



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair in TVET
and Lifelong Learning,
The Hong Kong Institute
of Education



UNESCO and TVET with particular reference to the UNESCO World TVET Report 2013: Expanding Quality Learning for Work and Life

Rupert Maclean

The Hong Kong Institute of Education

This is not an ADB material. The views expressed in this document are the views of the author/s and/or their organizations and do not necessarily reflect the views or policies of the Asian Development Bank, or its Board of Governors, or the governments they represent. ADB does not guarantee the accuracy and/or completeness of the material's contents, and accepts no responsibility for any direct or indirect consequence of their use or reliance, whether wholly or partially. Please feel free to contact the authors directly should you have queries.

UNESCO long term involvement and programme activities in TVET

- ❖ International congresses
- ❖ TVET an important aspect of major education programme areas: Education for All; Education for Sustainable Development
- ❖ UNESCO-UNEVOC International Centre for TVET, Bonn, Germany
- ❖ Publications on TVET

UNESCO World Report on TVET: Expanding Quality Learning for Work and Life (2013)

Central message:

❖ Importance of TVET for economic and social development in all countries, whether they be developed, developing or countries in transition

UNESCO World Report on TVET: Expanding Quality Learning for Work and Life (2013)

❖ Aim

- To analyze global trends, regional, national developments and thematic issues shaping TVET since 1999, and are likely to be important in the future
- To advance conceptual and policy debates in TVET and it's future role
- To support mutual learning, policy dialogue, international cooperation and development assistance in TVET, particularly in relation to the UNESCO mandate

UNESCO World Report on TVET: Expanding Quality Learning for Work and Life (2013)

❖ Structure of the report

- Part 1: TVET in a Changing World
- Part 2: New Approaches to TVET
- Part 3: TVET and International Cooperation

UNESCO World Report on TVET: Expanding Quality Learning for Work and Life (2013)

Questions addressed:

- ❖ What are the major national, regional and global developments that are of relevance to TVET strategies, policies and systems today?
- ❖ What implications do changes in public policies, particularly economic, education, labour market and social policies, have for TVET?
- ❖ What kinds of TVET reforms and policies have been adopted since 1999 and with what effect in specific country, regional and global contexts?

UNESCO World Report on TVET: Expanding Quality Learning for Work and Life (2013)

Questions addressed:

- ❖ Given the multiple and increasing expectations of TVET, what are the approaches, processes and institutional arrangements that TVET may need to develop?
- ❖ What are the implications of this analysis for regional and international cooperation and development assistance in the field of TVET?

Matters that need to be addressed if TVET is to reach its full potential

- ❖ Central importance of TVET in achieving sustainable and inclusive economic and social development: TVET key policy option
- ❖ Bridging the gaps between research, policy and practice
- ❖ Challenges in understanding and mobilizing the benefits of TVET
- ❖ Addressing main criticisms of TVET and its poor public image

Themes in UNESCO World Report on TVET which particularly resonate with countries in Asia Pacific

- ❖ Vocationalisation of education
- ❖ Access to high quality, relevant TVET for all
- ❖ TVET as an effective way of addressing educational disadvantage with particular reference to meeting the needs of girls and women, and youth
- ❖ TVET to achieve sustainable growth, and the greening of economies including green jobs
- ❖ Holistic approach necessary: importance of soft skills

Importance of reengineering TVET in Asia Pacific so it is:

- ❖ Accessible
- ❖ Responsive to change
- ❖ Equitable
- ❖ Efficient
- ❖ Innovative
- ❖ Attractive to learners
- ❖ Parity of esteem with academic learning
- ❖ Sustainable
- ❖ Lifelong, and takes account of formal, non-formal and informal modalities