



Peer Learning Club 2 position paper Advocacy & Policy Influencing (empowerment and social equity dimension)

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We are living in times of disruption; where global phenomena are reshaping our behaviors as our ways of interacting and working. From one side, the COVID-19 pandemic has accelerated the digital transition; smart working and remote learning have become a reality for millions of people worldwide, increasing the digital divide among countries and people. The “new” economic crisis is affecting companies; a huge number of workers are at risk of losing their job, needing upskilling and reskilling. Climate change requests urgent strategies to shift to a green and regenerative society.

SKILLMAN NETWORK: AN ALLIANCE FOR EXCELLENCE IN TVET

Since 2014 Skillman Network has worked to design and develop curricula for the advanced manufacturing sector. The network, counting n. 480 members in over 80 countries worldwide, is working to innovate the TVET sector, inviting different stakeholders all around the world to adopt a participatory approach to innovation for the continuous improvement of Technical and Vocational Education (TVET).

In 2019 Skillman launched the Peer Learning Clubs, thematic groups of discussion, involving stakeholders, such as researchers, Vet professionals, companies, public administrators, industrial leaders, for knowledge sharing and peer improvement, with the aim of identifying the prior challenges for a “future-proof TVET”, able to contribute to the development of a knowledge-based, sustainable and inclusive society.

WHAT ABOUT THE ROLE OF TVET IN THIS FORTHCOMING ERA?

TVET systems can play a crucial role in reshaping the future:

- Becoming “more effective than efficient”;
- Increasing its responsiveness for guaranteeing to people the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labor market
- Adopting systematic approaches to skills foresight and updating, to have professional and competence profiles effectively reflected in the training market;





- Fostering curricula development processes based on co-design and multistakeholder cooperation;
- Balancing in the curricula development processes work skills and life skills to make people more resilient to environmental changes;
- Fostering inclusion as crucial dimension of each TVET provider, adopting person-centered approaches to training and support services (career guidance, assessment, validation of learning outcomes, etc.) and implementing activity plans inspired by equity, equality and ethical principles;
- Innovating delivery systems and training approaches exploring and exploiting the new opportunities offered by digitalization

JOINT INITIATIVES FOR THE TVET OF THE FUTURE

To face the emerging and global challenges, we need to make societies more resilient and adaptive. TVET systems can contribute to build this resilience offering training services able to reflect the labour market trends and needs, even anticipating emerging skills. This means strong partnerships, definition of joint strategies, measures and tools, a continuous cooperation among all key actors, both stakeholders private and public and policy makers. The co-design and implementation of an integrated platforms of services such as, among others, a smart Labour Market information System, a Lifelong learning account for every citizen and the development of integrated centralized learning management systems can represent some of the concrete actions to take, opening a dialogue with policy makers in order to support these initiatives with tailored policies.

A participatory approach to innovation and synergic action plans among convergent actors, constituting “virtuous ecosystems” represent the way to increase the capacity building of TVET systems, making them future-proof, responsive and inclusive.

