

# Key considerations on Technical and Vocational Education and Training (TVET)

## WHAT IS TVET?

TVET encompasses education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. In many countries, TVET is an integral part of the national education architecture and supports economic development by facilitating skilled workforce development linked to labour market needs. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning.

TVET programming for forcibly displaced persons should incorporate the following features:

### Inclusion

- Ensure that refugees, returnees, asylum seekers, and stateless learners have access to [national TVET systems](#).
- Advocate that refugee, returnee, asylum-seeker, and stateless learners are treated the same as host country nationals with regard to fees, access to internships, career counseling, job placement, and receipt of qualifications upon completion of study or training.
- Facilitate policy development to allow for [recognition of prior learning and qualifications](#) to eliminate barriers to accessing TVET.
- Work with partners, specifically including national TVET agencies to design, adopt, and implement TVET curricula to facilitate mobility and portability of credits across institutions and borders.
- Advocate for [inclusion of refugees in the formal economy](#), including labour protections, remuneration, taxation, social security and financial services.
- Invest in TVET teaching and learning resources and infrastructure to the benefit of host community and refugee youth alike.

## Market Orientation

- National TVET systems should take into account the current and emerging needs of national markets, [market evaluations or assessments](#) that identify and anticipate the specific hard and soft skills demanded in the labour market.
- Re-align existing programmes and certification, as needed, to the current and emerging needs of the market so as to maximise gainful employment of graduates.
- Phase out support to programmes that do not follow a clear market-orientation or that operate in parallel to national TVET systems.

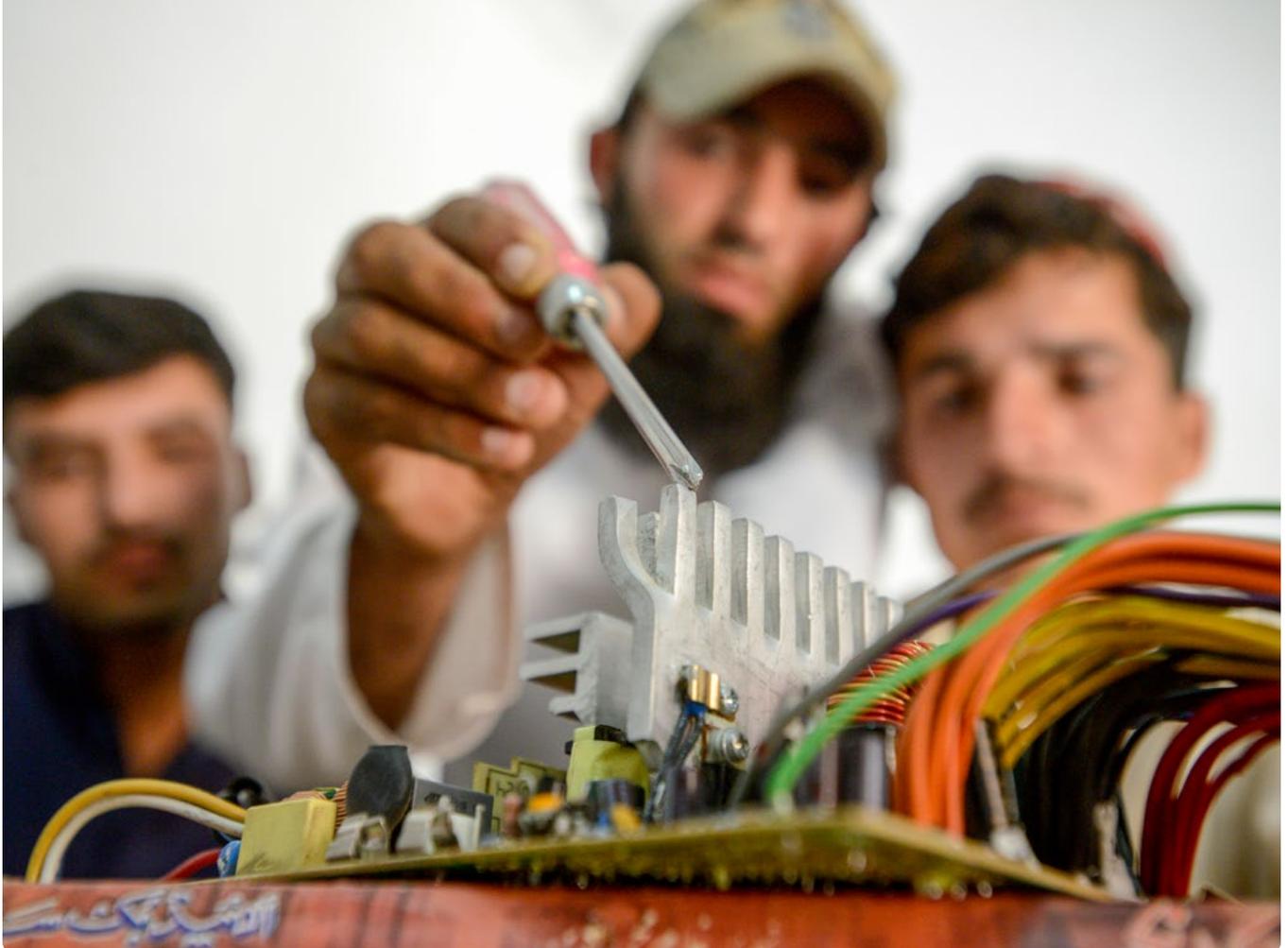
## Support Services

- Provide or link with existing [bridging, language, or catch up courses](#) to enable entry to TVET programmes.
- Sensitize learners and parents to the advantages of TVET as valuable tertiary education option, in addition to or as an alternative to university or other tertiary education.
- Provide formal orientation courses with a focus on protection considerations.
- Provide academic and career guidance and psychosocial support to TVET learners as they make decisions about coursework and careers before, during, and after enrolment.
- Ensure that mentorship structures are in place to provide individualized advice to learners by more advanced students, instructors, and public or private sector volunteers.
- Provide appropriate student allowances to support students to focus on studies.

## Accreditation

- Support inclusion of refugees in nationally accredited TVET programmes.
- Make sure that new programmes are both nationally, and preferably internationally accredited, having designed/aligned their qualifications frameworks with a view to regional or international mobility.





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## Teacher Training

- Develop and implement competency frameworks for TVET professionals.
- Provide pre-service, TVET-specific teacher education that includes training on issues of relevance to refugee learners' needs.
- Support continuing professional development of TVET teachers and trainers.

## Life Skills

- Facilitate development of essential life skills and competencies through additional training and experiential learning.
- Equip learners with effective communication skills for writing, speaking and presenting, including digital media skills.
- Develop digital and information literacy as it relates to the learner's specialisation.
- Use foundational courses to instil respect for diversity, inclusivity, and social cohesion.
- Teach critical thinking skills and examination of multiple perspectives.

## Technology

- Improve TVET delivery through ICT integration where applicable.
- Ensure that facilities have connectivity and students have access to a variety of supplementary digital content.
- Make sure that institutes are equipped with the current technology used in the workplace.

## Bridging to Labor Market

### With national government and employers:

- Provide [incentives for employers](#) to create inclusive workplaces.
- Advocate for access to entrepreneurship and self-employment support services.
- Promote partnerships in the public and private sectors that provide on-the-job learning experiences to connect learners to entry-level work.
- Negotiate for [paid training, apprenticeships, and internships](#) (even if at a reduced rate) that are closely aligned to individual specializations.



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### With students:

- Advocate for refugee learners to be included in institution and government job placement programmes.
- Support young people to consider entrepreneurship or self-employment where relevant.
- Provide job search, CV writing, and interview skills training.
- Provide accounting, networking, marketing, business planning, and other core entrepreneurship skills training.

### Cross-cutting considerations

- Gender equality: Ensure girls and women have [equal access](#) to TVET programmes, avoid isolating girls into gender-biased programmes, e.g. sewing or hairdressing.
- Environment: Support participation in programmes for environmental sustainability and green jobs.
- Innovation: Explore opportunities for [blended learning](#) methods of delivery to promote flexibility and access.

### Partnerships

- Build active partnerships that engage:
  - the private sector in evaluation and alignment of national curriculum, employment and internship matching, commitments of expertise and time, and in-kind or financial donations;
  - the public sector in advocacy, policy, and linkages with secondary and tertiary education systems;
  - civil society in advocacy, student support, community cohesion, and employment opportunities;
  - development partners that support national TVET systems.
- Support TVET programme partners with outreach and selection of qualified students and ensure that staff are trained on protection considerations.

### Contact information

For further information on TVET for refugees, please contact: [hqeduc@unhcr.org](mailto:hqeduc@unhcr.org), [livihoods@unhcr.org](mailto:livihoods@unhcr.org)