

TVET for Impact: Leave No One Behind in achieving the SDGs, captured by Goal 4

“Ensure inclusive and equitable quality education and training,
promote lifelong learning opportunities for all.”

Helsinki Declaration

1. We have a **collective responsibility** to continue and enhance our efforts to develop technical and vocational education and training (TVET) into new Ecosystems of **Partnerships**, involving multi-donor and public-private partners, to serve diverse vulnerable populations in the world – refugees, internally displaced, girls and women, stateless children and youth whose right to education has been compromised by war and insecurity.
2. **Our vision** is to work together in partnership to deliver context appropriate **quality TVET** offering skills and paths to decent livelihood; employment and entrepreneurship, that serves the most vulnerable in their specific environments through **inclusion and equity**.
3. We commit to working towards **Leave No-One Behind (LNOB)**. A model of flexible pathways to relevant skills and competency development of learners, delivering recognized TVET qualifications, ensuring lifelong learning and sustainable employment.
4. We acknowledge the importance of industry partnerships and flexible work-based learning models. TVET programs need to be designed as future proof; offer enriching learning experiences developing both a skill set and a mindset.
5. Our actions will prioritize the importance of **gender equality** in achieving the right to TVET for all, especially girls and women. We will support gender-sensitive policies, learning environments; and eliminating gender-based discrimination and violence.
6. We are committed to strengthening **vibrant ecosystems** (i.e. governing bodies / TVET providers / regions and municipalities / industry stakeholders and TVET human capital) and harnessing the latest **information and communication (ICT) and digital technologies**.
7. We highlight the need for TVET to be delivered in safe, supportive and **secure learning environments free from violence**.

The Helsinki Declaration of “TVET for Impact” calls for action in co-operating through partnerships focusing on inclusive and equitable quality TVET and lifelong learning for sustainable livelihoods for all – especially those in hard to reach areas of the world.

Overarching Goal

Ensure inclusive and equitable, quality technical and vocational education and training, promoting lifelong learning opportunities and sustainable livelihoods for all.

Strategic Approach

To achieve our goal, we need to mobilize national, regional and global efforts that are aimed at:

- Achieving effective and inclusive partnerships.
- Link TVET providers and industry to form learning partnerships.
- Engaging with TVET policy makers to vision the impact of quality TVET.
- Upskilling leaders and staff to ensure sufficient proficiency and industry standards.
- Improving TVET policies and delivery mechanisms.
- Ensuring highly equitable, inclusive and quality TVET systems for all.
- Mobilizing resources for adequate financing for TVET.
- Ensuring monitoring, follow-up and review of all targets.
- Emphasizing equity, inclusion and gender equality.

Targets and Indicative Strategies

The targets are specific and measurable and contribute directly to achieving the overarching goal and the SDG Goal 4 – Education

Target 4.3:

By 2030, ensure equal access for all women and men to affordable and quality technical and vocational education and training with paths leading also to tertiary education.

Target 4.4:

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills for, employment, decent work and entrepreneurship.

Target 4.5:

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Target 4.6:

By 2030, ensure that all youth and substantial proportion of adults, both men and women, achieve literacy and numeracy skills to be able to advance to technical and vocational education and training and beyond.

Target 4.7:

By 2030, ensure that all TVET learners acquire knowledge and skills needed to promote sustainable development including making sustainable choices as professionals, preserving natural resources and promoting a no waste policy in their industry sector, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Means of Implementation

Target 4.a:

Upgrade education facilities that are learner, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Target 4.b:

By 2020, substantially expand globally the numbers of programs available in developing countries in particular least developed countries, small island developing States and African countries, for enrollment in TVET education.

Indicative Strategies

Target 4.c:

By 2030 substantially increase the supply of qualified TVET teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small-island developing States.