



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

El Iza Mohamedou

Head of the OECD Centre for Skills

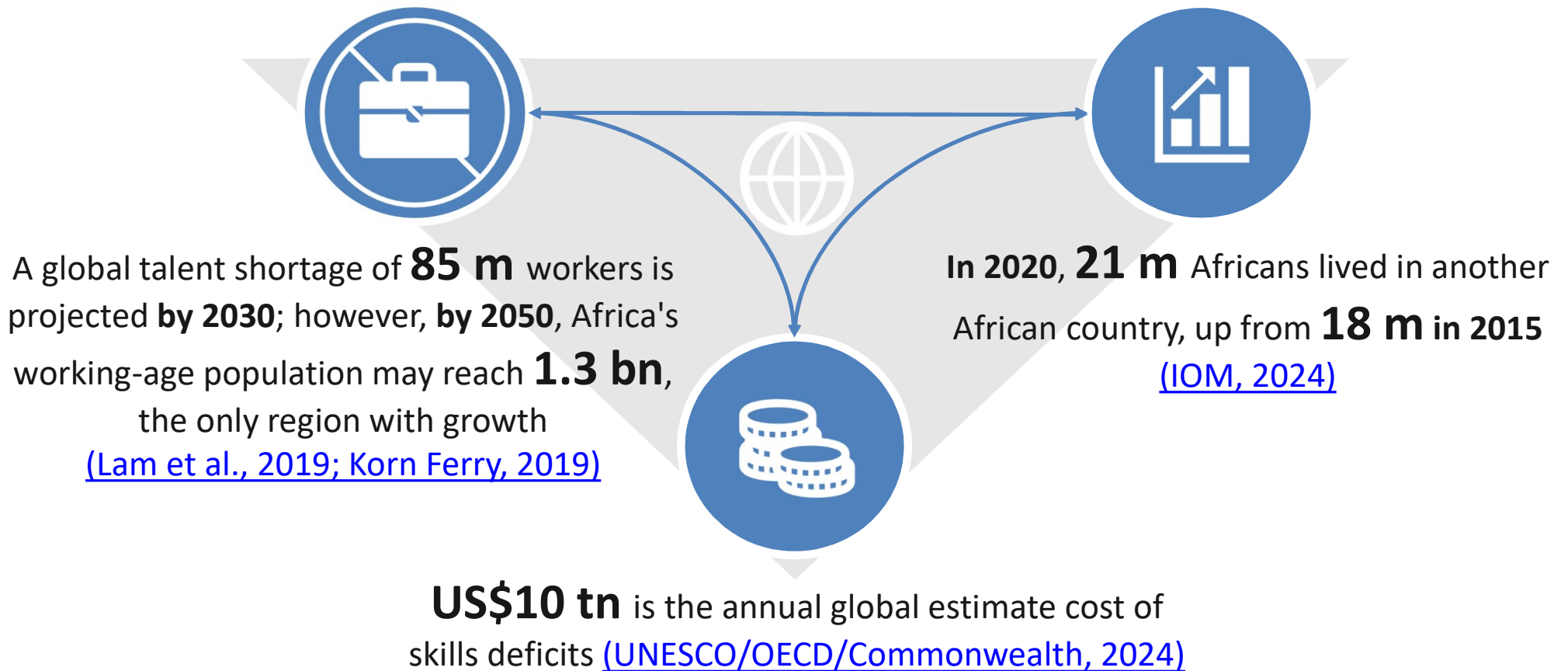
Impulse

*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

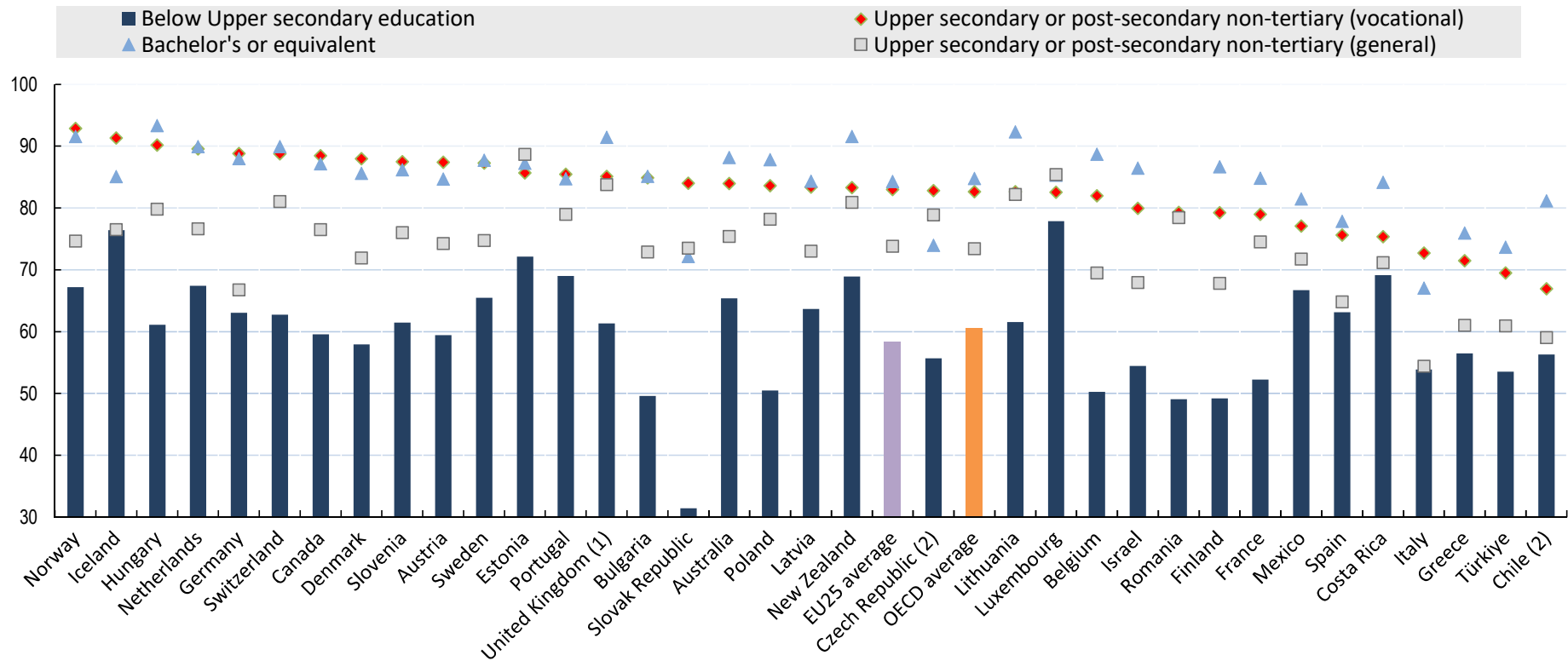


What's the role of TVET ?



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)

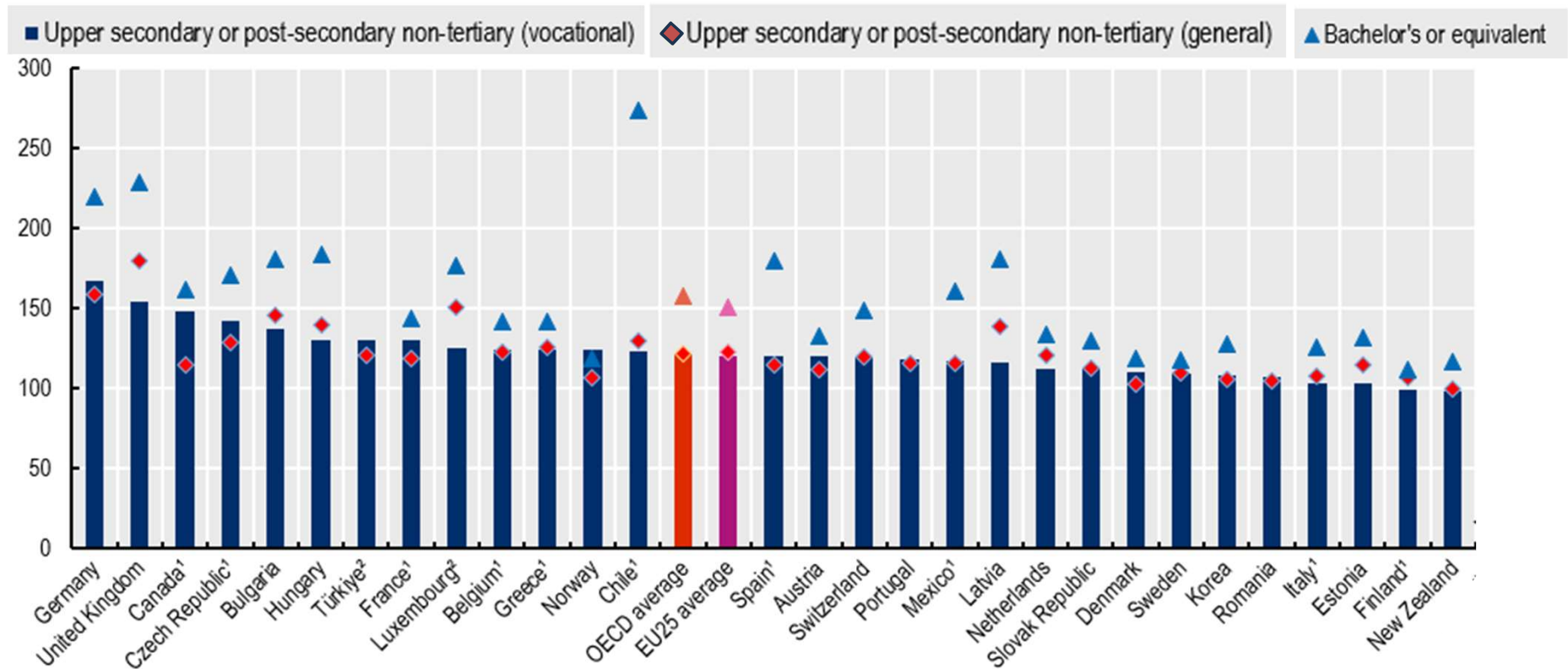


Source: [OECD, 2023](https://doi.org/10.1787/e13bef63-en), Education at a Glance 2023: OECD Indicators, <https://doi.org/10.1787/e13bef63-en>,



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)



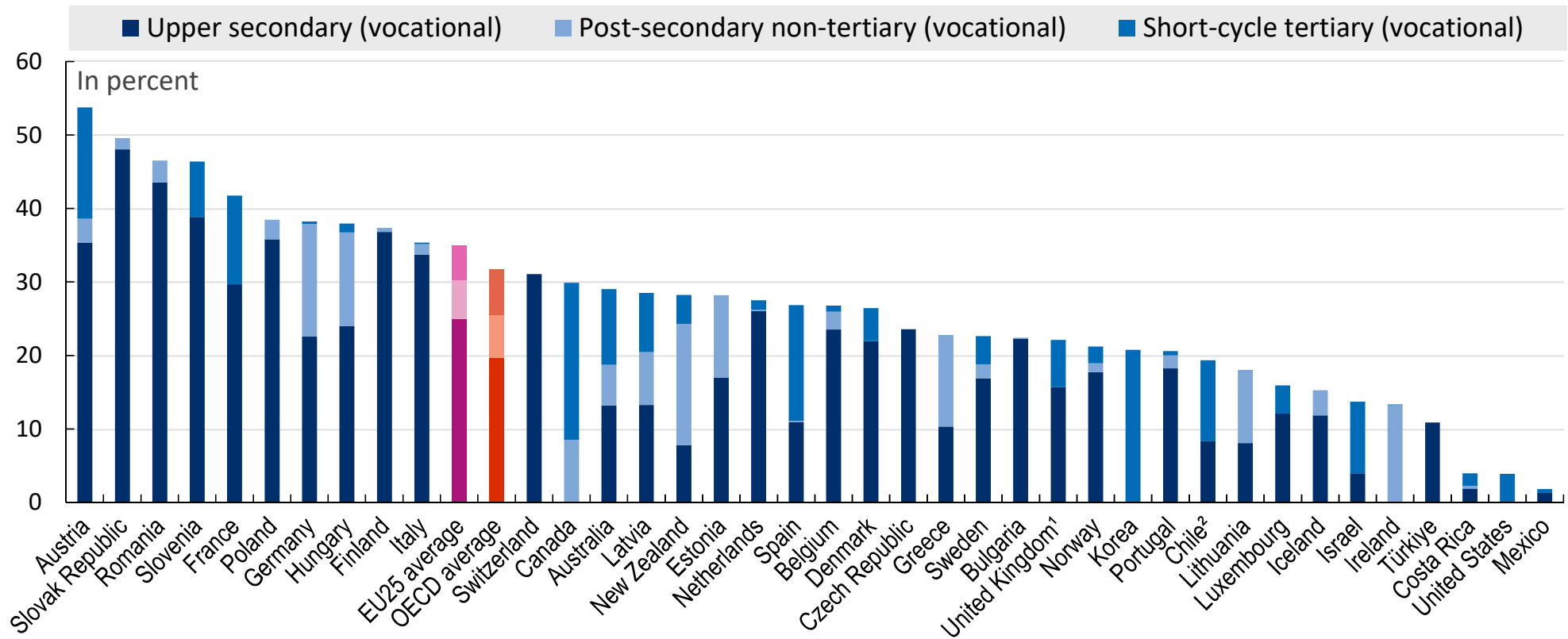
Source: (OECD, 2023), Education at a Glance 2023: OECD Indicators, <https://doi.org/10.1787/e13bef63-en>,

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)

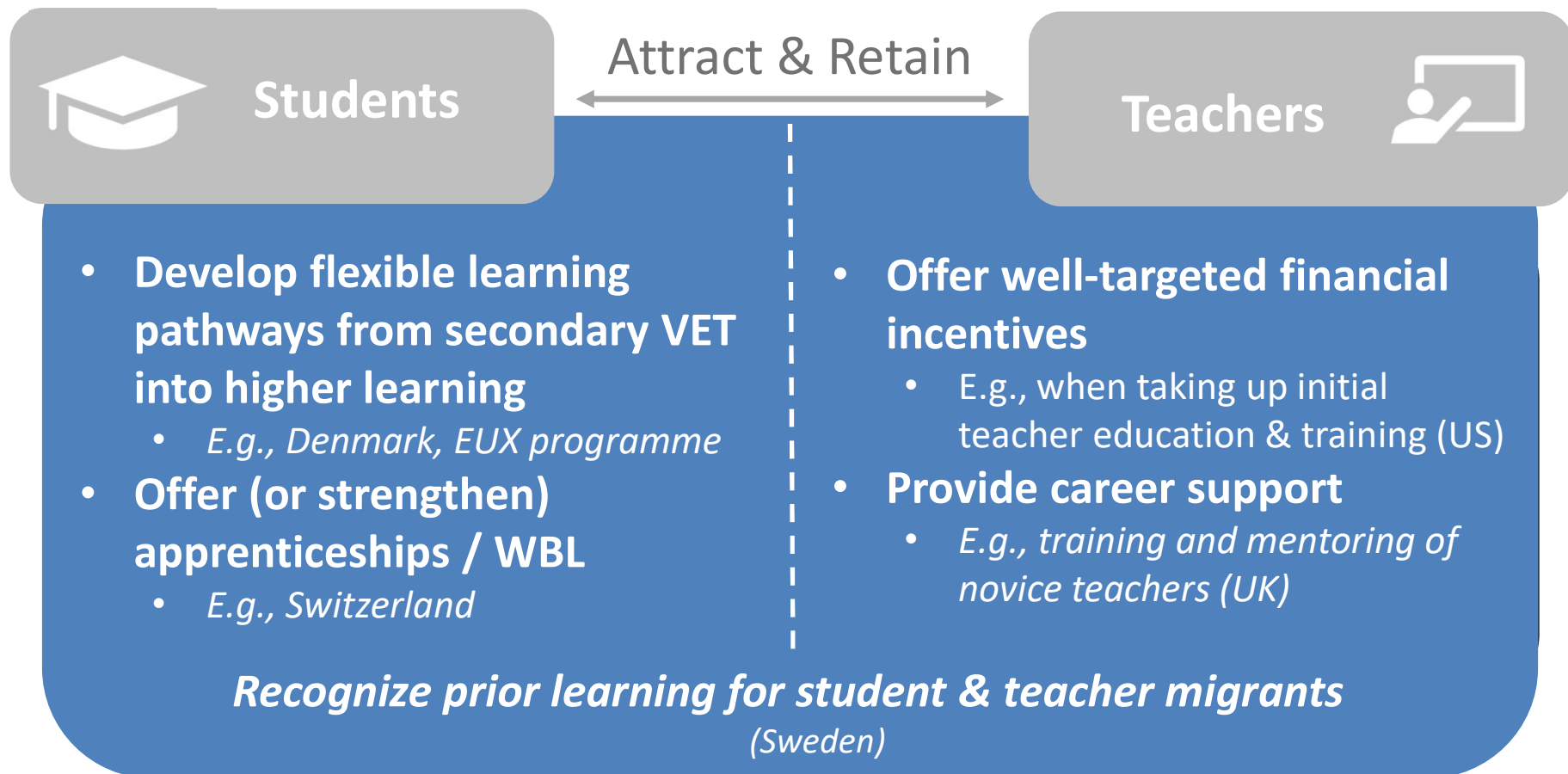


Source: OECD (2023), Table A1.3. For more information see Source section and Education at a Glance 2023 Sources, Methodologies and Technical Notes

How can we advance the future of TVET ?



Increasing attractiveness of TVET for students and teachers



Source: OECD (2021), Teachers and Leaders in Vocational Education and Training, OECD Reviews of Vocational Education and Training, OECD Publishing, Paris, <https://doi.org/10.1787/59d4fbb1-en>.



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:

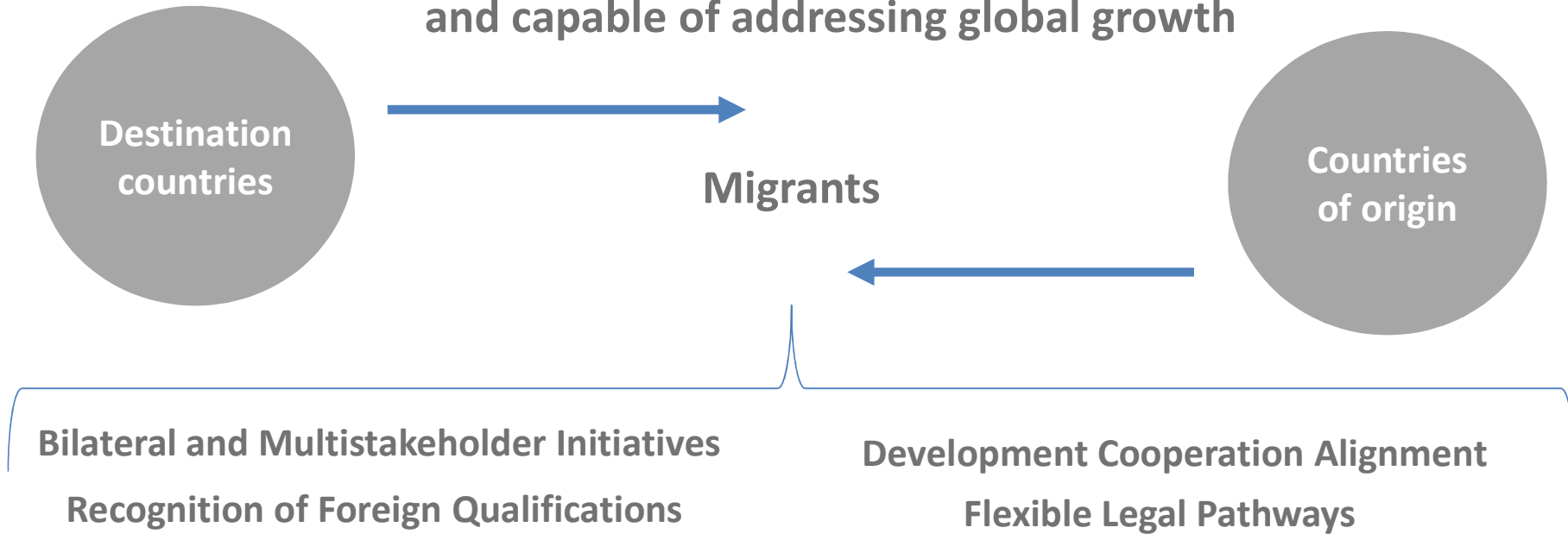
- Curricula reflecting digital skills and skills for the Green transition
- Attitudes and values for green and digital jobs
- Opportunities for teacher to upskill
- Accessibility for impacted workers with up- and reskilling

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

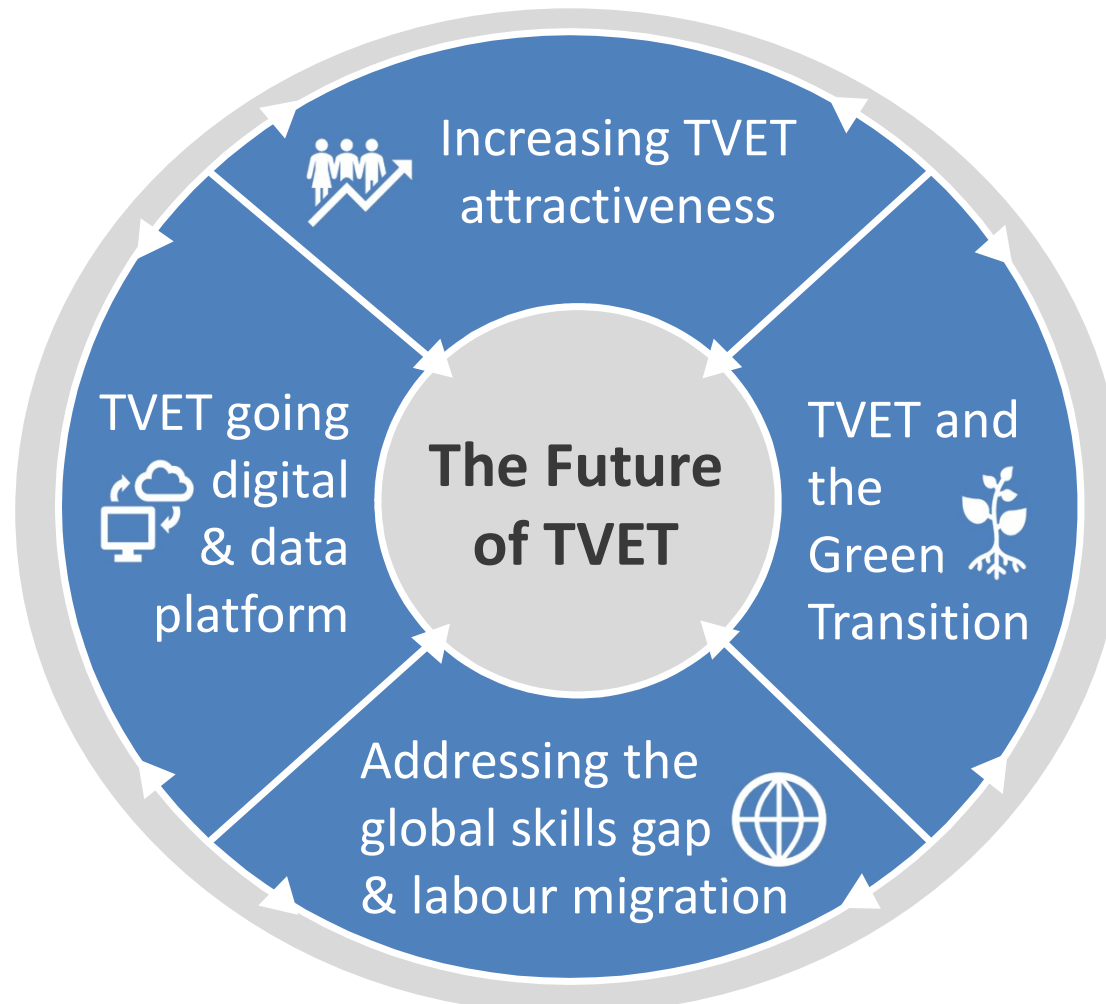


Germany has the most Skills Mobility Partnership initiatives in the EU

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





OECD Centre for Skills



El-Iza.MOHAMEDOU@oecd.org



[@ElIzaMohamedou](https://twitter.com/ElIzaMohamedou)

Thank you!



[www.oecd.org/en/about/directorates/
centre-for-skills.html](http://www.oecd.org/en/about/directorates/centre-for-skills.html)