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International Centre for
Technical and Vocational
Education and Training

Making TVET more inclusive for youths at risk of exclusion



Inclusion in TVET

A practical guide for formal, non-formal
and informal TVET institutions

Inclusion in TVET

UNESCO-UNEVOC International Centre for TVET



Inclusive TVET: Rationale

- ❑ Education and TVET can contribute to solving unfair distribution of knowledge to some groups (epistemic injustices)
- ❑ As access improves, divides in education deepen. Inclusion is about equity, not just access
- ❑ The more marginalised a community, the worse the quality of education.
- ❑ Learners struggle with traditional methods of learning
- ❑ Many learners continue to face barriers.
- ❑ Disadvantaged learners are often stigmatized
- ❑ The Education System Often Rewards Conformity, Not Uniqueness
- ❑ Factors such as poverty, disability, language, gender disparities, and migration status often limit access to and opportunities within TVET programmes.
- ❑ TVET can close this gap by offering targeted support and skills development, leading to improved job prospects and sustainable livelihoods.

NEET Statistics

32% of young women and 15% of young men aged 15-24 worldwide are not in education, employment, or training (NEET)

Literacy Deficiency

763 million youth and adults (two-thirds being women) lack basic literacy skills

Youth Unemployment

70.1 million youth aged 15-24 (14.1% of this age group) remain unemployed

Education Exclusion

20% of children and young people face exclusion from education on a daily basis

Disability Impact

93 to 150 million children live with disability globally

Sanitation Needs

335 million female students do not have minimum requirements for water sanitation and hygiene

Language Barriers

40% of global population does not have access to an education in a language they speak or understand

Rural Education Gap

Very few poor rural women complete secondary education, indicating a severe educational gap.

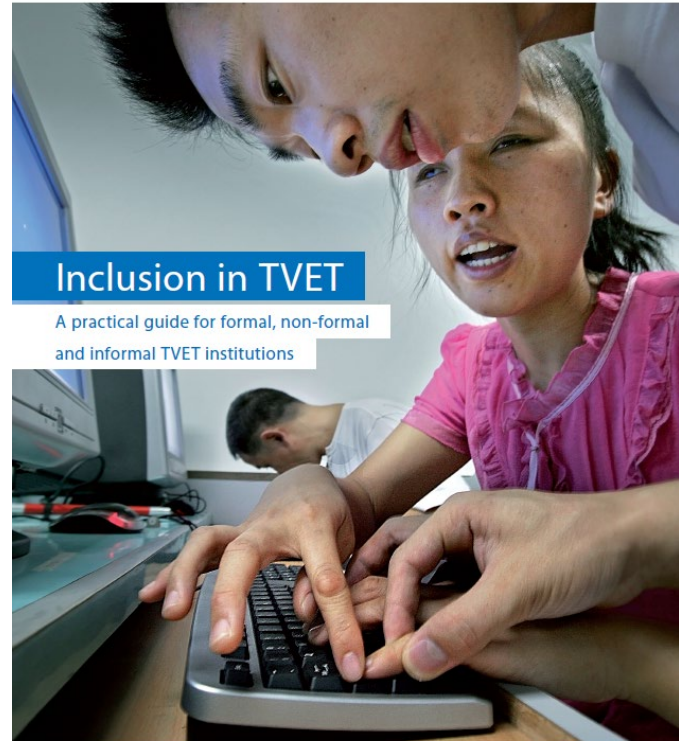
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of teachers worldwide feel they lack the capacity to teach inclusively. Including gaps in pedagogical knowledge and preparedness to address the needs of diverse learners (UNESCO 2020)

Source: [Global Education Monitoring report](#), 2020 UNESCO (2022); ILO/Caro et. al. (n.d.)

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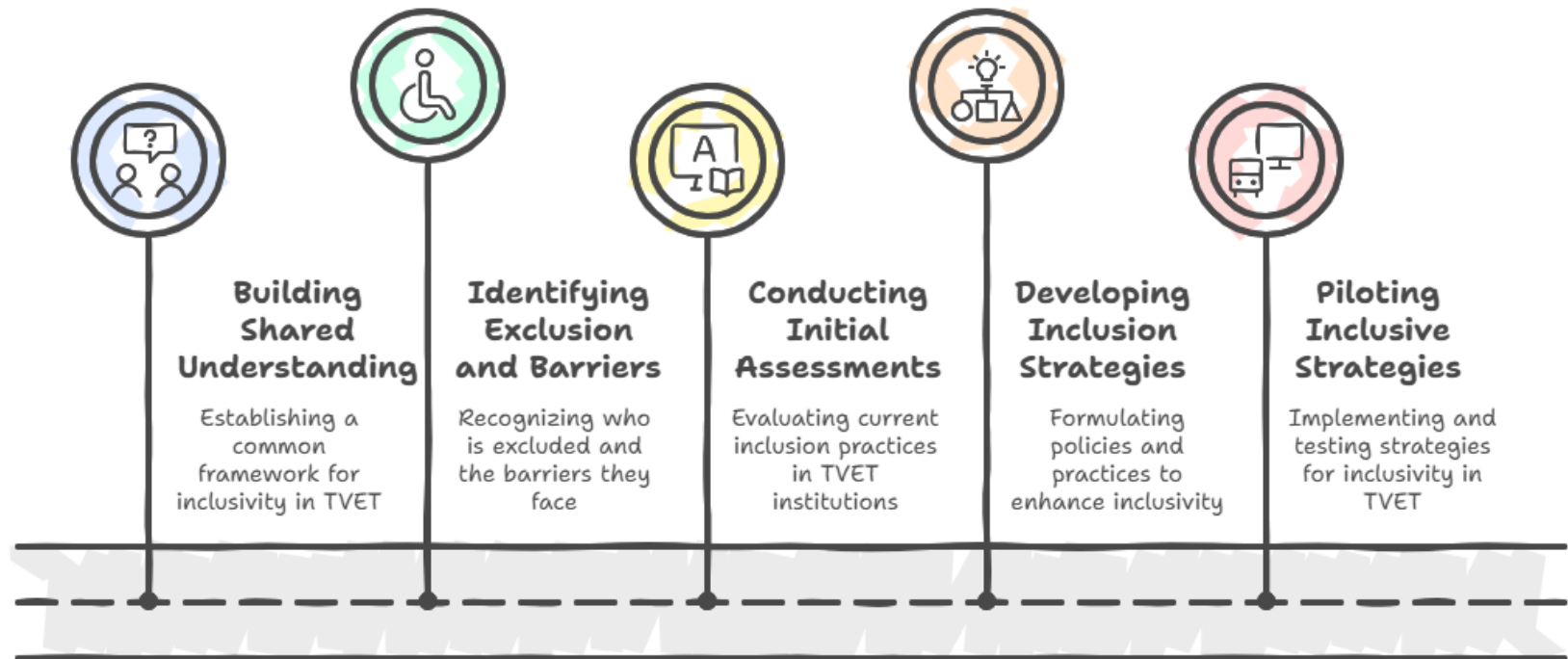


Education
2030

Practical Guide for Inclusive TVET

UNESCO-UNEVOC's Inclusion in TVET: A Practical Guide provides actionable strategies for building inclusive TVET systems

Developing Inclusive TVET Institutions



TVET Learner's journey

Inclusive TVET: *'a system that meets needs of all learners, regardless of their social background, gender, level of achievement, ethnicity, disability, migration status, etc¹'*

TVET Institutions can map exclusion in the learner journey by identifying:

1. which learners are at risk of exclusion?
2. at what points in the learner journey might they be excluded?
3. what causes them to be excluded at that point in the learner journey?
4. what can be done to prevent them from being excluded?

Equitable access and participation



Diverse delivery and assessment



Outcomes



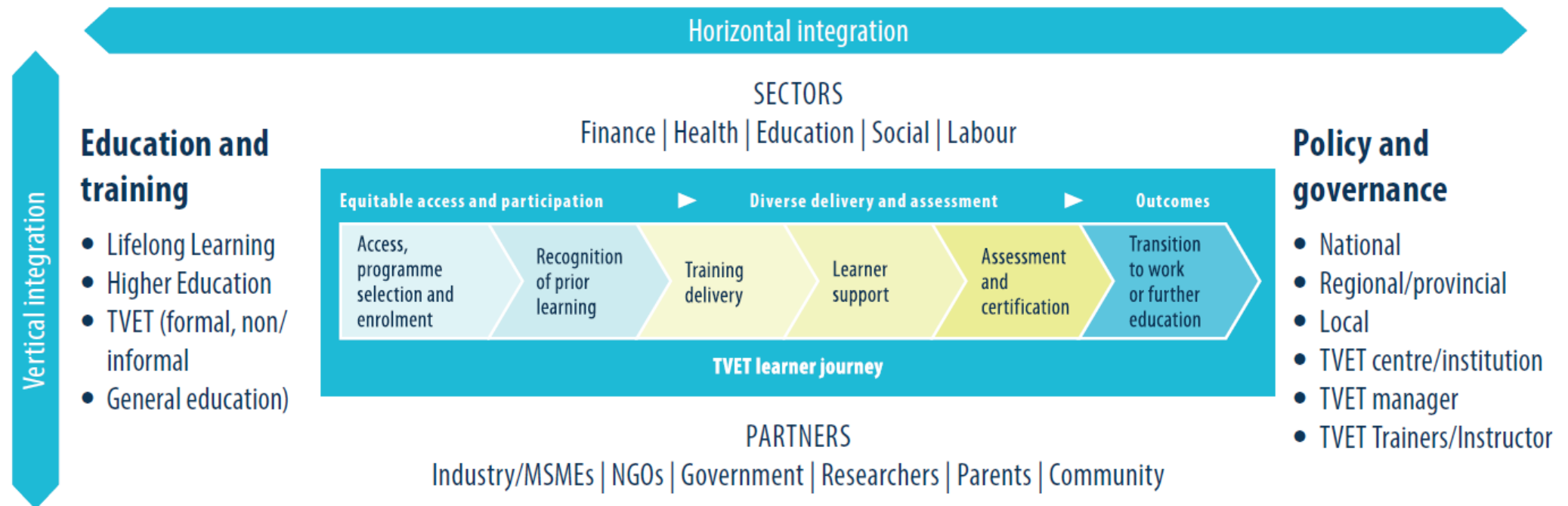
TVET learner journey

Inclusion Requires Seeing the Whole Learner

- *'All means all: Learners' diversity is a strength to be celebrated; Differences are not deficits, but untapped strengths*
- *Inclusion in education is not just a result: it is a process.*
- *Achieving inclusion requires a whole-system approach*

It is grounded on four key principles:

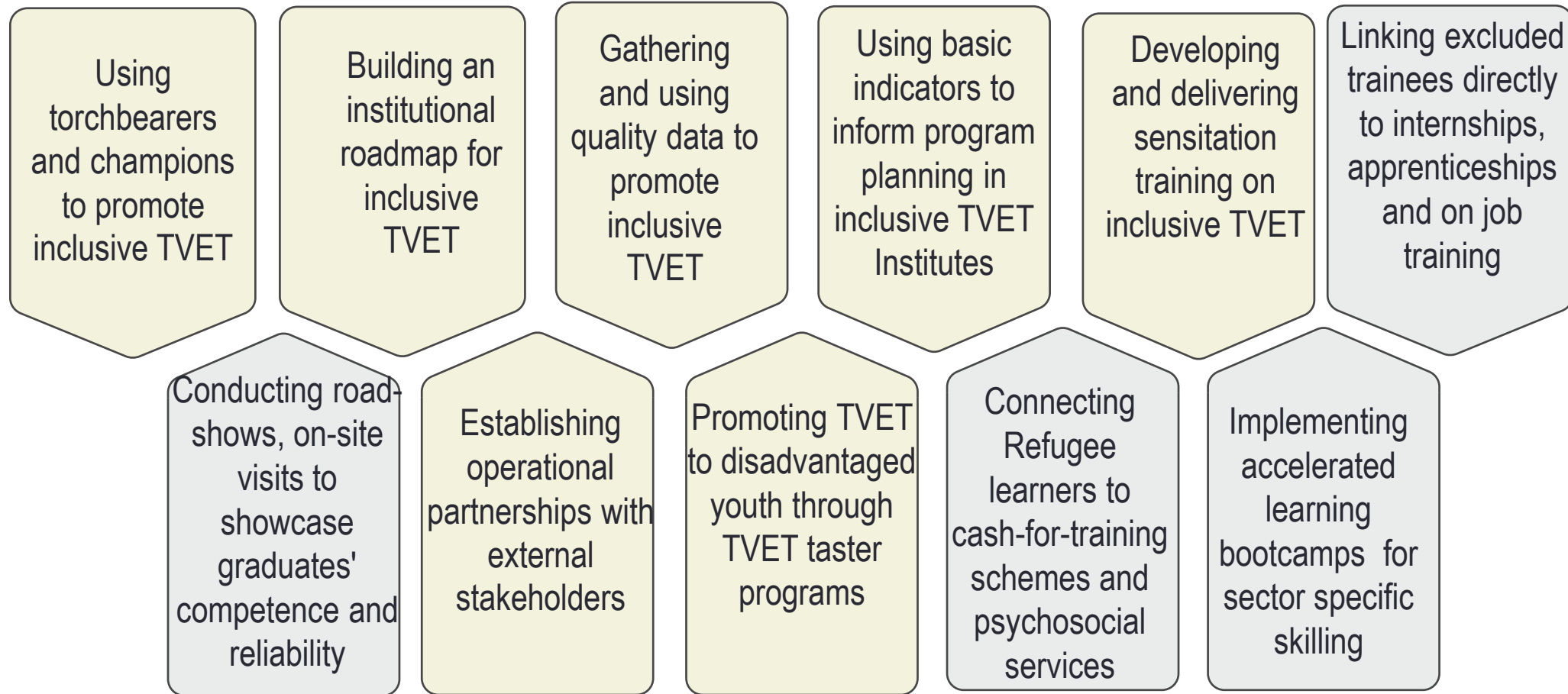
- ❑ Equitable Access and Participation
- ❑ Diverse Delivery and Assessment
- ❑ Operational Partnerships and Collaborations
- ❑ Outcomes for decent work



Whole System Approach to Inclusion in TVET (Source: UNESCO 2025)

Inclusivity themes: applying approaches and modalities to become more Inclusive

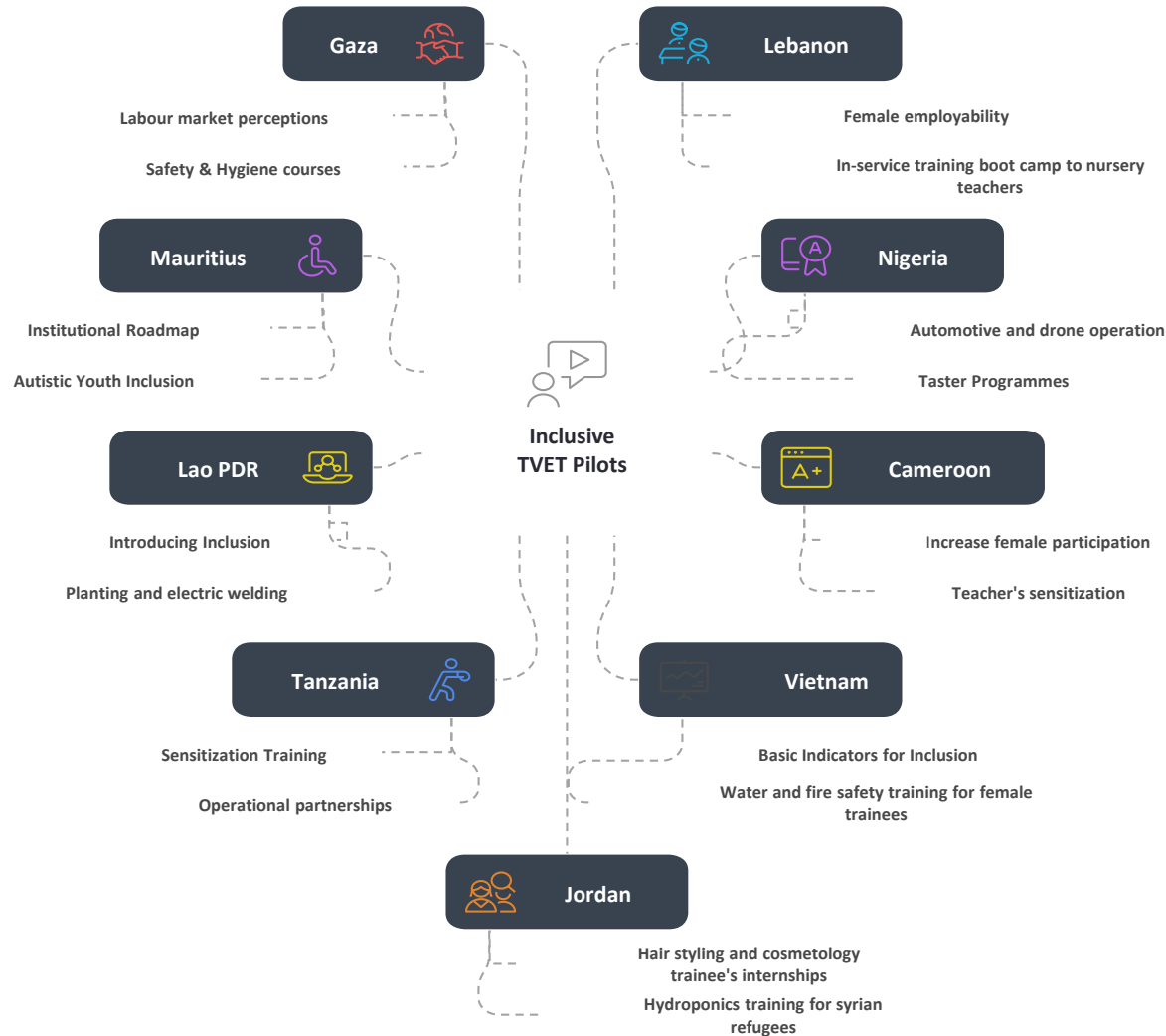
The Guide is based on outcome-based activities of a theoretical research and pilots conducted in 10 TVET institutions



Background papers : [Boosting gender equality in science and technology](#) (2020) [TVET for Disadvantaged Youth](#) (2021)

Pilot projects: a start of an instructional-wide Inclusive transformation

Global Initiatives in Inclusive TVET



From exclusion to empowerment



Thank you

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