCO Definition

UNESCO TVET strategy
BACKGROUND

- The success of **universal primary education** in developing countries over the last decade has translated into huge systemic pressure to expand both **general** and **technical and vocational secondary education** (OECD, ILO, EU);

- As a result UNESCO placed increasing emphasis on TVET in recent decades where two large international conferences were held (1987 and 1999) recognizing **skills as critical to education development, labor market inclusion and economic growth**;

- UNESCO TVET **Convention** 1989;

- A brief was finally formalized in 2000 (Dakar, Senegal at the **World Education Forum**) which TVET as one of the four priorities of the UNESCO’s Education For All strategy;

- UNESCO TVET **revised Recommendation** in 2001 contributed to establish a **new UNESCO definition for TVET**
DEFINITION OF TVET

TVET is defined as a comprehensive term referring to those aspects of the educational process involving, in addition to *general education*:

- the **study of technologies and related sciences**;
- as well as the acquisition of **practical skills, attitudes, understanding, knowledge** relating to occupations in various sectors of **economic** and **social** life.

TVET is to be understood as:

- an integral part of *general education*;
- a means of preparing for **occupational fields** and for **effective participation in the world of work**;
- an aspect of **lifelong learning** and a preparation for **responsible citizenship**;
- an instrument for **promoting environmentally sound sustainable Development** (Greening TVET International Framework);
- a method of **facilitating poverty alleviation**.
EDUCATION FOR ALL

TVET particularly contributes to EFA goals 3 and 6 as they relate to life skills:

- For ensuring that the learning needs of all young people and adults are met through **equitable access** to appropriate learning and life skills programs (goal 3) and

- Improving all aspects of the **quality of education**, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in **literacy, numeracy, and essential life skills** (goal 6).
UNESCO’S TVET MISSION

• **TVET Strategy**: Ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning and life skills.

• **TVET at UNESCO**: Support member states in reforming TVET systems and informing the global debate in the field.
UNESCO STRATEGY FOR TVET

Together with UNEVOC, three core areas:

Core area 1: Provide upstream policy advice and develop capacity at the country level
  • Develop and review comprehensive national TVET policies (I.e. El Salvador)
  • Establish coherent and cooperative multilateral approaches

Core area 2: Facilitate conceptual clarification and improve the monitoring of TVET
  • Towards a joint definition of « skills » (Norms)
  • Identify TVET indicators (I.e. SIS in LAC)

Core area 3: act as a clearinghouse and inform the global debate (I.e. 3rd TVET World Congress, Shanghai, May 2012)