



Online Conference

Bridging Asia-Pacific and Europe: New Qualifications and Competencies in TVET

27-28 April 2021



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New qualifications and competencies – a continuous challenge and opportunity for TVET systems

April, 28, 2021

Prof. Dr. Dieter Euler





Overview

1. Everything remains – but different:
Why is the topic important?
2. Maintaining TVET systems responsive and agile:
What are the key challenges?
3. Framework of investigation:
How to tackle the challenges?
4. From knowing to taking action ...



University of St.Gallen

Everything remains – but different: Innovation in new pace ...



44 years



25 years

Innovation in old days ...



15 years

Innovation these days ...



7 years

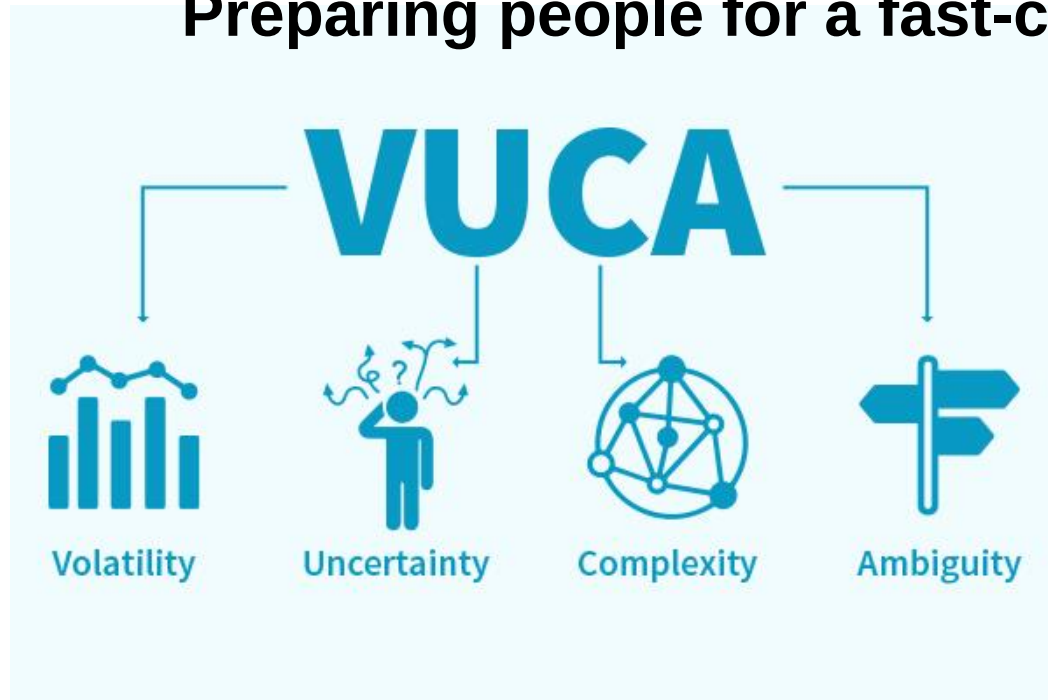


95 per cent

Euler /51



Everything remains – but different: Preparing people for a fast-changing world ...

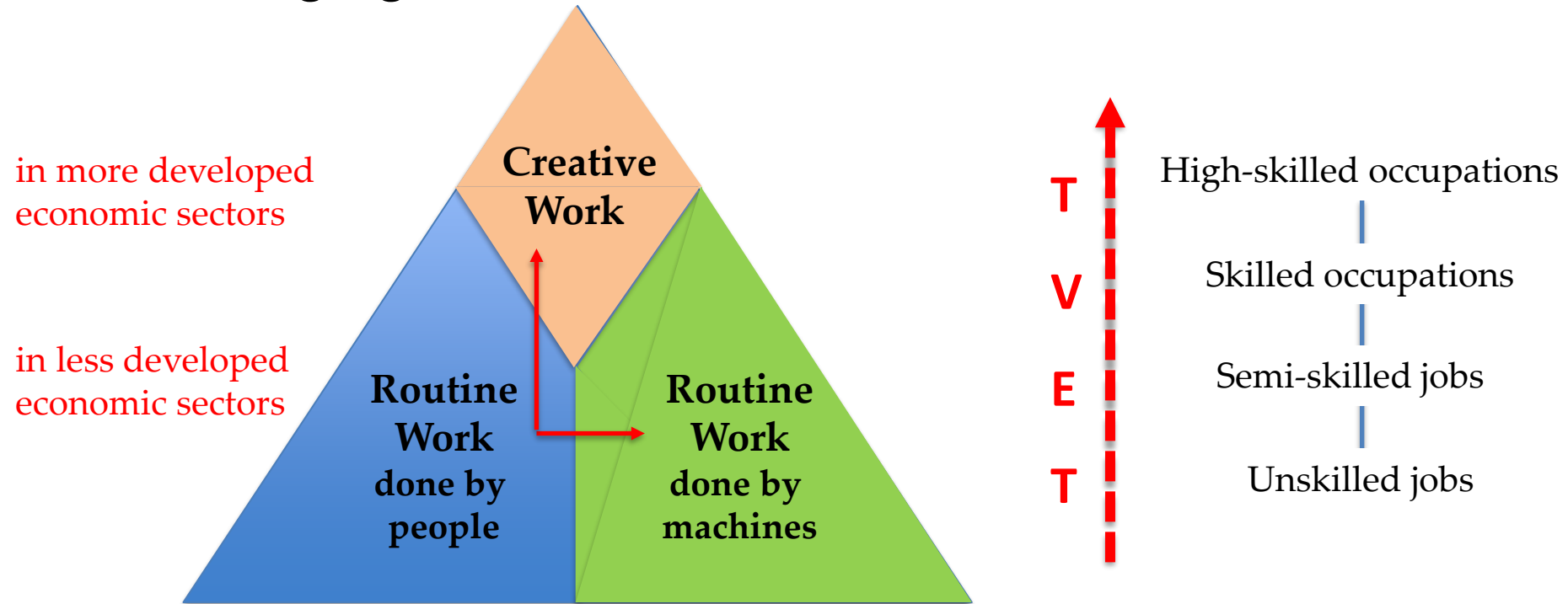


Key question:

*What are the new qualifications
and competences people need to
be prepared for a VUCA world?*

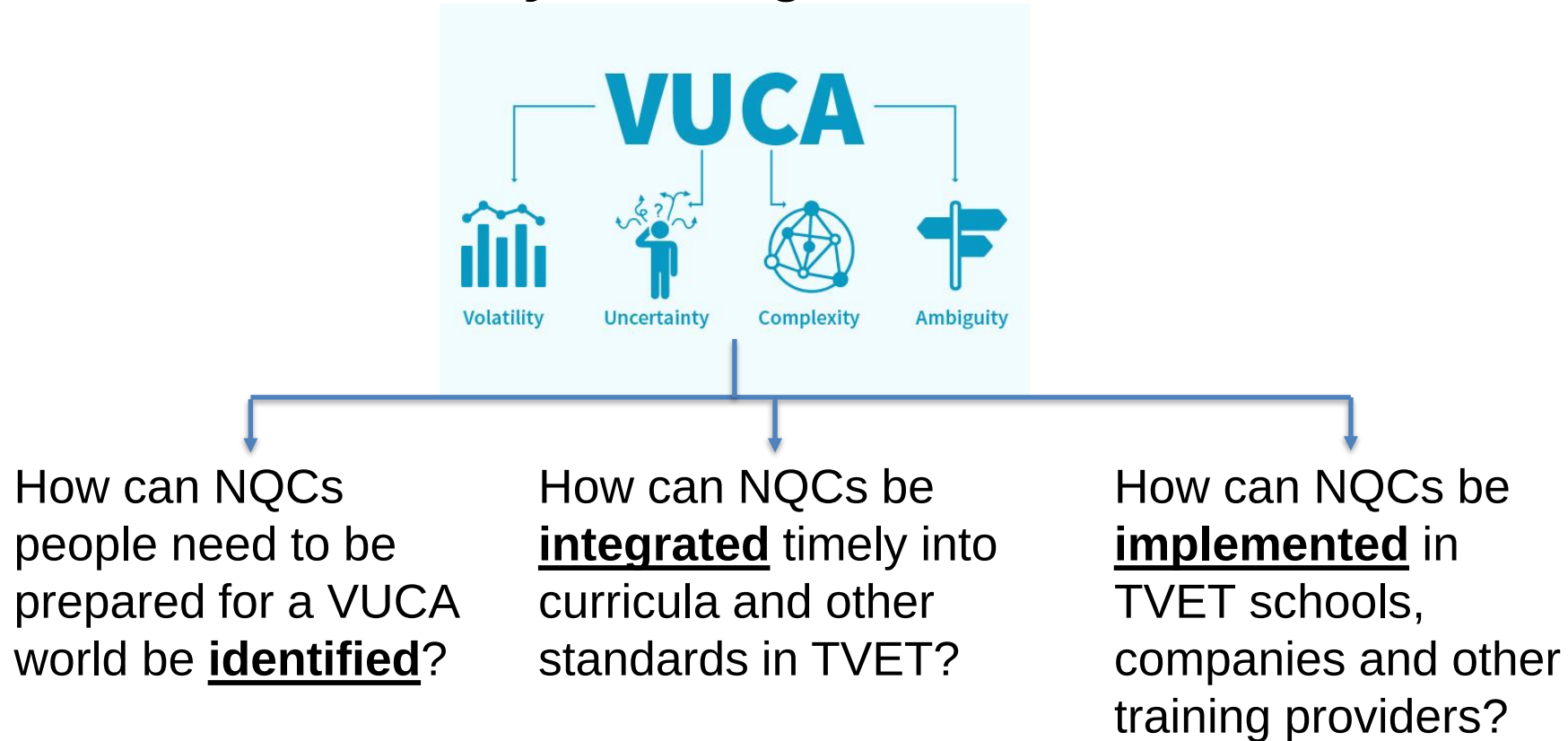


Everything remains – but different: Changing world of work ...





Maintaining TVET systems responsive and agile: What are the key challenges?





Framework of investigation: How to tackle the challenges?

Assumptions:

1. There are a lot of good (and bad) practices to learn from ...
2. Any practices are bound to frame conditions – transfer into own country context requires adaptation to new circumstances ...
3. Identification, integration and implementation of NQCs can be supported by stakeholders on different levels of the TVET system ...



Framework of investigation: How to tackle the challenges?

New qualifications and competencies (NQC)	Macro-level: Governance (e.g. ministries)	Meso-level: Advocacy (e.g. BMO, trade unions, NGOs, etc.)	Micro-level: Delivery (e.g. schools, companies, other TVET providers)
Identification Distinctive frame conditions: • • •			
Integration Distinctive frame conditions: • • •			
Implementation Distinctive frame conditions: • • •			

Framework of investigation: How to tackle the challenges?

(Selected) Frame conditions:

- Curriculum development process government or stakeholder-led?
- Standardization of the curr. dev. Process high/low?
- Curricula phrased in broad or detailed terms?
- Trust into curricula by labour market stakeholders high/low?
- Capacity of meso-level stakeholders to engage in curriculum development high/low?

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Identification Distinctive frame conditions: • •			
Integration Distinctive frame conditions: • • •		X	
Implementation Distinctive frame conditions: • • •			

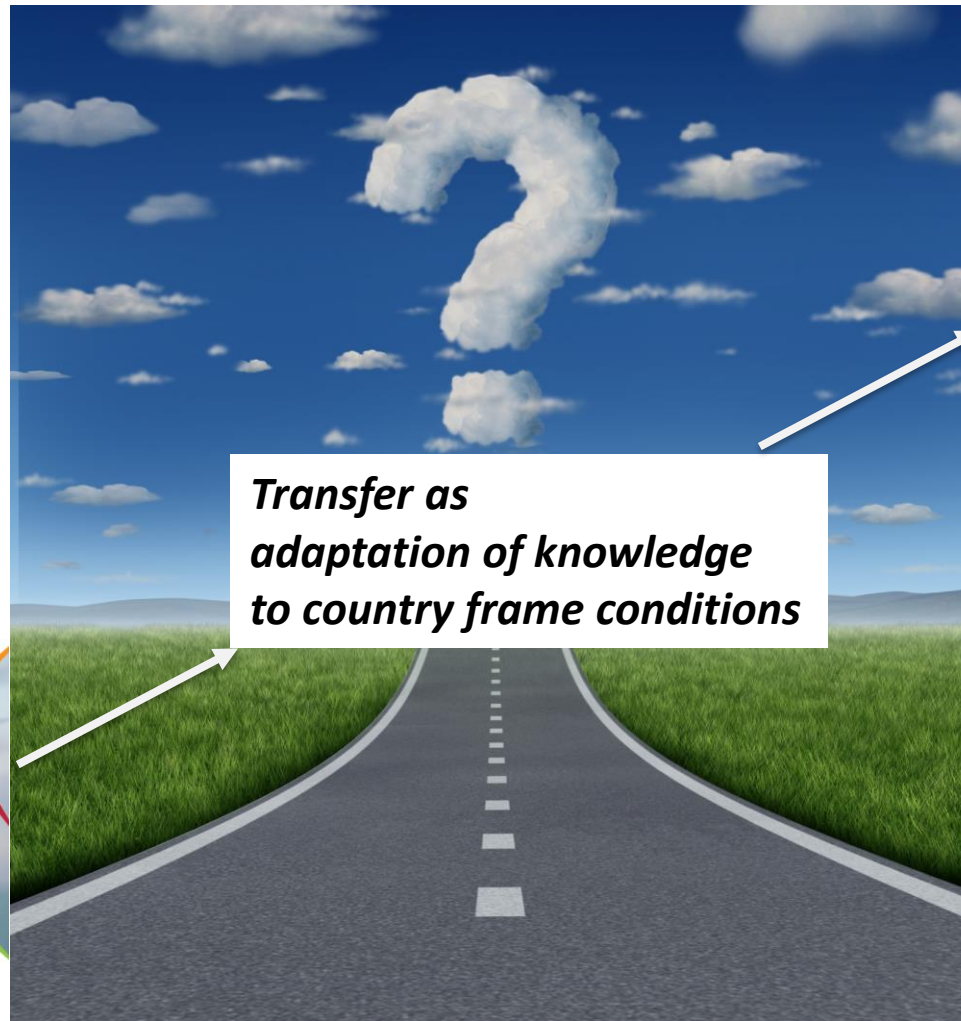
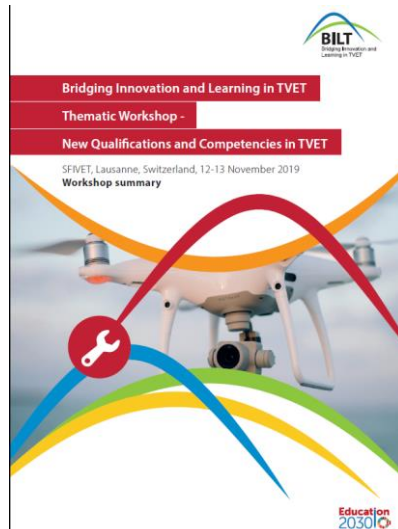
Framework of investigation: How to tackle the challenges?

Potential contributions of meso-level stakeholders:

- Engage and share experiences in curriculum development committees
- Increase capacities and professionalism in dealing with curriculum development issues
- Consider establishment of expertise on sector or branch level
- Reflect on interplay between formal qualifications and complementary ways of acquiring credentials

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From knowing to taking action ...



***Transfer as
adaptation of knowledge
to country frame conditions***





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