

# DOHA DECLARATION

## TVET FOR SUSTAINABLE AND INCLUSIVE DEVELOPMENT: A RESEARCH AGENDA FOR THE 21<sup>ST</sup> CENTURY

ENDORSED BY INTERNATIONAL EXPERTS' MEETING ON "TVET FOR SUSTAINABLE AND INCLUSIVE DEVELOPMENT", DOHA, QATAR, 17-19 APRIL 2018

### PREAMBLE

**We**, the participants gathered in Doha, Qatar, on the occasion of the International Experts' Meeting on "TVET for Sustainable and Inclusive Development" express our gratitude and acknowledge the intellectual leadership of the UNESCO-UNEVOC Centre Qatar for convening this Meeting in partnership with UNESCO Doha, the Ministry of Education and Higher Education, the Qatar National Commission for Education, Culture and Science and the College of the North Atlantic-Qatar.

In advancing the contribution of TVET and applied learning to sustainable and inclusive development, at international and national scales, we especially recognize the necessity of developing and implementing a renewed research agenda for TVET and applied learning. We hereby, propose this "Doha Declaration on TVET for Sustainable and Inclusive Development: A Research Agenda for the 21<sup>st</sup> Century".

The ideas presented in this Doha Declaration are the consensus views of those participating in the International Experts' Meeting and not necessarily those of the host organisation and its partners nor of the organisations represented by the participants.

**We recognize** the important advances that have been made in TVET over the past decade by the international community at all levels in working toward internationally agreed development goals.

**We are inspired** by the wide international commitment to the Sustainable Development Goals (SDGs), which are catalysing partnerships worldwide to **end poverty, protect the planet and ensure that all people enjoy peace and prosperity**. We acknowledge the ways in which such goals are represented in the country where we meet, through *Qatar Vision 2030* and the National Development Strategy (2018– 2022).

**We are mindful** that the transition to a sustainable and inclusive world will be uneven and in some regions, on some goals, protracted. This is due to the influences of mounting challenges such as demographic trends, rapid urbanization, environmental degradation, disasters, climate change, increasing inequalities and persisting poverty.

There is an urgent need for innovative approaches to development, such as those envisioned in the targets and strategies in the SDGs.

**We are firmly convinced** that education is the key to sustainable and inclusive human progress and a world characterized by harmony among peoples and respect for the natural resources of Earth, upon which social and economic development depends.

**We value** SDG4 on Education which seeks to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. We also note the significant role of education in the strategies for meeting the targets in all the other SDGs.

**We are committed to** the Education 2030 Framework for Action, which provides guidance on achieving all the targets in SDG Goal 4. Target 4.4 requires that TVET address economic, social and environmental well-being by:

- Developing the skills youth and adults need for employment, decent work and entrepreneurship;
- Promoting equitable, inclusive and sustainable economic progress; and
- Supporting transitions to green economics and environmental sustainability.

**We celebrate** the successes and impacts of the United Nations Decade of Education for Sustainable Development. These achievements illustrate the power and potential of education to empower learners at all levels and in all forms of education, including TVET in both formal and informal sectors, by “developing knowledge, skills, attitudes, competencies and values required for addressing global citizenship and local contextual challenges of the present and the future” (Aichi-Nagoya Declaration on Education for Sustainable Development 2014).

**We strongly endorse** the 2015 UNESCO Recommendations on TVET, which are based upon a vision of TVET as contributing to “sustainable development by empowering individuals, organizations, enterprises and communities and fostering employment, decent work and lifelong learning so as to promote inclusive and sustainable economic growth and competitiveness, social equity and environmental sustainability”.

## **TOWARDS A RESEARCH AGENDA FOR TVET**

Educational research is central to developing evidence-based policy- and decision-making. It is especially important if the aim of policy-makers is improving and strengthening educational practice and learning outcomes.

Research on TVET is an internationally established and widely recognised focus of educational research. A new international research agenda for TVET, however, is required in order to support the transformation of skills development to meet the focus and targets of SDG4. This international experts' meeting seeks a seamless relationship between practitioners, researchers and policy makers, by proffering a research agenda grounded in a collaborative approach to policy, research and practice with each informing and reinforcing the others.

We recognize that one size does not fit all and that different countries and regions will derive different priorities from this research agenda. We endorse this approach and welcome differentiated responses to this research agenda.

Thus, we endorse and recommend a **Research Agenda in TVET for Sustainable and Inclusive Development** that seeks understandings and applications of questions such as:

- In the new global contest, what are the skills and capabilities required to thrive in the 21<sup>st</sup> Century and promote sustainable and inclusive development? Have the skills and capabilities found their way yet into teaching and learning in TVET? How can we make sure that TVET programs and providers are able to teach and transmit them?
- What are the drivers of change in favour of sustainable and inclusive development? What are the drivers of change towards the Fourth Industrial Revolution including matters such as the impact of technology and big data for good? What are the perspectives and voices of industry, youth, women, marginalized groups, people with disability and civil society on how TVET should respond to these changing global contexts?
- How might the philosophies and aims of TVET evolve in response to demands for sustainable and inclusive development?
- What TVET system reforms are needed to support program development and other changes to better position TVET as an enabler of sustainable and inclusive development? And how might the processes of curriculum reform keep up with the rate of change in the workplace today?
- How might we revise TVET programs and up-skill staff to support employability in a world seeking sustainable and inclusive development?
- How may pedagogy and assessment be reformed to support the development of skills for employability in a world of sustainable and inclusive development?

- How might the pre- and in-service education of TVET staff be reoriented to better support them as teachers, curriculum developers and researchers in such reforms? And how might the research capacity of TVET staff, institutions and systems be enhanced?
- How can such reforms within TVET be monitored, the processes influencing patterns and rates of progress be explained, and the impacts of the reorientation of TVET be evaluated?

**We commit ourselves** to this research agenda and its goal of reorienting TVET for sustainable and inclusive development.

**We call upon** our research, practitioner and policy colleagues to consider this Doha Declaration and commit themselves to action through:

- Contextualizing and modifying the research agenda to suit local contexts;
- Setting specific goals;
- Forming appropriate structures, enabling mechanisms and networks to develop, support and undertake priority research activities;
- Creating platforms for sharing experience; and
- Strengthening professional learning processes for ensuring the adoption of relevant and appropriate research findings and policies.

**We invite** all supporters of TVET for sustainable and inclusive development to: a) widely disseminate and publicize this Declaration; b) advocate for its adaptation and adoption by governments and relevant international agencies; and c) to reconvene an international experts' meeting at an appropriate future date to review progress on the reorientation of TVET for sustainable and inclusive development.