

UNESCO Statistical Yearbook 1999 (Multilingual Edition)



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SHANGHAI UPDATE

Follow-up to the UNESCO Third International TVET Congress

Skills on the move: Global trends, local resonances

Five hundred plus delegates at the [Tangshan conference](#) held in China last July achieved their aim of updating the international roadmap guiding TVET. The main points of their discussions are reflected in the conference [outcome statement](#) on how to achieve the Education 2030 agenda.

The text places the emphasis firmly on four areas and urges countries to develop strategies accordingly. These are anticipating skills needs, making sure opportunities to develop skills are available to all and promoting gender equality in TVET, making skills and qualifications more transparent and better recognised as well as developing common principles for quality assurance and, finally, contributing to a better use of skills at work, supporting entrepreneurship and providing ways for TVET learners to develop personally and professionally.

But seeing as the [Shanghai Consensus](#), the output of the previous international conference on TVET, is barely five years' old and TVET and educational reform are, by their nature, slow moving, you might be forgiven for wondering why we need an update? The answer lies in the sheer number and importance of developments in TVET policy since 2012. For this period has seen the advent of the Sustainable Development Goals, including SDG4 on education, the Education 2030 Framework for Action — with its focus on quality, inclusiveness and lifelong learning opportunity for all — and UNESCO's revised Strategy for TVET to name but a few.

Brazilian TVET graduate and WorldSkills champion and mentor Carla de Bona, a delegate at Tangshan, applauds the focus on entrepreneurship skills in the outcomes and hopes this will lead to a greater emphasis on equipping young people not only with practical know-how but also with soft skills.

"I work with a lot of young people and the problem is not whether they have the technical knowledge, but do they have enough soft skills to apply the practical knowledge in the right way?" she says.

Anticipating skills needs is another key point but, for Ms de Bona, this is not the only problem. "The challenge with TVET is that as a teacher I know I can't change some classes quickly to adapt to what is happening on the job market," she says, "so technology moves quickly and we don't have a chance to adapt."

Creating real equality of opportunities for women and men in TVET is a third priority for Ms de Bona. "We are creating a future where computers, technology and maths are for young men so when a young girl chooses a course at school she thinks they are not for her," she says, "it is like we are making separate boxes for men and women." Role models and mentoring can help, according to Ms de Bona, but providing the right training in the right environment is also key.

As a co-founder of a Brazilian start-up which trains unemployed women to be front-end programmers in just four months, Ms de Bona's views are based on experience. "With [Insegurama!](#), we are trying to produce women who can work in tech fast so we can change the numbers," she says, "we have to create the role models."



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