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# TVET for Decent Work in SDGs

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## *Background and Overview of the Discussion*

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### *Background and Overview of the Discussion*

#### **「A Study on the Strategy of SDGs in the TVET field」**

- Progress on the agenda for global TVET focused on SDGs, Korea's TVET policy through discussion analysis, Linking with the system and future measures, Seeking strategies
- **Major Contents**
  1. Progress and Goals of TVET in SDGs
  2. Status of detailed indicators
  3. Develop and present strategies and implementation plan for TVET field to achieve SDGs



## Background and Overview of the Discussion

### Goals and Detailed Indicators related to TVET field among SDGs

<b>Goal 4</b>	<b>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b>
4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
4.4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
<b>Goal 8</b>	<b>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b>
8.6	By 2020, substantially reduce the proportion of youth not in employment, education or training
8.6.1	Proportion of youth (aged 15–24 years) not in education, employment or training

Resource: 통계청(2016), SDGs 이행을 위한 모니터링 체계 구축 방안, p.113, p.175



## Background and Overview of the Discussion

### Recent TVET Major Trend

#### 1. The paradigm shift of vocational skills development(education training)

- Focusing on self-directed, problem-solving ability, collaboration, and creative talent cultivation in traditional uniform, one-sided, and memorizing
- Expanding training(mobile learning, information learning, smart learning, etc.) by using ICT(ITC, Edu-Tech), identify and support the knowledge and information that learners need
- Formulation of non-formal learning such as S-OJT(Structured On-the-Job Training)

#### 2. Increased demand based on basic vocational skills and competency

- Increased capacity-based training such as personality and basic skills in accordance with increased demand for multifunctional functions and effective response to changes in industrial structure and technology
- Foundation Competencies of Building Block Capacity Model in USA, Skills Future-basic vocational abilities in Singapore, etc.

#### 3. Introduction of new training methods to respond to rapid changes in the world of occupations

- Diversification of training methods(MOCC, Flipped Learning, Blended Learning, etc.), and activating customized or individualized project=base training to respond to the 4<sup>th</sup> Industrial Revolution and to site demand

#### 4. Expanding the need for universal job development with securing and nurturing key human resources

- Securing core human resources(managing key human resources linked to HR) and accelerating of development(development of special talents through establishment and operation of business universities
- The spread of TVET discussions as fundamental rights(learning right) and social policy(social investment strategy)



## *Meaning of TVET in SDGs*

### *Meaning of TVET in SDGs*

#### **Concept of TVET**

- TVET focuses on “soft” technologies such as communication, negotiation, and teamwork in addition to technical knowledge and aptitude, including “the aspects of research in technical and related sciences, practical skills, attitudes, and learning of understanding”. (UNESCO, ILO)
- The role of TVET in SDGs is to maintain and sustain a virtuous circle that links job creation and economic growth
- TVET is a cross-discipline area linked to labor, industry, and employment

#### **TVET reflected in SDGs**





## *Discussion trends on TVET related SDGs in international society*

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### *Discussion trends on TVET related SDGs in international society*

#### **UNESCO**

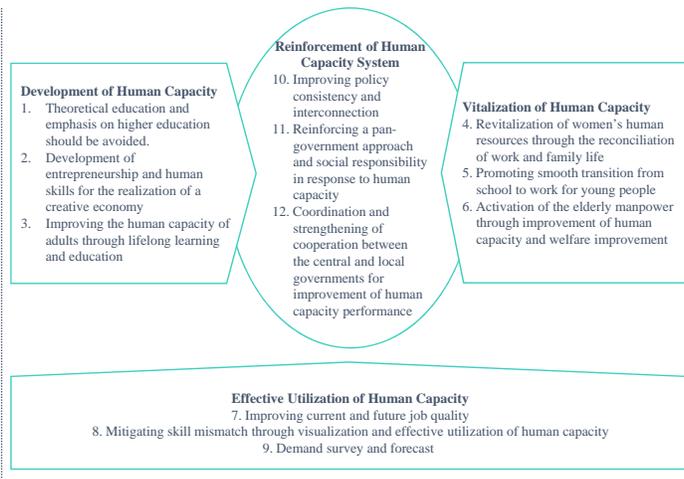
- The core contents of the **TVET strategy(2010~2015)** are supporting policy and capacity enhancement, establishing a concept for job development and monitoring improvements, strengthening roles as a clearinghouse, and establishing a global TVET database
- The **TVET Strategy(2016~2021)** presents lifelong learning through TVET, decent work, sustainable development, strengthening competitiveness and securing social equity as its vision
- **Strategic Areas**
  1. Reinforcement of policy statement and competence
  2. Development of knowledge and standards, development of guidelines for quality control of TVET programs, and links learning with work
  3. Enabling transparency of skilled, labor-movement, and lifelong learning path
  4. Partner, network mobilization, international collaboration, and exchange protocols

## Discussion trends on TVET related SDGs in international society

### OECD

- Contribute to the foundation of SDGs strategy by developing assessment, policy consistency, tax and domestic resource utilization, statistics, and dialogue platforms
- Contribute to the establishment of international public goods by providing data for the framework development of UN-led international indicators and providing relevant evidence on the degree of SDGs implementation by OECD member countries
- The OECD's proficiency strategy presents a key framework for the establishment of a skill system in each country: development, activation, and effective utilization of skills

### Korea's skill challenge



Resource: OECD (2015), Development cooperation report 2015, pp.234–23, reconstruction

## Discussion trends on TVET related SDGs in international society

### ILO

- Agreements and agendas for the eradication of poverty and improvement of living standards for workers and their families around the world
- The ILO's quality job agenda includes labor-related issues such as job creation and labor rights, social security and social dialogue.

### Future Discussion Direction

- Efforts to actively link major issues in the TVET field with SDGs are needed to adapt them to the domestic situation of each country
- In the realization of the SDGs Framework, there is a need to have a mechanism to control the corporate profits from being over-rated
- Need to establish a system that enables effective connection to other goals, monitoring implementation, and ensure accountability of stakeholders



## *Implementation of TVET field among SDGs in developed countries*

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### *Implementation of TVET field among SDGs in developed countries*

#### **Evaluation of initial statuses of implementation of SDGs by Sustainable Development Solution Network(SDSN) and the Bertelsmann Foundation in Germany**

- The highest(1<sup>st</sup> to 4<sup>th</sup> place) in Nordic countries such as Sweden(84.5), Denmark(83.9), Norway(82.3), and Finland(81.0)
- **Korea**(72.2) ranks 27<sup>th</sup> out of 146 countries, followed by Japan(75, 8<sup>th</sup>) and Singapore(74.6, 19<sup>th</sup>) in Asian countries, and 25<sup>th</sup> among OECD countries
- A number of countries have strengthened the links between existing national development strategies and SDGs (**Korea**, Estonia, Germany, Switzerland, etc.) and some countries (Finland, France, Norway, and Switzerland) developing specific implementation plan for SDGs
- Many countries are responding to SDGs and implementing TVET
  - Finland: Seeking overall change in structure, finances, institutions. and regulations for settlement of demand-based capacity development
  - Denmark: Reorganizing SDGs as themes to promote integration, and in the case of the human sphere, responding to relevant SDGs after creating 10 goals and indicators



## ***Implementation of TVET field among SDGs in developed countries***

### **Implications for the Implementation of SDGs in Developed Countries**

1. Establishment of a central body for establishing and coordinating SDGs strategies at the government level, mainly under the highest authority(the Prime Minister's office)
2. Installing and operating a national cooperation organization related to SDGs for communication and cooperation with private stakeholders
3. Establishment of implementation plan through realistic diagnosis of domestic problems
4. Establishment and operation of budget-oriented implementation plan(each department) and monitoring(National Assembly) system
5. Establish a system that monitors sustainable development conditions and trends at a measurable level
6. Development of an operational, monitoring and evaluation system by establishing an implementation strategy through gradual improvement of the system



## ***Domestic implementation of TVET among SDGs***



## *Domestic implementation of TVET among SDGs*

### **The 3<sup>rd</sup> Basic Plan for Sustainable Development (2016~2035)**

- With the vision of harmonized development of environment & society & economy, composition of four major goals in environment, social, economic, and international sectors, 14 strategies by sector, and 50 implementation tasks
- Reflecting UN SDGs in domestic conditions



## *Domestic implementation of TVET among SDGs*



### **Link SDGs and Basic Plan for Sustainable Development**

- Basic Plan for Sustainable Development can be linked to the UN's SDGs, and detailed goals and performance indicators are very similar.
- Systematic review of performance indicators and integration of SDGs indicators with basic plans for sustainable development

## Domestic implementation of TVET among SDGs

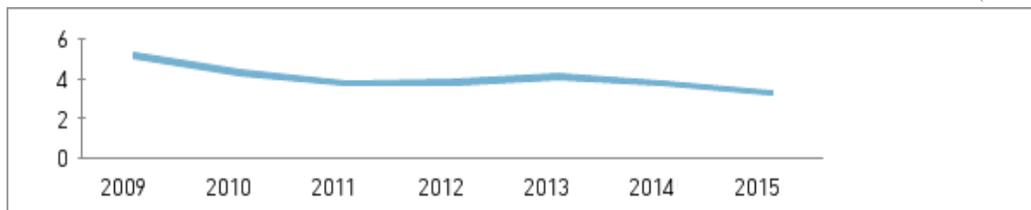
Number of Participants in TVET

(Unit: %)

	2009	2010	2011	2012	2013	2014	2015
<b>Total</b>	5,168	4,295	3,789	3,848	4,102	3,774	3,315.4
<b>Employee Training</b>	4,979	4,269	3,362	3,477	3,616	3,453	3,005
<b>Training for Unemployed</b>	154	56(303)	394	338	451	284	272.4
<b>Public Training</b>	35	26	33	33	35	37	38

Main: 2010( ) contains training personnel for learning card system  
Resource: MoEL(2016)

(Unit: %)



## Domestic implementation of TVET among SDGs

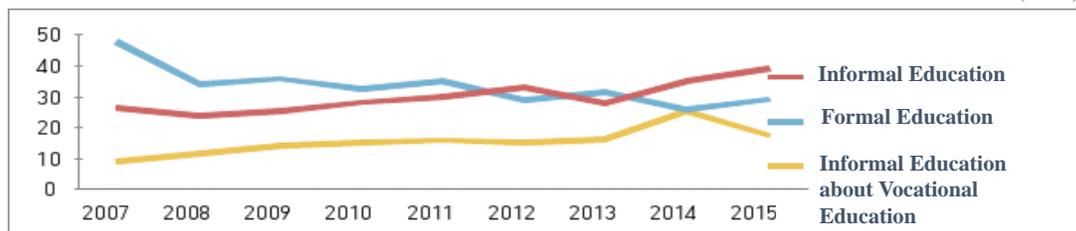
Time Series Trend by Learning Area

(Unit: %)

	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Formal Education</b>	5.7	4.1	4.3	3.9	4.2	3.5	3.8	3.1	3.5
<b>Informal Education</b>	26.4	23.9	25.3	28.2	30.1	33.1	28	35.2	39.1
<b>Informal Education about Vocational Education</b>	9.2	11.7	14.3	15.1	16	15.4	16.4	25.4	17.7

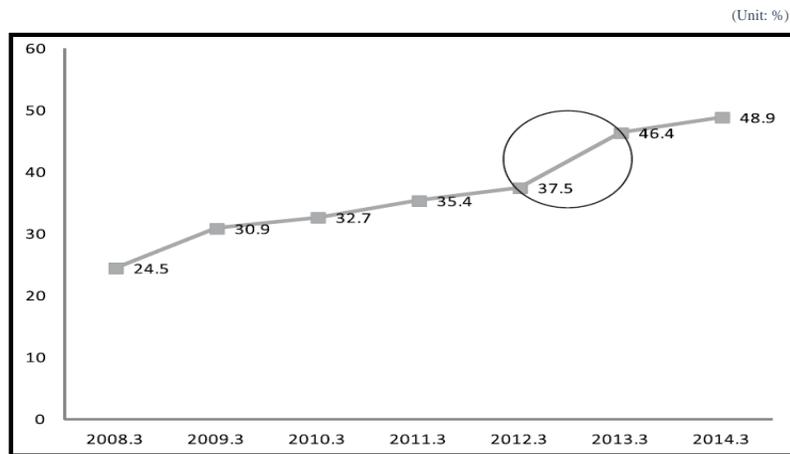
Resource: Adult Lifelong Learning Survey, Each years(Search date: 2017.11.08)

(Unit: %)



## Domestic implementation of TVET among SDGs

Trend of Participation in Education and Training of Wage and Salary Workers(2008~2014)



Resource: MoEL(2016)

## Domestic implementation of TVET among SDGs

Number of Regular Workers per ICT Industry Occupation

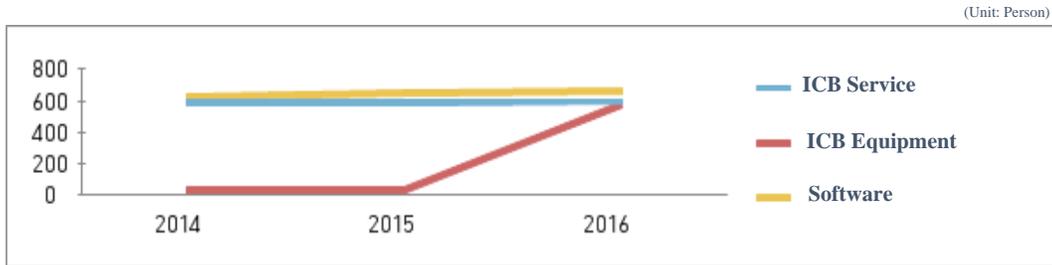
(Unit: Person)

	2014			2015			2016		
	Information & Communication Broadcasting Service	Information & Communication Broadcasting Equipment	Software	Information & Communication Broadcasting Service	Information & Communication Broadcasting Equipment	Software	Information & Communication Broadcasting Service	Information & Communication Broadcasting Equipment	Software
<b>Total</b>	147,380	33,941	155,812	148,119	31,310	162,614	148,289	570,024	165,731
<b>Research Technician</b>	51,266	4,098	92,915	52,606	3,782	97,099	49,552	72,947	98,951
<b>Broadcasting</b>	13,886	13,886	0	13,175	13,175	0	12,815	0	0
<b>Office work</b>	82,228	15,957	62,897	82,338	14,353	65,515	85,922	17,776	66,780
<b>Production</b>	0	0	0	0	0	0	0	0	0

Resource: MoS&ICT, Each Years(Search date: 2017.11.08)

## Domestic implementation of TVET among SDGs

Number of Regular Workers per ICT Industry Occupation



Resource: Resource: MoS&ICT, Each Years(Search date: 2017.11.08)

## Domestic implementation of TVET among SDGs

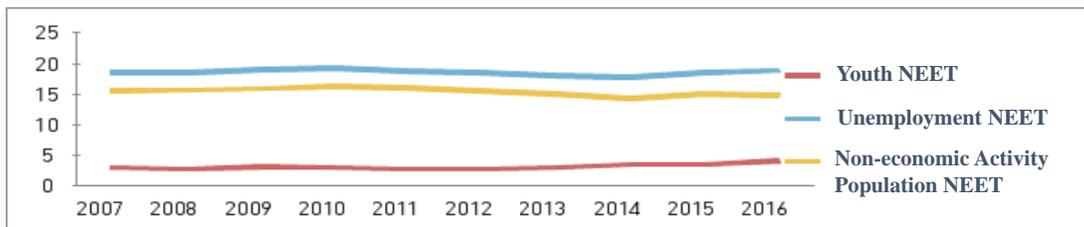
Korea's NEET Ratio Trend(2007~2016)

(Unit: %)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Youth NEET</b>	18.5	18.6	19.0	19.2	18.8	18.5	18.0	17.8	18.6	18.9
<b>Unemployment NEET</b>	3.0	2.8	3.1	3.0	2.8	2.8	3.0	3.5	3.5	4.1
<b>Non-economic Activity Population NEET</b>	15.6	15.7	15.9	16.3	16.0	15.6	15.1	14.4	15.1	14.8

Resource: KOSTAT, Each Years(Search date: 2017.11.08)

(Unit: %)



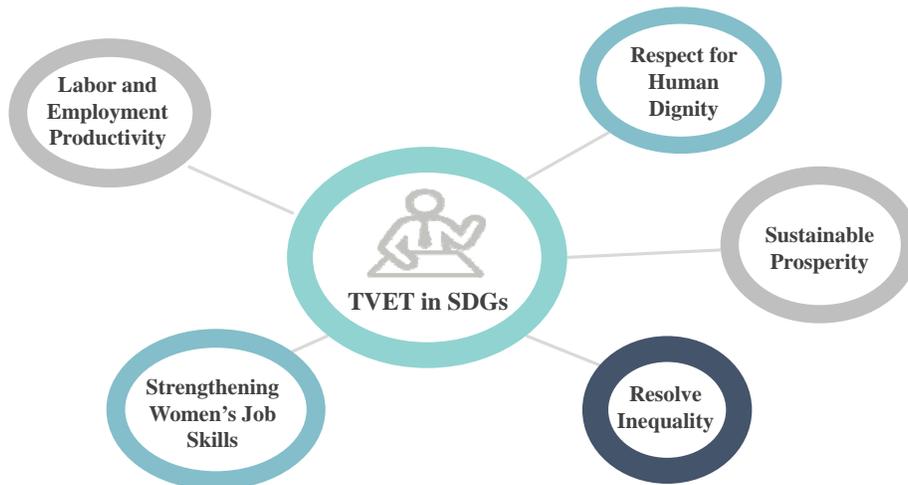


## *Suggestion of Discussion*

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## *Suggestion of Discussion*



## Suggestion of Discussion



### Establishment Trend in SDGs



In the process of establishing SDGs, expanding the scope of stakeholder involvement, reflecting global dynamics, discussing the status as a global agenda, and discussing development resources were practically developed.

### Discussion Trend of SDGs in International Society



A horizontal discussion and implementation system encompassing stakeholders such as civil society, prevent the formation of unilateral discourse by developed countries

### Analysis of SDGs Implementation In Developed Countries



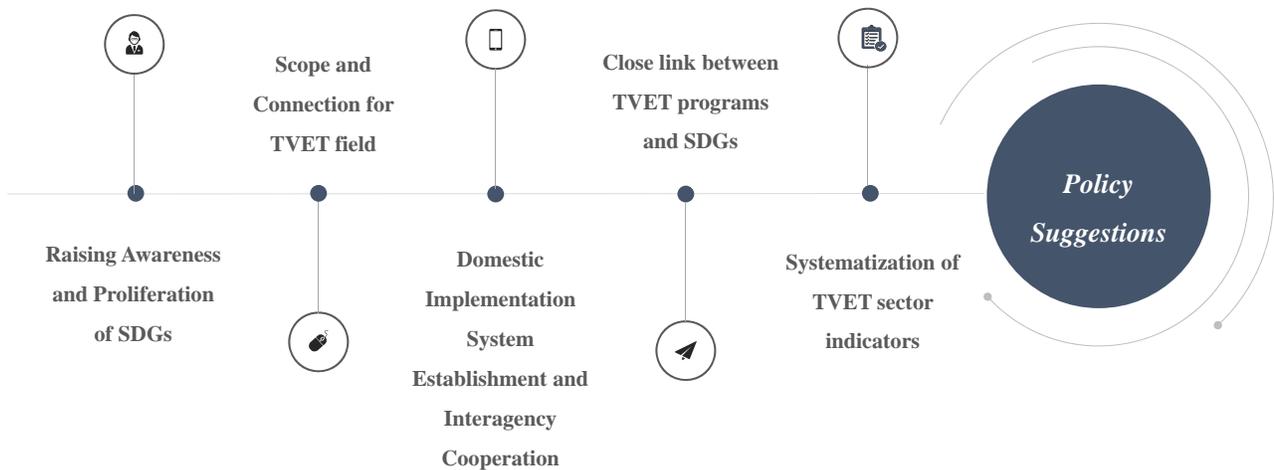
Carry forward integrated approach encompassing national strategy and economic & social environment, consideration of future generations, external effects of domestic policies, coordination of policy, involvement at local and regional levels, engagement with stakeholders, and monitoring reports.

### Domestic Trend and Status of Discussion



Prepare strategies for implementation through analysis of the overall implementation system such as the Sustainable Development Act, basic plans, and the indicators

## Suggestion of Discussion





**THANK YOU**

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