

TOWARDS A
**Global
TVET** AGENDA

Global TVET Data report

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Context and rationale

- TVET's pivotal role: Builds skills for employment, lifelong learning, and adaptability.
- Visibility gap: TVET remains underrepresented in global policy debates.
- Fragmented data: Inconsistent or missing data hinder evidence-based policymaking.
- Global response: The OECD-led Global TVET Data Report under the Towards a Global TVET Agenda (TGVA) initiative aim to harmonise and map available TVET data

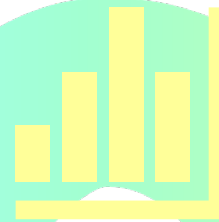


Objectives

Overall objective: Strengthen the global knowledge base on TVET by establishing a robust and sustainable mechanism for the collection, analysis, and dissemination of international TVET data



Map and assess existing international TVET data to identify key gaps, inconsistencies, and limitations, creating a foundation for more coherent global analysis.



Produce the first Global TVET Data Report, providing a comprehensive, comparative overview of international TVET trends, challenges, and opportunities.



Develop a harmonised framework of TVET indicators to enable systematic comparison and monitoring of TVET systems across countries and regions.



Enhance national capacities and global dialogue by promoting data-driven policymaking, peer learning, and the effective use of evidence in TVET system development

Global TVET Data Project - Scope and Structure

Establishes the first comprehensive global reference on the state of TVET data – strengthening evidence, policy dialogue, and international cooperation.

Mapping and Assessing Existing TVET Data



- Provides an overview of global TVET data sources and indicators.
- Evaluates coverage, quality, and accessibility.
- Highlights areas of strength and country underrepresentation.

Identifying Gaps, Inconsistencies, and Barriers



- Examines technical and institutional barriers to comparability.
- Analyses definitional differences and capacity constraints.
- Diagnoses missing information and reasons for data gaps.

Proposing Harmonised Indicators and Strategies for Improvement



- Develops a core set of harmonised indicators for monitoring.
- Showcases good practices in data collection and use.
- Suggests strategies to strengthen data systems and policymaking.

Global TVET Data Project - Mapping Global Data Availability

The high-level design principles



Framework & Predetermined Inclusion Criteria

Based on the literature and existing data mapping initiatives, to guide the systematic data search and identify emerging themes



Search and Documentation

Utilise a pre-determined search strategy and snowballing method to identify datasets, which are tracked against predetermined metadata.

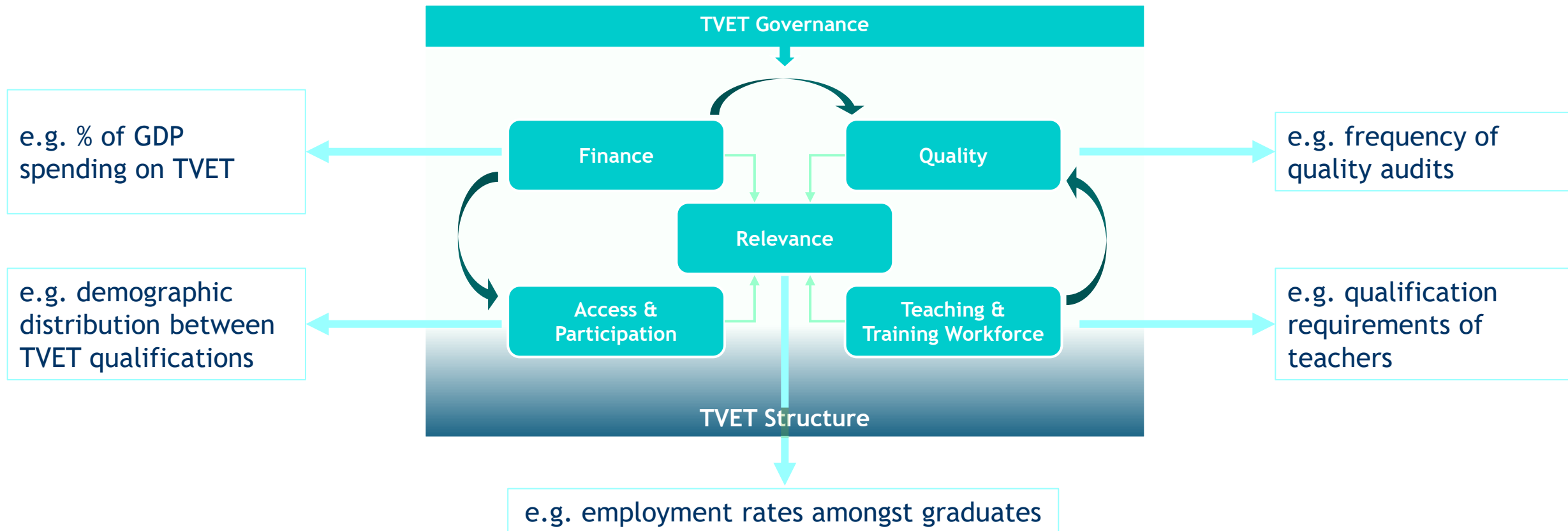


Harmonisation & Assessment

Review existing harmonisation pathways and assess availability and comparability of existing data

Global TVET Data Project - Mapping Global Data Availability

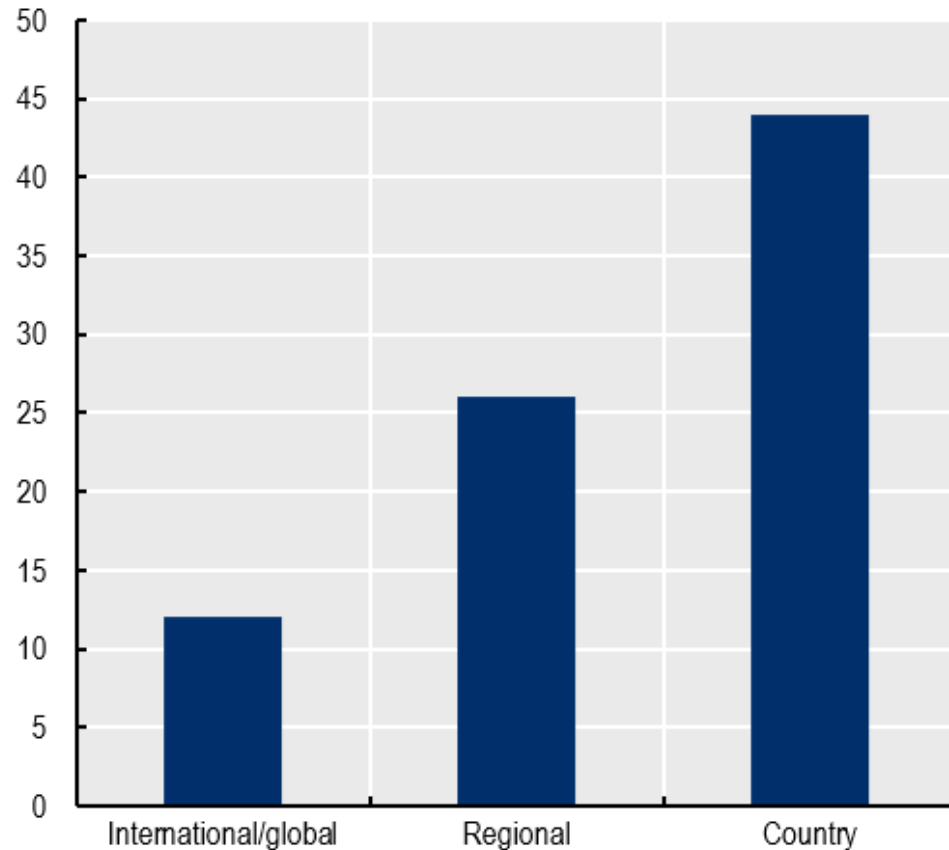
Initial Literature-informed Conceptual Framework



The framework facilitates assessment of the availability of comparative data across the 5 core TVET dimensions and 2 contextual TVET dimensions, while also surfacing emerging themes through data that extend beyond the predefined categories.

Mapping available data sources on TVET indicators

Number of TVET data sources by coverage level
[In process]



Source: OECD calculations

Note: Data sources refer to platforms, portals, websites, or data repositories—mainly available online—that include TVET-related indicators and data. These data may not necessarily be publicly available but can be accessed upon request. It also include data sources available at national and international level.

Main characteristics of global and regional TVET data sources:

- **Broad coverage: Global or regional reach** — from all UN Member States (UNSD, UNESCO, UIS) to regional groupings such as Cedefop, Eurostat, ReferNet, CIMA, ASEAN, SADC
- **Multiple education levels:** Data span **upper secondary, post-secondary/tertiary**, and sometimes adult or lifelong learning.
- **Wide indicator scope:** Common themes include **participation, enrolment, completion, governance, financing, and outcomes.**
- **Long time series:** Many datasets cover over **two decades**, enabling trend and time-series analysis.
- **Open access:** Most sources are publicly available, supporting transparency and reusability.

Validation and Collaborative Process

Expert Advisory Group



- > International experts provide technical guidance and peer review.
- > Define scope, data mapping, and indicator framework.
- > Ensure alignment with international standards

Inputs from Partner Organisations



- > Collaboration with UNESCO-UNEVOC, ILO, ETF, WorldSkills, BIBB/BMBF.
- > Partners share data, methods, and insights for validation.
- > Ensure alignment with existing global and regional initiatives

Country and Institutional Engagement



- > Countries and institutions share data and feedback through surveys.
- > Provide evidence on data gaps and institutional challenges.
- > Strengthen national ownership and relevance of findings.

Iterative Review and Feedback Loops



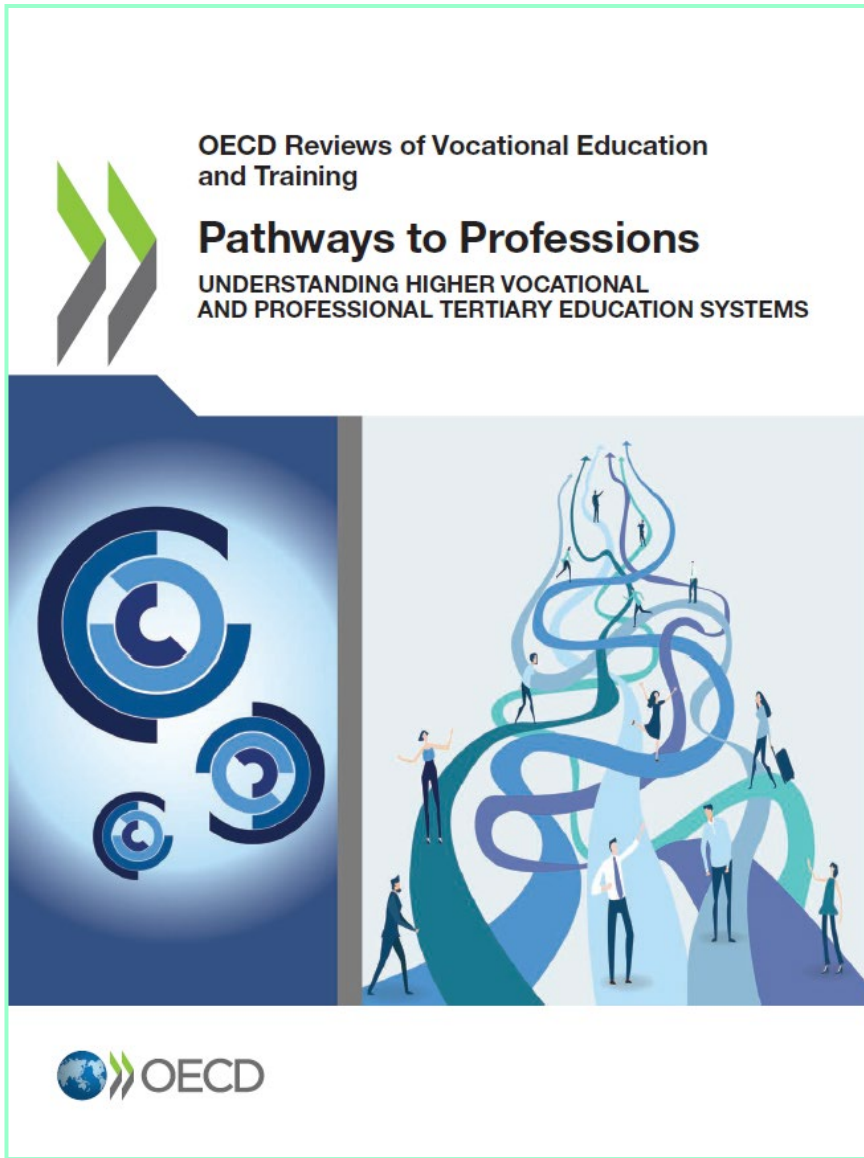
- > Multiple validation rounds with experts and partners.
- > Guarantee accuracy, transparency, and policy relevance before publication.



OECD Study case

Pathways to Professions

Measuring professional tertiary education
in comparative data



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