

2017

**Youth Declaration
on the Future of Skills
and TVET**

The International TVET Youth Forum

The first International TVET Youth Forum was held on 14th and 15th October during WorldSkills Abu Dhabi 2017. This event was the first of its kind and a unique opportunity for young professionals to shape the future of skills.

Working in six Think Tanks, participants wrote a Youth Declaration on the future of skills and TVET: the starting point of a powerful legacy and a trigger for concrete global action.

2017 Youth Declaration on the Future of Skills and TVET

INTRODUCTION

We, the youth of the world, represented by 300 professionals and vocational students from 62 different countries, have all joined hands for a common purpose: the future of skills and TVET. We have gathered at the first International TVET Youth Forum on 14th and 15th October, 2017 in Abu Dhabi, United Arab Emirates and drafted the following declaration,

Building on Agenda 2030 for Sustainable Development of the United Nations, adopted on 25th September 2015 and signed by 193 countries;

Recognizing the pivotal role the youth has to play in supporting and shaping all seventeen Sustainable Development Goals;

Stressing the importance of skills in the present era of the Fourth Industrial Revolution;

Responding to the challenges that the youth and TVET are facing in the present age.

For the past two months, we have exchanged our views and reflected on key issues surrounding both the future of skills and current global challenges.

The International TVET Youth Forum presented us with the opportunity to shape the future we want to see. Having now consolidated our talks and planned their legacy, we present the outcome of our collaboration: the first Youth Declaration on the Future of Skills and TVET.



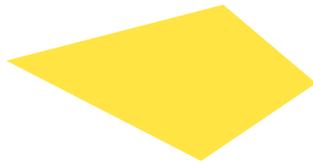
THE THINK TANKS



Think
Innovation



Think
Happiness & Tolerance



Think
Green



Think
Global Citizenship



Think
Industry 4.0



Think
Entrepreneurship



THINK INNOVATION

Article 1: Skills education and knowledge fuel the growth of a smart city.

- Skills and technology need to evolve together, hand-in-hand with both human and social interaction.
- The creative use of skills supports the development, building and maintenance of sustainable smart cities.
- Governments have a role in supporting the development of new skills.
- Education must be adaptable and applicable to the relevant industry.

Article 2: We believe that there should be balance between job readiness and adaptability.

- Experience is essential to strike a balance between practical skills and academic education.
- Seeking opportunities and practical experience builds confidence and self-awareness in students.
- Encouraging on-the-job training will ensure that real-world skills are acquired.

Article 3: Skills such as adaptability, creativity and flexibility will foster tomorrow's innovation.

- We should embrace the progression of technology and the contribution it has made to changing the workplace.
- We are deeply concerned about the transformative role of AI, which will strongly influence how work is undertaken.
- We recommend flexibility in education, to create a balance between soft and academic skills.
- We encourage industry to work in partnership with educational institutes for mutual benefit.

THINK HAPPINESS AND TOLERANCE

Article 4: Diverse and inclusive educational systems are the key to building happy and tolerant societies.

- We need to promote gender equality and inclusion through equal access to education.
- Developing curricula and teacher-training is essential to mainstreaming cultural diversity.
- We recommend improving the attractiveness of TVET by promoting role models, increasing funding and securing further opportunities in TVET.
- Investing in research is essential to catering to the needs of a diverse group.

Article 5: Building awareness on vocational education is the gateway to happiness.

- We need to create an environment of skills-based optional classes for students across educational levels.
- Social media can be a crucial tool to promoting the importance and value of TVET.
- We recommend establishing an international network of skilled mentors to guide and inspire our generation.
- Profits gained from skills can be used to support social and development needs.

Article 6: We strongly recommend raising awareness on TVET through government advocacy and educational reform.

- Incorporating TVET in school curricula could help uncover hidden talents among students.
- Government recognition of role models is essential to changing society's mindset on TVET.
- It is crucial to initiate TVET programs that provide financial incentives and funding for students to pursue these opportunities.
- Through campaigning and counseling, the youth should be encouraged to build careers based on passion.

THINK GREEN

Article 7: TVET curriculums should incorporate an environmentally sustainable approach, and adhere to international standards and regulations.

- Governments should put in place regulatory frameworks and promote green thinking at a high level.
- Climate competitions could help create innovative and affordable solutions while encouraging the youth to go green (all ages could enter such competitions).
- Regulation and green education should be introduced in schools to enforce climate change awareness.
- Conferences and e-platforms should be used to help people from different fields share their environmentally friendly practices.

Article 8: By promoting a frugal mindset, we can innovate more, using less.

- We need to promote the idea that "cheap" is not "bad".
- Through education, we should challenge the youth to actively adopt sustainable solutions.
- Affordability, efficiency and sustainability are key to developing ideas that positively impact communities.
- We have a responsibility to minimize our environmental footprint by using repurposed materials.

Article 9: Investing in sustainable skills is the first step to ensuring global environmental sustainability.

- It is essential to promote green thinking through educational programs and curriculums.
- We need to make the move from "blue-collar jobs" to "green collar jobs".
- The concept of green innovation includes economic, social and environmental pillars, and these ideas need to be promoted.
- Green skills should be supported by the implementation of government policies.

THINK GLOBAL CITIZENSHIP

Article 10: Education is the passport to creating a network of young global citizens.

- Awareness about global citizenship should be promoted through interactive platforms.
- It is crucial to adopt an innovative educational system by encouraging informal education.
- Government collaboration can build programs that promote and encourage youth mobility.
- We should invest in solidarity across borders to raise the recognition for skills.

Article 11: We recommend the creation of an organization or network dedicated to promoting and connecting success stories.

- This could take the form of a digital platform that includes online forums, panels and online story-telling workshops.
- We emphasize the need to draw the attention to success stories that are easily adaptable.
- Accessibility and efficiency of content can be achieved through collaboration with global partners.
- Such a network could act as a medium between education systems and successful professionals.

Article 12: Aligning global skill requirements with local education practices can help us achieve social equity, sustainability and prosperity.

- It is essential to harness technological advancements to facilitate skills, connectivity and opportunities, independent of race, gender, religion and nationality.
- We recommend greater dialogue between students and employers backed up with strong educational systems and supported by labour markets feedback.
- We believe it is important to focus on dual education systems that call upon the independent skills of critical thinking, adaptability and technological skills (theory and practice).
- Increasing collaboration between TVET systems, government and communities will ensure maximum benefits to global society.

THINK INDUSTRY 4.0

Article 13: In a globalized world, the data revolution will increase the need for dynamic skills for future jobs.

- Keeping in mind that we are moving into Industry 4.0, the data revolution will increase efficiency and provide more goods at a cheaper price.
- We are convinced that data mobility requires us to build collaborative, cross-functional solutions that work across borders.
- Given the increase in the need for machine supervision, we need to invest in skills that match the needs for future jobs.
- We recommend that educational institutions and systems adopt an innovative learning approach, including interdisciplinary skills such as data analysis, problem solving, creative art, IT, decision-making, soft skills.

Article 14: Educational transformation through IT and soft skills will empower individuals to navigate tomorrow's smart industry.

- We believe it is necessary to bridge the gap between schools and jobs and establish a strong community of competent and skilled youths.
- Schools should focus on educating young individuals in social skills, creativity and problem solving.
- The legal and political framework should encourage innovation in the form of new businesses.
- It is crucial to integrate both private sector and government-led initiatives to interconnect students with the smart industry.

Article 15: Lifelong learning is a fundamental mindset for skilled youths in a complex future.

- Schools must ignite students' curiosity and motivate students continuously.
- Governments should provide a framework for companies and the educational sector to cooperate.
- It is crucial to invest in a physical or digital educational environment to train the workforce to operate the provided technology efficiently.

THINK ENTREPRENEURSHIP

Article 16: The sharing economy can be a catalyst for the ways we buy, learn, and the way we develop our careers.

- The collaborative economy has redefined roles and created new types of workplaces.
- We can benefit from the sharing economy by leveraging crucial IT skills driven by digital platforms and global networking.
- We recommend facilitating access to information that can enhance our education and professional growth.

Article 17: We need to build an environment that encourages an entrepreneurial mindset at all levels of society.

- Entrepreneurship should systematically be embedded within educational institutions.
- We recommend establishing platforms to share problems, promote profiles and expose people to different perspectives.
- Governments should build a risk-managed environment by putting in place policies that are advantageous to entrepreneurs.
- Entrepreneurship is not just a mindset for the youth - it should be promoted among all segments of the population.

Article 18: Storytelling, skill-building and strategizing are the keys to successful entrepreneurship.

- It is crucial to encourage entrepreneurs to believe in themselves and follow their vision.
- We recommend the building of accessible platforms facilitating team-building and networking among entrepreneurs.

CONCLUSION

The International TVET Youth Forum

We, the youth of the world, stand united behind this declaration and commit ourselves to: abide by it, carry it home, become its ambassadors and ensure its positive outcome and long-lasting resonance.

We urge private and individual actors as well as international stakeholders to take a stand with us and work towards the implementation of these eighteen proposals.





International TVET Youth Forum

Think Future

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