



United Nations  
Educational, Scientific and  
Cultural Organization



Sustainable  
Development  
Goals



Federal Ministry  
of Education  
and Research



# From Shanghai to Tangshan

Shanghai Consensus updated:  
working together to achieve the Education 2030 agenda

Outcome Statement of the International Conference on Technical and Vocational Education and Training 'Skills on the move: Global trends, local resonances', Tangshan, People's Republic of China, 4 to 6 July 2017

# Preamble

In 2012 in Shanghai, UNESCO organized the Third International Congress on Technical and Vocational Education and Training (TVET), which culminated in the adoption of the Shanghai Consensus. We, the participants in the International Conference on Technical and Vocational Education and Training, '**Skills on the move: Global trends, local resonances**', met in Tangshan, People's Republic of China from 4 to 6 July 2017, and reviewed the major trends and policy developments in TVET since the Third International Congress on TVET. We discussed challenges faced by TVET systems and explored appropriate responses aimed at building a better understanding of the contribution of TVET to the Sustainable Development Goals (SDGs), and at defining strategic directions for cooperation among countries and with the international community to achieve TVET-related targets within the Education 2030 Framework for Action and other SDGs. We express our sincere gratitude to the Government of the People's Republic of China and the German Federal Ministry of Education and Research for co-hosting the Conference, and for their warm welcome and generous hospitality.

In light of the above, we, the participants of the International Conference '**Skills on the move: Global trends, local resonances**,

**RECALLING** the recommendations of the Third International Congress on TVET, known as the Shanghai Consensus (2012), the UNESCO Recommendation concerning TVET (2015), the Education 2030 Framework for Action, TVET-related Sustainable Development Goals and the UNESCO Strategy for TVET (2016–2021),

**STRESSING** that TVET has the potential of contributing to the achievement of the 2030 Agenda for Sustainable Development and Education 2030,

**NOTING** the importance attached to vocational skills in Education 2030 and the significant achievements made in developing national TVET policies and improving coordination since the Third International Congress on TVET,

**RECOGNIZING** the new development and societal challenges linked to the emergence of green and digitized economies and societies,

**RECOMMEND** that governments and other TVET stakeholders in UNESCO's Member States consider implementing the "Updated Skills Agenda".

# Updated Skills Agenda

This Agenda is centred around four key areas for which Member States should consider strategies and actions:

## 1. Anticipating and assessing skills needs

- Assess skills needs using labour market intelligence and anticipation techniques, through appropriate mechanisms and tools including skills forecasts and taking into account sustainable livelihoods;
- Reinforce partnerships among stakeholders for interactions between the worlds of education and the economy, through appropriate mechanisms such as sector skills councils and skills committees;
- Enhance the quality and availability of existing data on skills needs and TVET, and promote the use of new sources such as real time data and big data;
- Engage in international and regional cooperation, peer learning and knowledge-sharing regarding skills anticipation and assessment, as well as their use for TVET policy development and implementation.

## 2. Developing skills for all

- Sustain efforts to ensure inclusive, quality and relevant skills development opportunities for all;
- Develop foundation and transferable skills such as problem-solving, critical thinking, entrepreneurial, creative and global citizenship skills by enriching TVET curricula and improving their delivery;
- Promote green and digital skills in TVET qualifications and programmes;
- Reinforce the participation of key TVET stakeholders, including employers, workers, teaching staff, academia and civil society organizations, in defining training content and qualifications;
- Promote quality assured work-based learning in TVET programmes;
- Promote equality and inclusion in skills development opportunities in favour of disadvantaged groups including learners with disabilities, marginalized and rural populations, migrants and those in situations affected by conflict and disaster;
- Improve gender equality by promoting equal access of females and males to TVET programmes in view of the demand for skills in labour markets, and support the transition from TVET to work;
- Develop policies and strategies, including public–private partnerships, to raise funding from both public and private sectors (levies, corporate social responsibilities);
- Promote equity and efficiency in funding of all skills development programmes.

### 3. Making skills and qualifications more transparent and better recognized

- Periodically update qualifications to meet the changing skills needs in the labour market;
- Develop new learning pathways for TVET learners thus promoting permeability between formal and non-formal TVET and higher education in a lifelong learning perspective;
- Establish mechanisms and tools to assess and recognize the skills acquired through informal learning;
- Promote the comparability of qualifications and develop common principles for the quality assurance of skills certifications within and across countries;
- Support the introduction and use of digital technologies for more transparent recognition and validation of skills and qualifications;
- Develop a comprehensive, reliable and accessible information system, including through mobile technology, by setting up platforms and gateways for the wider public, to help learners make rational decisions for their career choices.

### 4. Contributing to a better use of skills in the world of work and supporting entrepreneurship

- Support personal development and career opportunities for TVET learners;
- Support the entrepreneurship potential of learners through career guidance, mentoring and incubators;
- Support the development of the workplace as a learning environment;
- Advocate decent work opportunities and fair wages for TVET graduates.

**Recognizing the overall framework provided by the 2030 Agenda for Sustainable Development and Education 2030, as well as by the strategic directions provided by the UNECO Recommendation concerning TVET (2015) and the UNESCO Strategy for TVET (2016–2021), we invite** the Director-General of UNESCO to support Member States in implementing this Updated Skills Agenda, including through the UNESCO-UNEVOC International Centre and its UNEVOC Network. UNEVOC should be further reinforced to play an important role in supporting international cooperation, serving as a platform for inter-regional knowledge-sharing and peer learning, strengthening TVET leadership capacities, enhancing innovation and disseminating promising practices on TVET development in the world, with a specific focus on the four areas of this Agenda.

UNESCO should enhance the active engagement of the international community, including multilateral and bilateral actors, as well as private institutions and civil society, to address skills-related policy challenges and contribute to improving the inclusiveness, quality and relevance of TVET and skills development.

Member States are encouraged to develop their evaluation and monitoring systems to measure progress towards this Updated Skills Agenda.



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