



Global Statement on the Future of Professional Technical Education and Training

Four ways PTET can rebuild post-pandemic



1. Essential to short-term economic recovery through upskilling and re-skilling workers who have lost jobs
2. A key enabler and driver of longer-term prosperity through driving innovation, developing the workforce to meet future skills needs, and underpinning wider economic policy and industrial strategy
3. An important tool for empowering individuals and disadvantaged groups, including through supporting poverty reduction and social inclusion
4. Key to achieving the UN's Sustainable Development Goals (SDGs) by 2030



Six priorities for the future of PTET



1. Supporting citizens to navigate and overcome the repercussions of the pandemic
2. Unleashing the full potential of digital technology in PTET
3. Evolving curriculum and assessment models to respond to requirements of the modern world of work
4. Making lifelong learning a reality
5. Developing the workforce that can deliver PTET for the modern age
6. Developing partnerships and collaborations locally, nationally and internationally



Recommendations



1. Governments should fund the expansion of PTET opportunities for individuals who have lost employment (or are at risk of losing employment) due to the pandemic.
2. Governments should support PTET providers to address learning loss among young people and existing learners.
3. Governments should work with the private sector to extend digital infrastructure and internet connectivity.
4. PTET providers should work with other partners to support the development and sharing of high quality, accessible digital resources for PTET.
5. PTET providers should invest in embedding digital technology, where appropriate, into their learning design and operating models.
6. Governments should give providers greater flexibility in funding, regulation, curriculum, accreditation and assessment.
7. Governments should invest in an expansion of professional technical education and training and lifelong learning programmes.
8. Providers should ensure the design of education and training is inclusive and caters for new groups of learners.
9. Governments should support providers to develop and scale innovation and businesses support activity.
10. Development funders and multilateral agencies should provide technical and financial support in low-and-middle-income countries to adapt their PTET systems