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Enhancing Collaboration between TVET Institutions and Industry towards Effective Curriculum Development



55 Federal Institute for Vocational Education and Training





The International Centre for Technical and Vocational Education and Training

- is UNESCO's Specialized Centre for TVET based at the UN Campus in Bonn;
- contributes to the fulfilment of the SDGs and the UNESCO TVET strategy;
- **coordinates** the global <u>UNEVOC Network</u> of TVET institutions across the world







New Qualifications and Competencies

The Three I's process

How can they be put into practice, ensuring future-oriented, attractive TVET career paths?

- **Identification** in an accurate and timely manner;
- Integration into appealing and flexible curricula and training regulations; and
- Implementation through innovative teaching and training approaches.

OIC - VET













Education 2030















New Qualifications and Competencies for Future-Oriented TVET publication - Approach



New Qualifications and Competencies -

A Multistakeholder Endeavour

	Micro-level Delivery	Meso-level Advocacy	Macro-level Governance
Now Qualifications and	e.g. TVET schools,	e.g. BMO, trade unions,	e.g. ministries,
Competencies (NQC)	companies, other TVET providers	eachers' associations,	statutory bodies, etc.
/	·	NGO	
Identification			
In an accurately and timely			
manner			
Integration			
Into appealing and flexible	Contributions of respective stakeholders to continuously maintain a responsive and agile TVET system, keep it relevant for the economy and to make people capable and resilient to tackle current and future challe ages in their working and private lives.		
curricula and training			
regulations			
Implementation			
Though innovative			
teching and learning			
approtches			





New Qualifications and Competencies for Future-Oriented TVET publication – Micro Level perspective



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CHALLENGES

- Insufficient stakeholder inclusion;
- Mismatched expectations among employers, students/trainees and industry;
- Data lag and rigid systems.

PROMISING PRACTICES

- Targeted inclusion of on-the-ground stakeholders;
- Collecting data at the source and utilizing available flexibility;
- A degree of **local or institutional autonomy** in the identification of emerging community and industry needs.







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New Qualifications and Competencies for Future-Oriented TVET publication – Micro Level perspective



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CHALLENGES

- Limited adjustment of curricular programmes;
- Inflexibility of learning programmes and pathways.
 PROMISING PRACTICES
- Student-centred and flexible learning pathways that mitigate challenges in keeping relevance;
- Leverage closer collaboration with higher education to create strong pathways for students with multiple exit points;
 - Collaborating beyond traditional offerings.





New Qualifications and Competencies for Future-Oriented TVET publication – Micro Level perspective



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CHALLENGES

- TVET institutions **struggle to embed lifelong learning** in practice;
- Procuring staff and lecturers with the required knowledge and technical capabilities;
- · Insufficient infrastructure.

PROMISING PRACTICES

- Robust practices for the recognition of prior learning;
 Experiential learning opportunities and workintegrated learning;
 - Smart pedagogical environments.





Bridging the gap between TVET providers and Industry – New institutional arrangements

- **Open environments** to support technological innovation;
- Applied research and innovation projects;
- Specialization in specific areas of **transversal knowledge**;
- Physical structure and technical staff oriented to R&D&I services;
- Laboratory for developing prototypes and pilot plants.







Bridging the gap between TVET institutions and Industry – Main benefits



Specific Benefits

- Identifying and develop needs qualifications and competencies needed at first-hand;
- Extra-budgetary financial resources through the provision of non-traditional services;
- Project and work-based learning;
- Opportunity for **teachers' upskilling** and reskilling.







New Qualifications and Competencies for Future-Oriented TVET



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The **ability to provide a "line of sight"** between supply (from TVET institutions) and demand (from industry and society) is becoming increasingly more feasible.

Through **shifts in practice** such as establishing learner ownership of credentials and greater credential mobility, the door is open for students to develop individualized portfolios which include a range of **skills that will cut across a variety of occupations** and even sectors.

Lifelong learning must become the practice of every stakeholder in the skills ecosystem.





Thank you

Learn more: <u>www.unevoc.unesco.org</u>





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