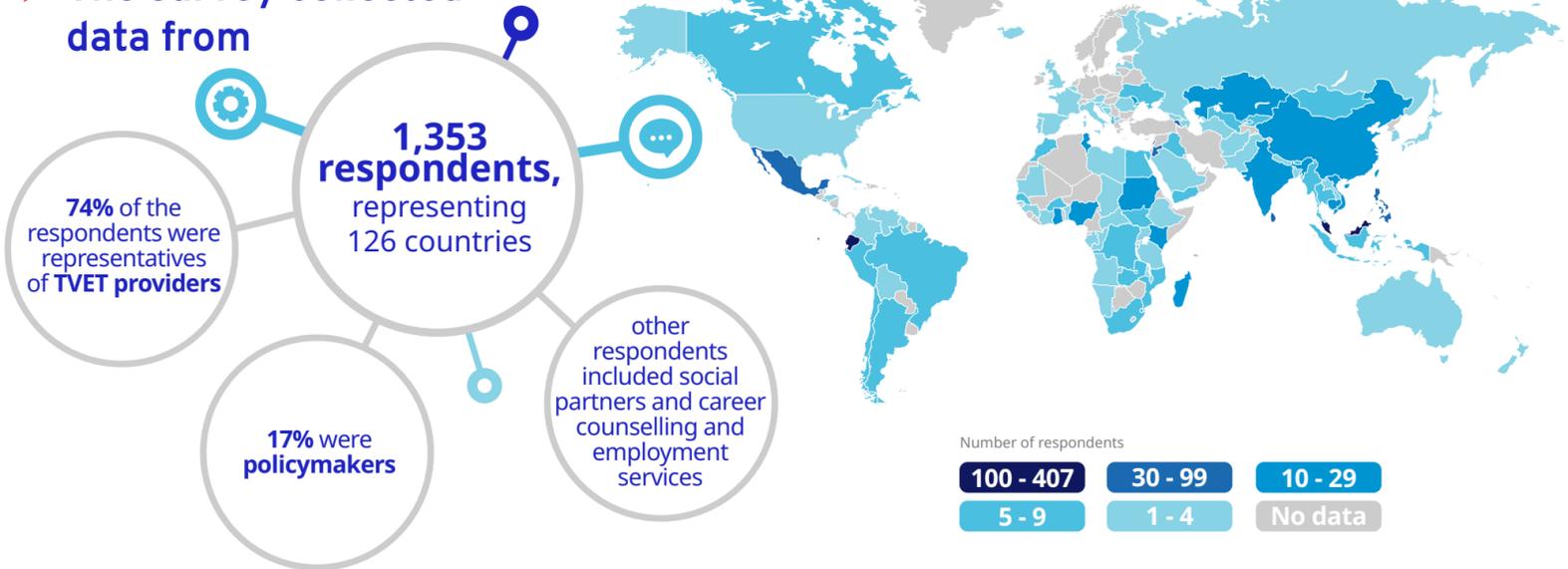
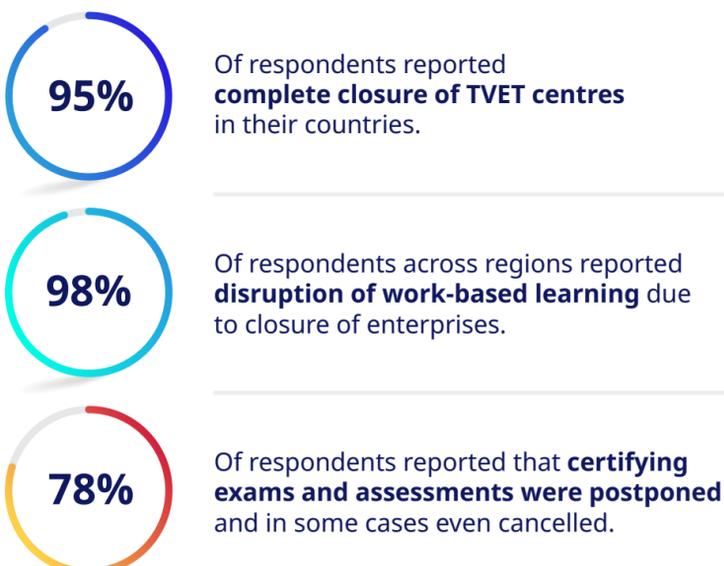


This publication is based on the findings of an interagency survey of the effects of the COVID-19 pandemic on the provision of TVET and skills development, conducted by the ILO in collaboration with the UNESCO and the World Bank between 5 April to 15 May 2020.

► **The survey collected data from**



► **Disruption to TVET programmes due to COVID-19**



Obstacles faced to ensure continuity in the provision of training to TVET learners:

- ✗ Lack of general and technological infrastructure.
- ✗ Lack of effective and familiar distance learning platforms.
- ✗ Lack of staff capacity to support distance learning through quality pedagogical resources.
- ✗ Financial resource constraints.

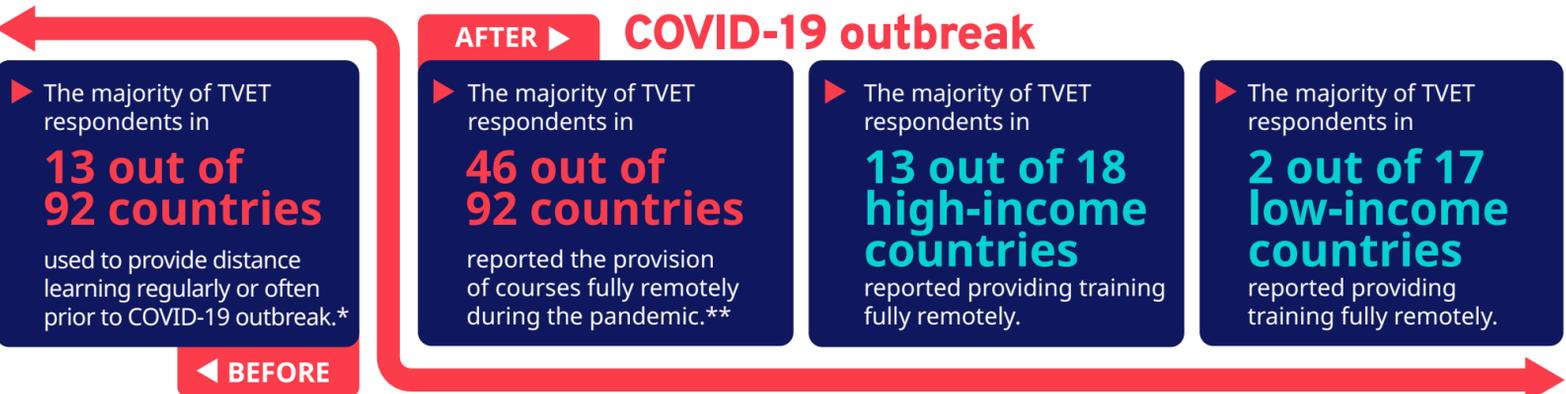
► **Effects of COVID-19 on provision of TVET**



Despite challenges, the findings of this survey show that the **uptake of distance learning solutions has accelerated** since the COVID-19 outbreak in TVET.



While the crisis has triggered a rapid transition to distance education and training in the delivery of TVET, it also **reveals the wide learning gap between countries and societies.**



*Countries are considered to use distance learning if more than 50% of respondents representing TVET providers reported that they often or regularly used online distance learning before the outbreak of the COVID-19 pandemic. However, this calculation must be interpreted with caution as a third of all countries have only one TVET provider respondent. **A country is considered as providing fully remote training if more than 50% of respondents representing TVET providers reported that they provide remote rather than face-to-face training. However, this calculation must be interpreted with caution as a third of all countries have only one TVET provider respondent.

► **TVET institutional responses to COVID-19**

► **Alternative solutions were also introduced to provide practical skills training and conduct assessments amid the crisis...**

Face-to-Face training and assessment with precautionary measures (social distancing, wearing a face mask and limiting the number of students on site at the same time).



Use of existing online platforms and tools, video tutorials, live video conferences and simulators where possible was reported.

Use of offline platforms like national television, distribution of written resources such as self-paced learning guides and learner notes were reported, particularly in many developing countries.



► **The pandemic has created an opportunity to promote and further mobilize human and financial resources for expanding distance learning at a global level...**

Half of TVET providers reported that additional resources were committed in their organizations to create new materials, deploy new technologies and/or expand the use of online and offline distance learning.



Public-Private Partnerships (PPPs) in TVET were promptly established as part of response measures to the crisis caused by the pandemic.

Many training programmes, actions and resources have been developed as an immediate response to the COVID-19 pandemic for the sectors in shortage of labour and skills.

