



Shaping the Future of Technical Vocational Education & Training (TVET) Together

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Impulse

*Framing a global TVET agenda: BILT Bridging Event at the
Africa Skills Week*

 Accra, Ghana, 16 October 2024



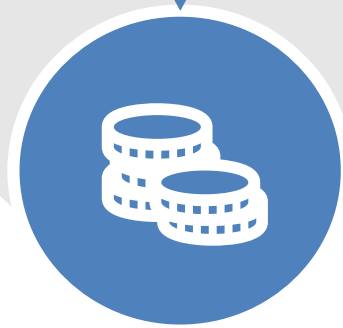
Shortages of (skilled) labour have major implications



A global talent shortage of **85 m** workers is projected **by 2030**; however, **by 2050**, Africa's working-age population may reach **1.3 bn**, the only region with growth
[\(Lam et al., 2019; Korn Ferry, 2019\)](#)



In 2020, **21 m** Africans lived in another African country, up from **18 m** in 2015
[\(IOM, 2024\)](#)



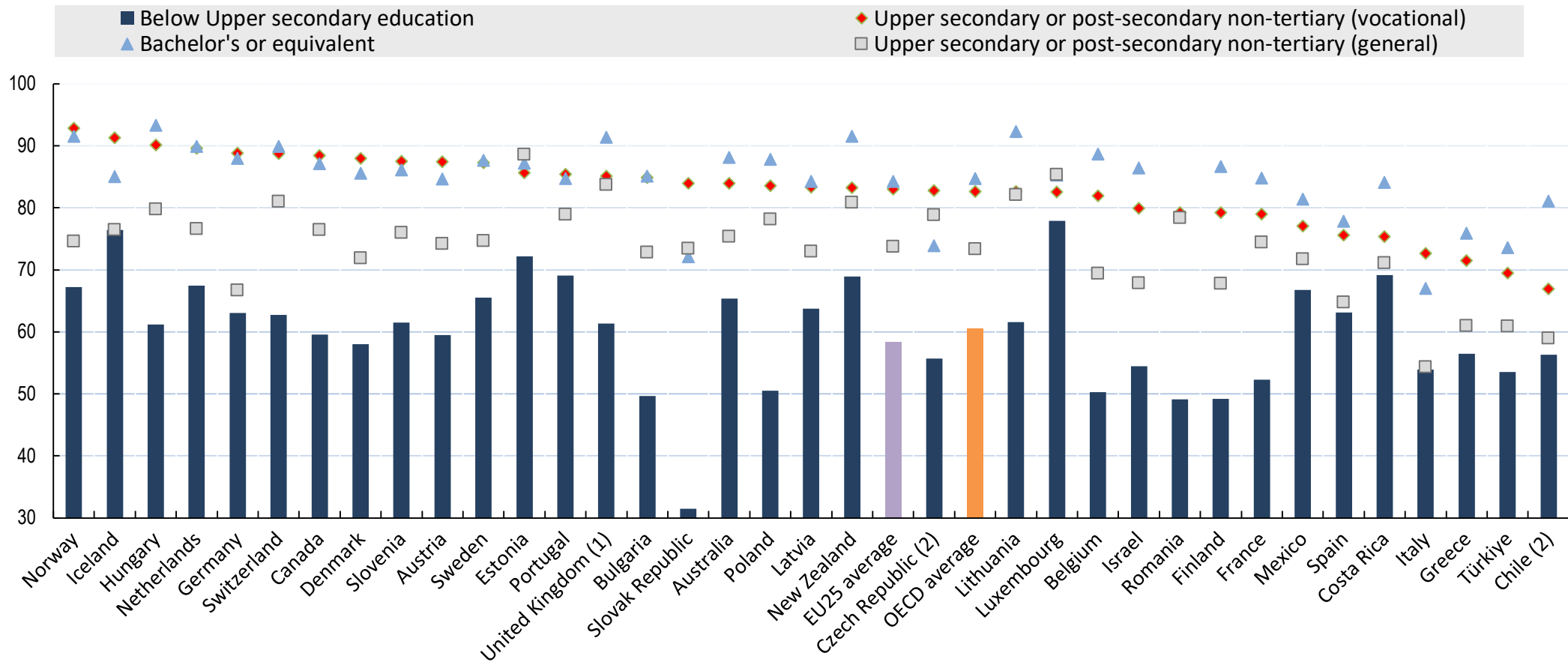
US\$10 tn is the annual global estimate cost of skills deficits [\(UNESCO/OECD/Commonwealth, 2024\)](#)

What's the role of TVET ?



Vocational upper secondary graduates have higher employment rates than general upper secondary graduates

Employment rates of 25-34 year-olds, by educational attainment and programme orientation (2022)

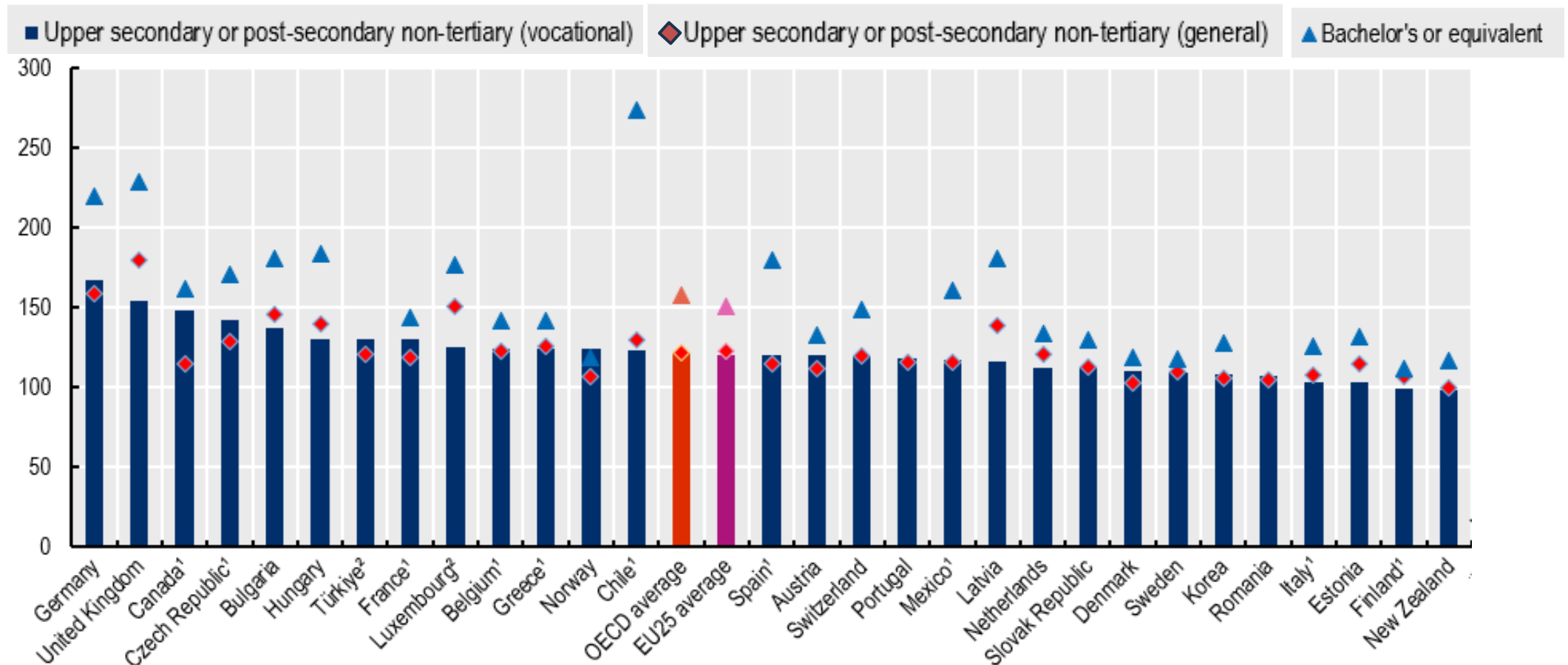


Source: [OECD, 2023](https://doi.org/10.1787/e13bef63-en), *Education at a Glance 2023: OECD Indicators*, <https://doi.org/10.1787/e13bef63-en>,



Vocational upper secondary graduates' earnings are comparable (or higher) than general graduates

Relative earnings of workers compared to those with below upper secondary attainment, by educational attainment and programme orientation (2021)



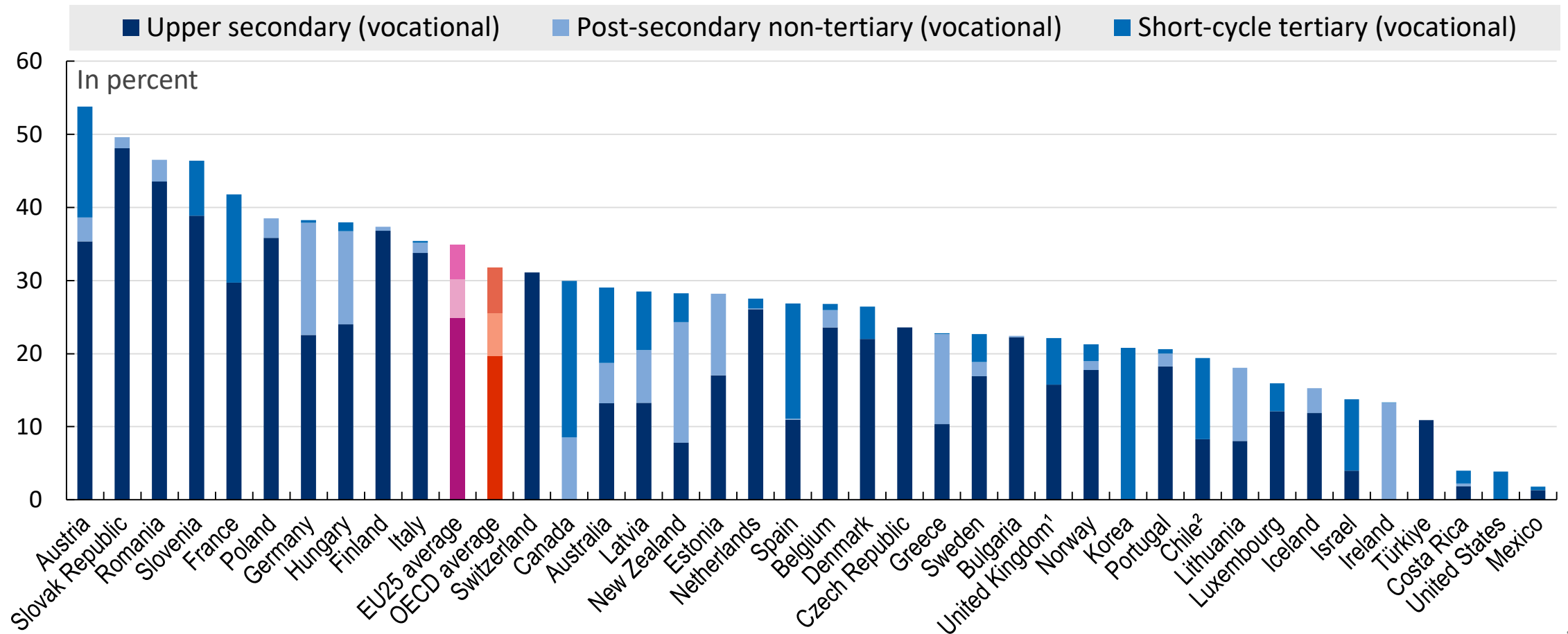
Source: (OECD, 2023), *Education at a Glance 2023: OECD Indicators*, <https://doi.org/10.1787/e13bef63-en>,

TVET graduates have certain employment and earning advantages over general education graduates; however...



Some OECD countries have significant scope to keep expanding TVET participation

Share of 25-34 year-olds whose highest level of education has a vocational orientation, by level of educational attainment (2022)

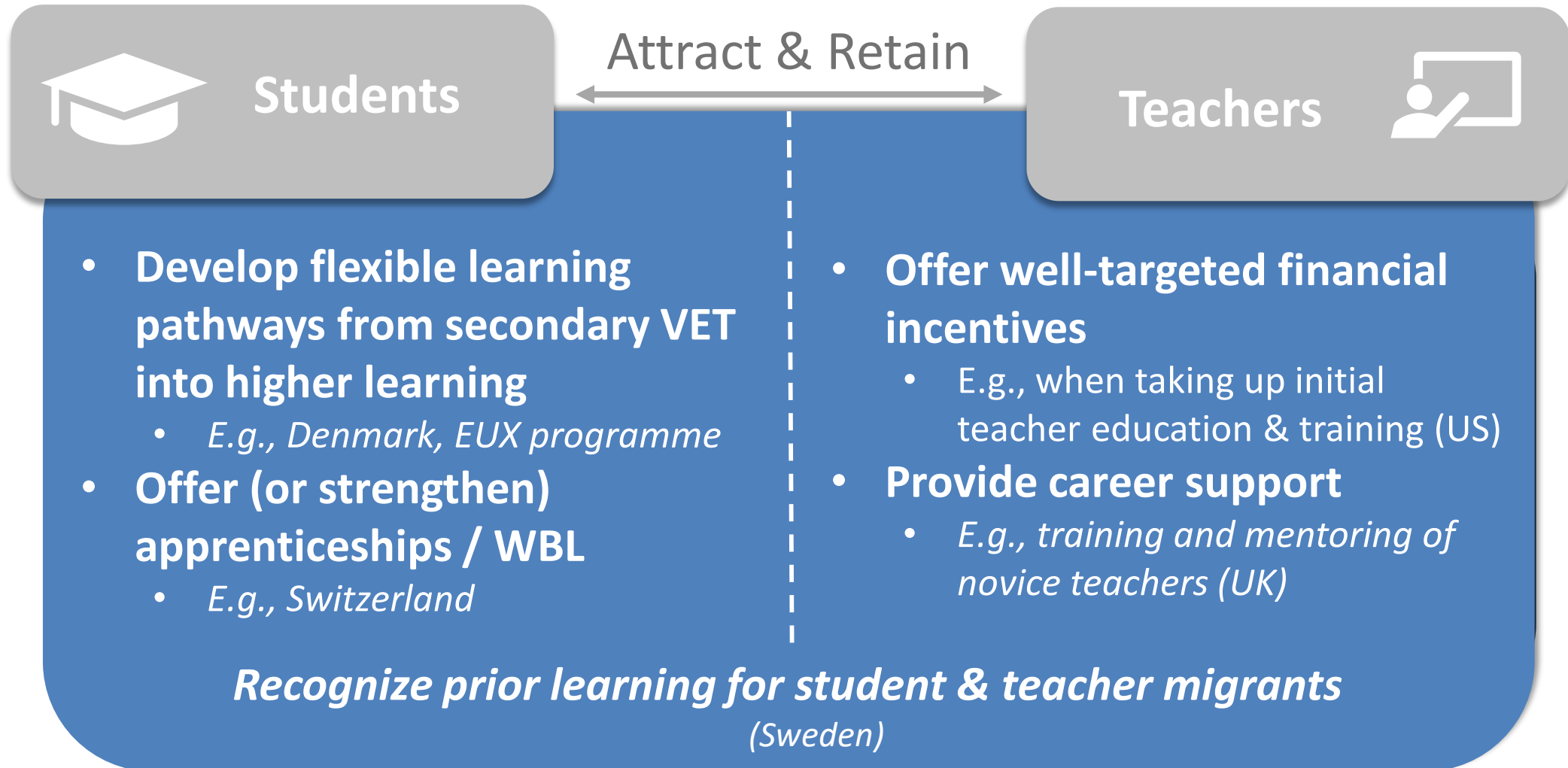


Source: OECD (2023), Table A1.3. For more information see Source section and Education at a Glance 2023 Sources, Methodologies and Technical Notes

How can we advance the future of TVET ?



Increasing attractiveness of TVET for students and teachers





TVET going digital and green under a unique data platform for VET

TVET programmes should have green and digital elements for the jobs of the future:

- Curricula reflecting digital skills and skills for the Green transition
- Attitudes and values for green and digital jobs
- Opportunities for teacher to upskill
- Accessibility for impacted workers with up- and reskilling

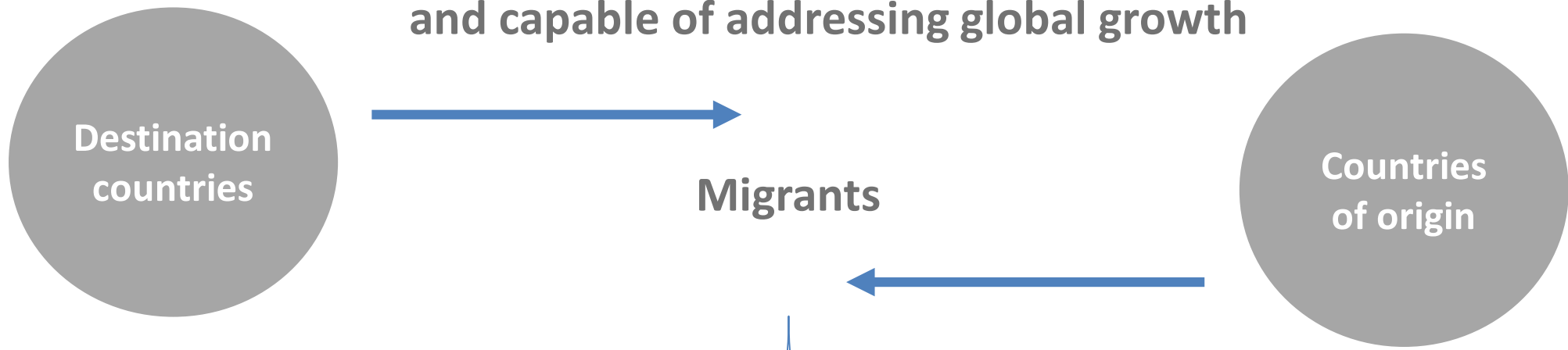


Under an Interactive VET platform with (meta)data (*e.g. definitions, coverage of data collection*) and qualitative information (*e.g. features of national VET systems*)



Addressing the global skills gap with a sustainable framework for labour ‘migration pathways’

A labour migration scheme that is equitable, mutually beneficial, and capable of addressing global growth



Bilateral and Multistakeholder Initiatives

Recognition of Foreign Qualifications

Development Cooperation Alignment

Flexible Legal Pathways

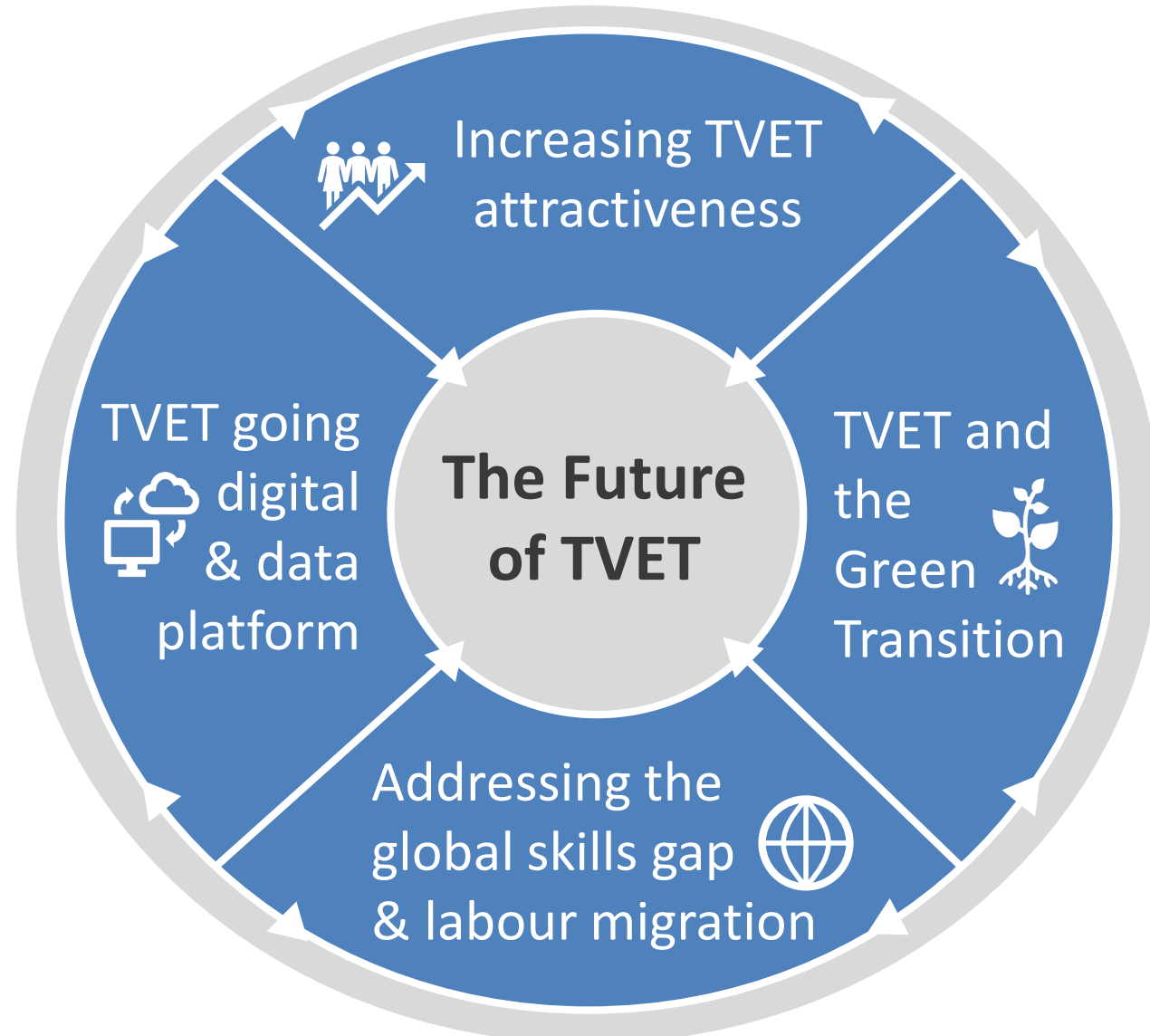


Germany has the most Skills Mobility Partnership initiatives in the EU

Source: Schneider, J. (2023). Labor migration schemes, pilot partnerships, and skills mobility initiatives in Germany. [Background paper to the World Development Report, 17; World Bank](#)



A multifaceted approach is crucial to improve TVET's image, quality, and impact in the 21st Century





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Thank you!



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