Global overview on TVET policies for employment and entrepreneurship

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Sustainable Development Goals and UNESCO Strategy for TVET 2016-21

**Quality Education**
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

**Gender Equality**
Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education

**Decent Work and Economic Growth**
Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training

**Climate Change Mitigation**
Target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

UNESCO helps 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

Shanghai Consensus (2012)
1. Enhance relevance of TVET
2. Expand access and improve quality and equity
3. Adapt qualifications and develop pathways
4. Improve the evidence base
5. Strengthen governance and expand partnership
6. Increase investment in TVET and diversify financing
7. Advocate for TVET

1. Enhance the quality of TVET and its relevance to the changing needs of the world of work
2. Ensure inclusive and equitable TVET
3. Expand lifelong learning opportunities through TVET
4. Integrate greening skills for sustainable development in TVET programmes
5. Adapt qualification systems to facilitate learning and career pathways
6. Strengthen governance and increase investment in TVET
7. Leverage the potential of ICT for TVET
8. Foster regional integration and labour mobility
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

Promoting equity and gender equality
- UNESCO will conduct policy advice and capacity-building programmes
- UNESCO will promote targeted policy measures for disadvantaged groups
- 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
Work-Based Learning: Types

Apprenticeships

- Providing occupational skills
- Leading to a recognized qualification
- Combining learning in the workplace with school-based learning in a structured way

Traineeship / Internship

- Workplace training complementing formal / non-formal education / training
- May or may not include a work contract and payment

On-the-job training

- Training taking place in the normal work environment

Source: The World Bank, ILO
Work-Based Learning: Types

- Apprenticeships, alternance training
- Internships, unpaid work placements for students
- Simulated workplaces, virtual firms, training firms
- Programmes to reintegrate disadvantaged and unemployed individuals
- Learning about work

Source: European Training Foundation
Work-Based Learning: Impact

**Individuals**
- Improved employability
- Foster school-to-work transitions
- Personal and professional development
- Better access to jobs

**Employers**
- Higher productivity
- Technical and job-specific skills
- Growth
- Efficient recruitment
- Social engagement and workplace diversity

**Society**
- Better human and social capital
- Economic development
- Employment of less advantaged groups
Work-Based Learning (WBL): Policy Directions in Continuing Vocational Education and Training (CVET) in Europe

Source: Cedefop
Work-Based Learning: Guiding Principles by European Union

- National governance and social partners’ involvement
- Support for companies, in particular SMEs, offering apprenticeships
- Attractiveness of apprenticeships and improved career guidance
- Quality assurance in work-based learning

Source: European Commission
Employment Structure: Unemployment and wage workers

- The percentage of wage workers of total employment is low in developing countries.
- What kind of work-based learning can be provided for non-wage workers?

Unemployment (% of total labor force)

Wage and salaried workers (% of total employment)

Source: The World Bank, ILO
Employment Structure: By sector

- The workforce engaged in industry (producing goods or providing services) is approximately 30% or less of total employment.
- Things are changing rapidly in advanced economies—Technology has given rise to the gig economy.

**Employment in industry**
(% of total employment)

**Employment in agriculture**
(% of total employment)

Source: The World Bank, ILO
There is uncertainty in predicting how technology will affect jobs

Wide variance in the perceived jobs at risk due to automation

There are large differences in the use of apprenticeships

Current apprentices in programs leading to upper-secondary or shorter post-secondary qualifications as a share of all students enrolled in upper-secondary and shorter post-secondary education (16-25 year-olds)

Source: OECD (2016) Survey of Adult Skills (PIAAC)
## Duration of an apprenticeship and work placement involved

<table>
<thead>
<tr>
<th>Country</th>
<th>Duration of the Program</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>3-4 years</td>
<td>66% - workplace with the company</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20% - off-the-job education and training</td>
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<tr>
<td></td>
<td></td>
<td>14% - leave and sick days</td>
</tr>
<tr>
<td>England</td>
<td>Minimum 12 months, 15 months on average</td>
<td>At least 20% in off-the-job education and training</td>
</tr>
<tr>
<td>Germany</td>
<td>3-3.5 years (2-year programs also are available)</td>
<td>54% - workplace with the company</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31% - off-the-job education and training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15% - leave and sick days</td>
</tr>
<tr>
<td>Netherlands</td>
<td>2-4 years</td>
<td>72% - workplace with the company including leave and sick days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24% - in-school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4% - either to school teaching or practical training</td>
</tr>
<tr>
<td>Norway</td>
<td>Mostly 4 years</td>
<td>Typically the first two years are spent in school and the last two with the company</td>
</tr>
</tbody>
</table>

Many countries are concerned that smaller employers may be reluctant to offer apprenticeships.

Source: OECD Entrepreneurship at a Glance 2017
Financial mobilization from industries in funding TVET

Companies may benefit from the levy according to various incentive schemes

<table>
<thead>
<tr>
<th>Country</th>
<th>Rate (%)</th>
<th>Revenue generating</th>
<th>Payroll tax exemption</th>
<th>Levy grant</th>
<th>Training cost reimbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahrain</td>
<td>1.0 - 3.0</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>1.0 - 1.5</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Côte d’Ivoire</td>
<td>1.6</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>1.5</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honduras</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hungary</td>
<td>1.5</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Ireland</td>
<td>0.7</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Jordon</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Kenya</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Malawi</td>
<td>1.0</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Malaysia</td>
<td>0.5 - 1.0</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>Mauritius</td>
<td>1.0</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
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<tr>
<td>Morocco</td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Nigeria</td>
<td>1.25</td>
<td></td>
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<td></td>
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<tr>
<td>Singapore</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>South Africa</td>
<td>1.0</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>South Korea</td>
<td>0.25 - 0.85</td>
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<td></td>
<td>x</td>
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<tr>
<td>Tanzania</td>
<td>2.0</td>
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<td>x</td>
<td></td>
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<tr>
<td>Thailand</td>
<td>1.0</td>
<td></td>
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</tbody>
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Source: UNESCO/Cambridge Econometrics
Questions for further discussion

• What kind of work-based learning opportunities can be provided for self-employed workers, including farmers, particularly in the context of developing countries?

• How can small employers ensure training opportunities for their current and future employees?

• How can TVET/work-based learning address changing skills demands in view of the expansion of gig economy and disruptive technologies?
Thank you

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