Rapporteur Summary Template

Session title: **Data on TVET and skills development: Current state and options for future development**
Time: 14:00 – 15:30
Organizers (and co-organizers if relevant): **UNESCO/YLS and UNEVOC**

Name and organizations of the Rapporteur: **Mattia Olivari,** Programme Specialist at ED/PLS/YLS
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Guidance:

- Thank you for accepting to be Rapporteur during the 2024 Conference on Education Data and Statistics – Engagement Day.

- Kindly use the below template to share your **consolidated summary in <u>ENGLISH</u>.**

- This summary will be used for at least two purposes: (1) to prepare a report for the Rapporteur to report to the conference; (2) to prepare a detailed meeting report after the conference.

- The Rapporteur is requested to transmit their notes to **the Organizer**, within 4 hours after each session ends.

1. **Please provide a summary or key points for each of the following elements:**

Key topics in-focus

- Assessment of the current state of TVET data collection and analysis in view of the measurement and monitoring of SDG 4 progress using SDG indicator 4.3.3.
- Mapping of existing data sources on TVET and their coverage/thematic focus, including main challenges and opportunities going ahead.
- Review of the implications of the linkages between skill supply and demand on data collection and analysis.
- Exploration of innovative data sources for skills mapping using big data and AI: the case of online job posting data.
- Sharing of good practices and lessons learned on the collection, analysis, dissemination, and use of data for development of national TVET systems.
- Introduction of new ways to assess the outcomes of TVET programmes: launch of a new large-scale assessment called PISA-VET by the OECD.

Main issues, key messages and takeaways (problems, solutions, future directions, etc. in **400 words**)

Technical and vocational education and training (TVET) is an essential component of lifelong learning that plays a key role in ensuring equitable, sustainable and peaceful individual, economic and social development. The **collection, analysis and use of statistics on TVET and skills development** provide essential information on the inputs, processes, outputs, and outcomes of TVET systems and

programmes, as well as the characteristics and needs of TVET learners and graduates. TVET statistics can support **evidence-based policy and practice** by informing the design, implementation, monitoring, and evaluation of TVET policies and interventions, as well as the identification of good practices and innovations. TVET data help to better understand the performance of different economic sectors, student achievement and learning outcomes, transition from school to work, and gaps between skill supply and demand, among others.

In the monitoring framework for the Sustainable Development Goals, TVET is only monitored by one thematic indicator: SDG indicator 4.3.3, the "Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex". The indicator is of limited use for policy guidance because of poor data coverage (only half of countries have an indicator value) and because of potential underreporting of participation in TVET: non-formal TVET is not considered, and in ISCED 2011 there is no distinction between general and vocational/professional education in tertiary education at ISCED levels 6, 7 and 8.

UNESCO, in its Strategy for TVET 2022-2029, proposes a more systematic approach to the use of TVET data:

1. **Collection and analysis of data from different sources** (including administrative records, employer and labour force surveys, and big data), **and on various aspects of TVET** (including access and participation; qualifications, skills and competencies; labour market outcomes; teachers and trainers; and financing).
2. **Development of a framework of key TVET indicators** for monitoring of skills development, as well as development of dedicated tools such as a **global skills tracker**.
3. Support of Member States for ethical and effective **use of TVET data for governance, management and delivery of education**.

Opportunities to improve the collection, analysis and use of data on TVET include the following:

1. **Encourage and support Member States to respond to the UIS Survey of Formal Education,** to improve the availability of data for SDG indicator 4.3.3.
2. **Improve standard setting on TVET**: elaborate ISCED to better distinguish between general and vocational/professional programmes in tertiary education (ISCED levels 6, 7, 8), and to better describe non-formal education programmes.
3. **Exploit additional data sources** (including big data) **and improve data availability** to better capture the linkages between TVET and the labour market.

These efforts will be supported by the UNESCO Institute for Statistics; the UNESCO Section of Youth, Literacy and Skills Development; and the UNESCO-UNEVOC International Centre for TVET. **There is currently a positive momentum around TVET data**, in terms of international convergence of concepts and structures of TVET. Several organisations are collaborating on these issues, and with the coordination of UNESCO and the active participation of all Member States it will be possible to build on achieved results.

Relevant conference session(s) identified (Please refer to the updated conference agenda via https://ces.uis.unesco.org/)
• Wednesday, 7 February 2024, 12:50-13:20: International Standard Classification of Education: challenges and solutions forward
Other notes

Data-Driven Approaches to Lifelong Learning