

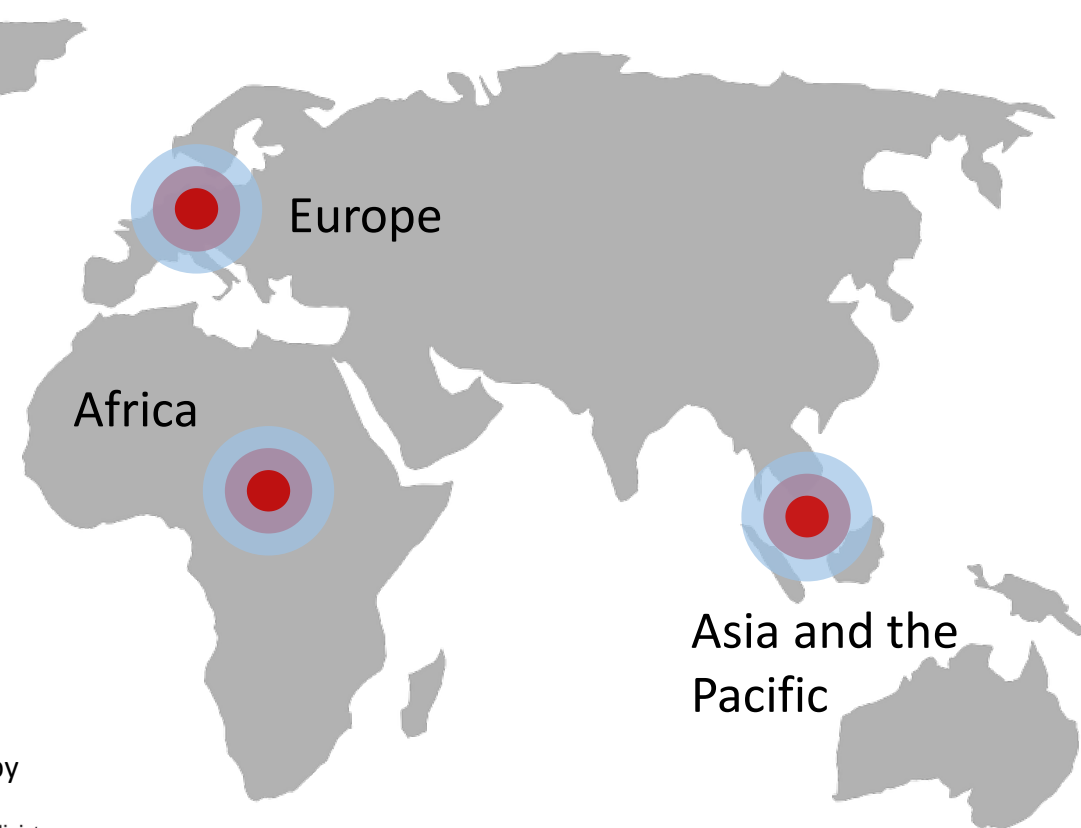


United Nations  
Educational, Scientific and  
Cultural Organization

# Bridging Innovation and Learning in TVET

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UNESCO-UNEVOC International Center*

## Bridging Innovation and Learning in TVET



Coordinated by



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## Digitalization

Providing response to new skills demands, as technology permeates the world of work and is changing job profiles



## Greening

Responding to new development paradigms for sustainability and reduced environmental impact



## Entrepreneurship

Unlocking the potential of innovative entrepreneurial activities and fostering entrepreneurial culture



## Migration

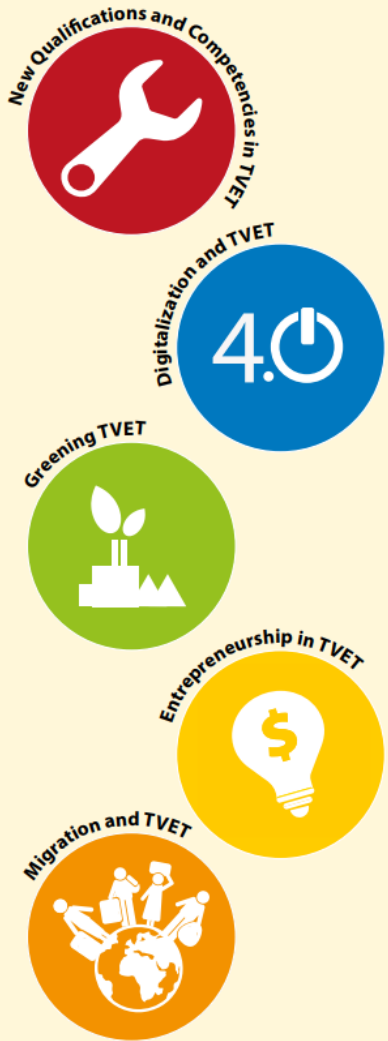
Accelerating the integration of migrants into their host communities, and allowing them to become productive members of the workforce



## New Qualifications and Competencies

How can they be put into practice to ensure future-oriented TVET and open attractive career paths?

# 1. Bridging Innovation and Learning



## International conferences & Expert workshops

### Upcoming Events 2021

27-28 April: Europe-Asia Conference

15-16 June: Europe-Africa Conference

December: BILT Learning Forum

Q3/Q4: Learning Labs



## 2. Products



## Innovation and Learning Practices



## Trends Mapping



# Involvement of TVET stakeholders in the identification of NQC (in percentage)

Other associations, including non- governmental organizations (NGOs) and civil society organizations

Youth organizations

Individual specialists (health, gender, education)

Universities/Research institutions

Small and medium-sized enterprises (SMEs)

Trade Unions

Employers' Associations

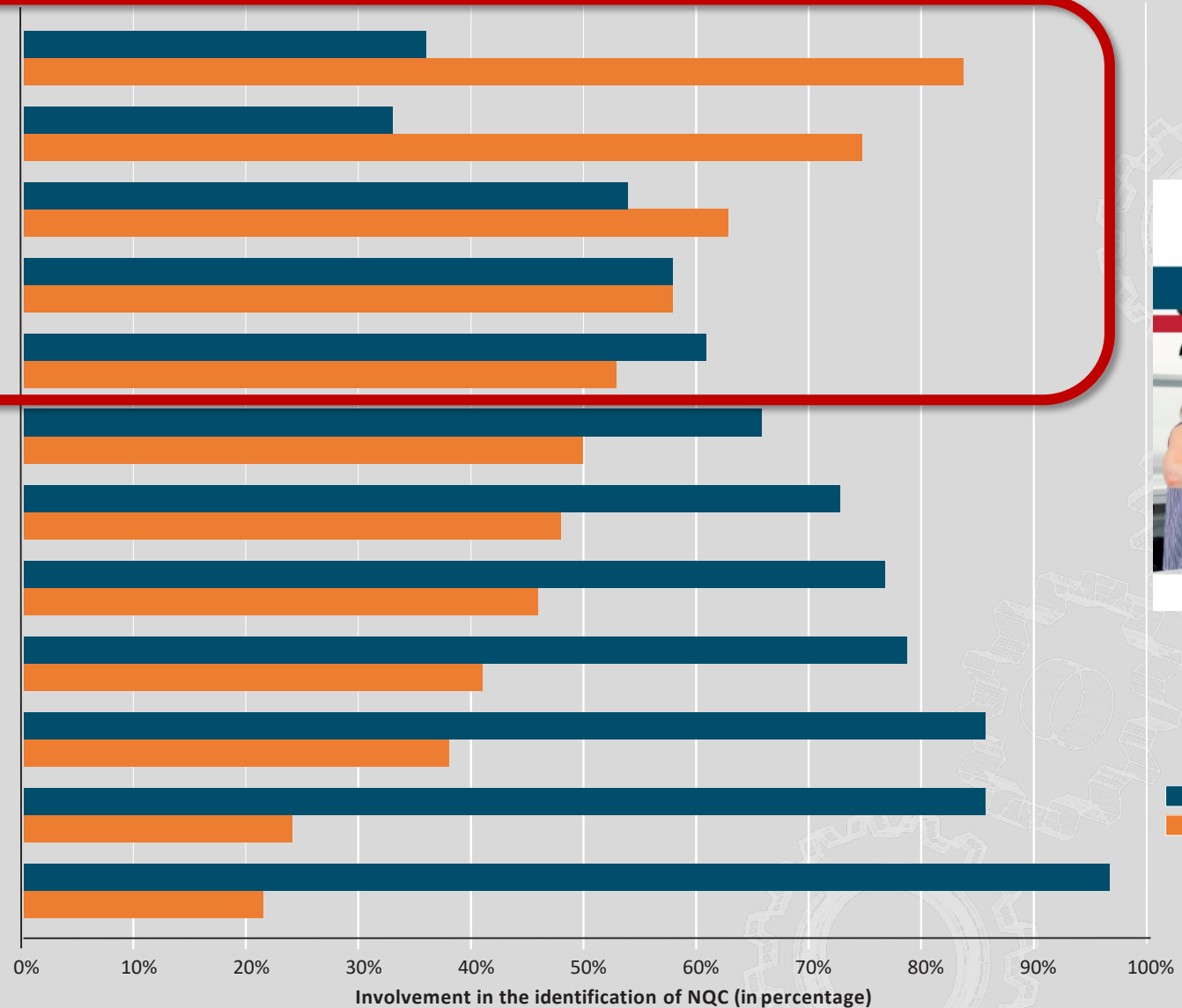
Large enterprises, including multinational companies

Chambers

Public TVET schools and training centres

Ministry or Local public authority

TVET national body



## Trends Mapping Study



Currently involved  
Should be more involved

Source: BILT survey.

## 2. Products

### Innovation and Learning Practices

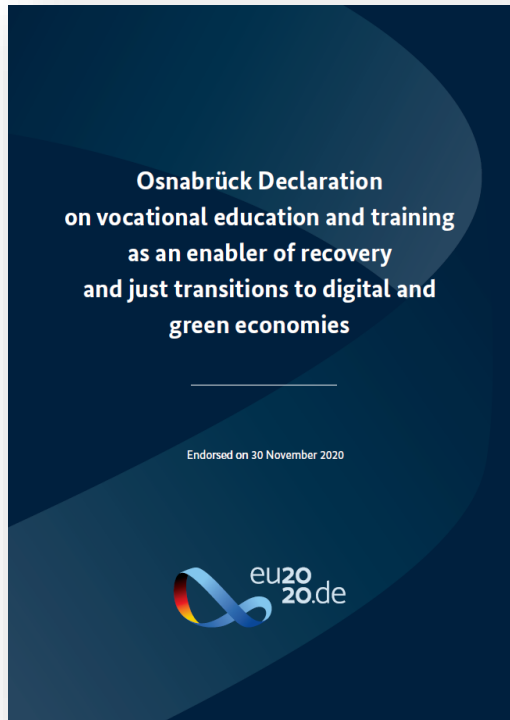


### Trends Mapping



### Practical guide on New Qualifications and Competencies (ongoing)

- **Identification** through suitable approaches and instruments
- **Integration** into curricula and training regulations
- **Implementation** in teaching and training



Four main areas for the years 2021 to 2025

1. **Resilience and excellence through quality, inclusive and flexible VET**
2. Establishing a new lifelong learning culture – relevance of C-VET and **digitalization**
3. **Sustainability** – a green link in VET
4. **European Education and Training Area and international VET**

4 QUALITY  
EDUCATION



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all  
*Access – Relevance – Inclusion – Global citizenship*

17 PARTNERSHIPS  
FOR THE GOALS

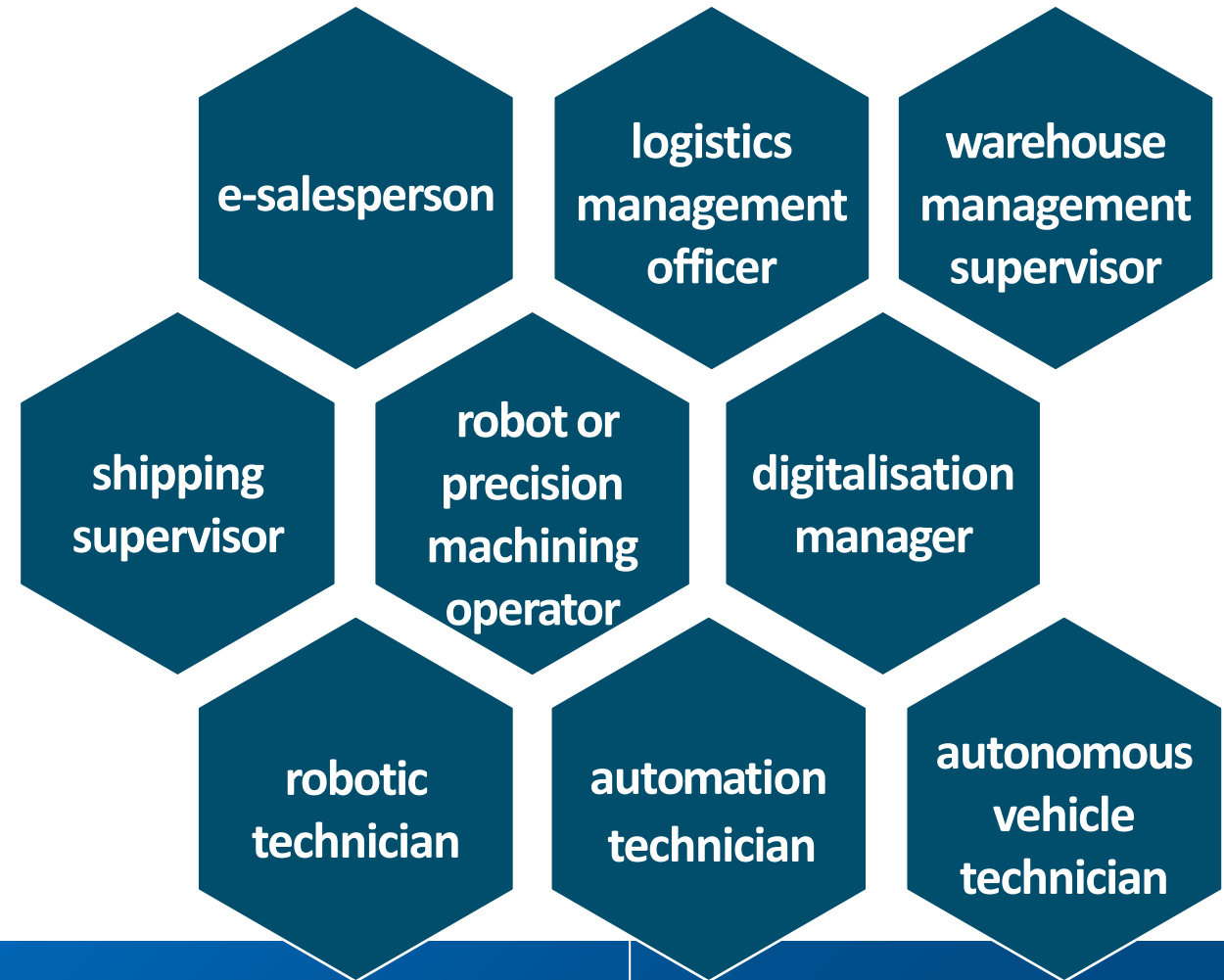




4.0

*Over the next 10 years, 50% of jobs will be changed by automation and AI - but only 5% eliminated. 9 out of 10 jobs will require digital skills.  
(WEF, 2021)*

## Updated or newly created occupations







## Digitalization

1. How can TVET keep up with the rapid pace of digital developments?
2. Which digital competencies do learners need for the changing world of work?
3. How can teachers be empowered to acquire relevant digital skills?

### Examples:

Supportive environments for innovation and experimentation

**FabLab, The Learning Factory,**  
**Advanced Manufacturing 4.0 Lab**

New module or introducing digital tools in existing training

**Bachelor Industry 4.0**  
**Situation-based TVET using**  
**Virtual Reality**





*The transition to green economies will potentially create 24 million jobs by 2030, while 1.2 billion current jobs will also be affected in terms of the skills needed.*  
(ILO, 2018)

## Newly created modules

module  
'climate  
protection'

module  
'agricultural  
production'

module  
'circular  
economy'

electric  
vehicle  
technician

remote  
service  
specialist

module  
'water  
resources'

## Newly created occupations

energy  
specialist

circular  
economy  
officer

expert in  
building  
automation



## Greening TVET

1. What are institutional responses to green demands?
2. How are green competencies best integrated in curricula and training regulations?
3. How to introduce green competencies in teaching & training?

Examples: Joint development of

New training content together  
with employers

Innovative teaching methods  
and teacher training approaches  
between different countries

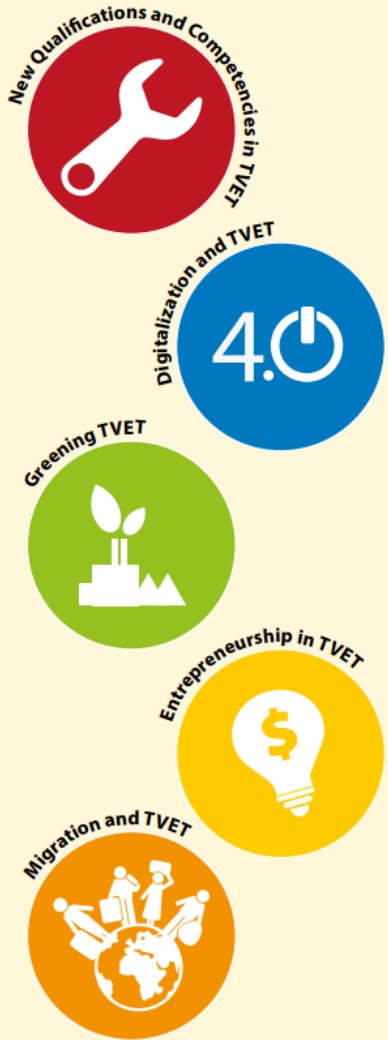
Accredited training modules  
between different European  
Countries

**NiB-Scout: sustainability in  
the bakery trade**

**Green Wheels: project in the  
automotive training sector**

**Greening for a Sustainable  
Environment: training module**





## Join us

- Share your expertise & key challenges
- Help us identify innovative practices with replication potential

- Join our events:

27-28 April: Europe-Asia Conference

15-16 June: Europe-Africa Conference

December: BILT Learning Forum

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