



International
Labour
Organization



Inter-Agency Group on Technical and Vocational Education and Training (TVET)

Newsletter - June 2021

*Including responses
to COVID-19*

Inter-Agency Group on Technical and Vocational Education and Training (IAG-TVET)

JUNE 2021

What is the IAG-TVET group?

The Interagency Group on Technical and Vocational Education and Training (IAG-TVET) was convened by UNESCO in 2008 to ensure a good coordination of activities by the key international organisations involved in the delivery of policy advice, programmes and research on TVET. It enhances knowledge-sharing and a common understanding of key issues. Ultimately, the group seeks to better leverage the work of each member organisation to help countries design and implement more effective TVET policies to improve productivity, economic prosperity, sustainable development and employment opportunities.

The IAG-TVET comprises the United Nations Educational, Scientific and Cultural Organization (*UNESCO*), the International Labour Organization (*ILO*), the Organisation for Economic Co-operation and Development (*OECD*), the United Nations Industrial Development Organization (*UNIDO*), the World Health Organization (*WHO*) and the World Bank (*WB*). Regionally-based members include the African Development Bank (*AfDB*), the Asian Development Bank (*ADB*), the European Commission (*EC*), the European Training Foundation (*ETF*), the European Centre for the Development of Vocational Training (*Cedefop*) and the Inter-American Development Bank (*IADB*).

IAG-TVET's cooperation

The IAG-TVET has proved to be an effective mechanism for strengthening international and regional cooperation:

- facilitating consultations on UNESCO's TVET Strategy;
- providing inputs to the Human Resource Development pillar of the G20 Multi-Year Action Plan on Development;
- conducting a review of global TVET trends and issues;
- organizing the Third International Congress on TVET; and
- positioning TVET and skills in the 2030 Agenda for Sustainable Development.

Working Groups

Working Groups are convened by the IAG-TVET as a mechanism to carry forward work on specific priority themes, most notably:

- The Working Group on TVET Indicators was established to make recommendations on a set of indicators that would support countries in assessing the efficiency and effectiveness of their national TVET systems. A report on Proposed Indicators for Assessing TVET has been prepared and the indicators are being piloted. Additionally, the working group is addressing

the issue of skills mismatch by considering mapping current policy measures and their effectiveness across countries.

- The Working Group on Greening TVET and Skills Development advocates for international cooperation to promote capacities for a rapid and equitable shift to greener economies and more sustainable societies. It supports initiatives for greening TVET and skills development by raising awareness and sharing and disseminating good practices, knowledge and expertise.
- The Working Group on Work-based Learning (WBL) has agreed on a common understanding of WBL (that is, as referring to all forms of learning that takes place in a work environment which provides individuals with the knowledge, skills and competences needed to obtain and keep jobs and progress in their professional careers) and has been conducting collective work in three areas: (i) develop a policy framework for identifying and promoting policy levers for quality WBL and related improvement of employability of learners, (ii) establish analytical framework of agencies' methodologies on country reviews of WBL (iii) create advocacy tools to promote joint key messages on WBL and on career guidance and (iv) develop a set of indicators to measure access and quality of WBL.

- The Working Group on “Skills Mismatch in Digitized Labor Markets” has been set-up in late 2018 as a sub-group of the umbrella IAG on TVET, and is coordinated by Cedefop (the rotating coordinator) now. The Working Group is composed of OECD, EC, ETF, Cedefop, ILO and UNESCO and aims to share and discuss relevant activities conducted by its members and develop joint products and enhance cooperation in this field.

As of 2019, a policy brief on using big data for skills policy has been under preparation and will be published in early 2020 under the coordination of Cedefop. The policy brief aims at policymakers, formalizing, to the extent possible, a common stance of the group in relation to the advantages and disadvantages and overall implications of big data analysis for skill needs identification and the formulation of skills policies.

Recent and future publications, events and initiatives

Joint publications, events and initiatives

Publication

The next steps for apprenticeship (Cedefop and OECD)

The combination of the emerging economic crisis as an aftermath of the Covid-19 pandemic, together with long-term structural trends affecting global economies, will entail a profound transformation of the world of work and require effective policy responses in the years to come. This publication provides insights from 16 papers by researchers from Europe, Australia and the United States; nine were presented and discussed among policy-makers, practitioners and researchers during the joint Cedefop-OECD symposium on the future of apprenticeship held in October 2019 in Paris. Evidence and analysis in these papers will help inform political decisions shaping the future of apprenticeship.

Career guidance policy and practice in the pandemic. Results of a joint international survey, June to August 2020

This joint report by the ILO, Cedefop, UNESCO, OECD, the European Commission, ETF and ICCDPP, reflects the results of a flash international survey on how career guidance services responded to the challenges posed by COVID-19. <https://bit.ly/3uh288D>

Skills development in the time of COVID-19: Taking stock of the initial responses in technical and vocational education and training

This report is based on the findings of the ILO-UNESCO-WB survey on the response to COVID-19 by technical and vocational education and training (TVET) providers, policymakers and social partners, implemented from 5 April to 15 May 2020.

[Access report here](#)

[Access launch webinar here](#)

Events

2021 joint Cedefop/OECD symposium: Apprenticeships for greener economies and societies

Cedefop and the OECD announce the 2021 joint symposium on Apprenticeships for greener economies and societies. The event will take place on 21-22 October 2021. Due to uncertainties around travel restrictions, the event will be organised in a virtual format. The event will have presentations of research and analysis identifying and discussing links between apprenticeships and challenges posed by the transition towards green economy/society and implications for policy making

Skills development in the time of COVID-19: Taking stock of the initial responses in technical and vocational education and training

This report is based on the findings of an interagency survey on technical and vocational education and training (TVET) and skills development in the time of COVID-19. The online survey, which was targeted at TVET providers, policymakers and social partners, was implemented by the ILO in collaboration with UNESCO and the World Bank over the period from 5 April to 15 May 2020. <https://bit.ly/3wulWH7>

ETF- EBRD joint study “Inclusive Skills for Innovative Enterprise Development in the Aftermath of COVID-19 in the Agribusiness Sector”- Dissemination webinar on 03.06.21

International Conference week: Building lifelong learning systems: skills for green and inclusive societies in the digital era, 21-25 June 2021

The Conference is organised by ETF and UNESCO in collaboration with EBRD, ILO and UNICEF. *Building lifelong learning systems: skills for green and inclusive societies in the digital era | ETF (europa.eu)*. For more info: skills4change@etf.europa.eu and h.katayama@unesco.org.

Building Better TVET Systems: From Principles to Practice - a collaboration by the World Bank, ILO, and UNESCO to support improved performance of TVET systems in low- and middle-income countries

Agencies continue to work on this initiative, which aims to inform the decision-making of key TVET stakeholders by providing lessons learned and good practices from reforms in priority areas of TVET systems that are key to determining access, equity, quality, and relevance.

ITC-ILO and UNESCO e-learning course for participants in the Mediterranean region

During the period of 31 May to 16 July 2021, within the framework of the European Union (EU) funded *Youth Employment in the Mediterranean (YEM)* project will be implemented by UNESCO on behalf of the International Training Centre of the ILO, through the e-learning course "Skills Anticipation and Matching – YEM project". The main objective of this course is to help participants understand the central importance of identifying current and future skill needs and labour market imbalances in a broader policy framework. Inauguration event online on 2 June 2021 at 12:30 PM to 2:00 PM Paris time.

Skills for an Inclusive Future (S4IF)

In 2019, the European Bank for Reconstruction and Development (EBRD) and the UNDP Istanbul International Center for Private Sector in Development (IICSPD) have agreed on the establishment of a global multi-stakeholder advisory network 'Skills for an Inclusive Future (S4IF)'. The overall aim of the S4IF network is to unlock the transformative potential of the private sector to prepare disadvantaged populations for skills for the future, such as digital transformation, future of work, and the green economy, while also helping the affected businesses and individuals recover from COVID-19 crisis. It will seek to do this by integrating and amplifying existing efforts in private sector engagement in skills development initiatives, and by drawing on expertise and experiences that are global in breadth, whilst ensuring knowledge

sharing is actionable and locally relevant. In 2021, following the launch event in July, the network will be operational and accepting members.

DG INTPA European Commission - VET Toolbox update

The VET Toolbox launched an additional service on the 8th of June 2021 (more info here <https://www.vettoolbox.eu/en/news/new-service-launch>), aiming at increasing local benefits of European investments. The implementing agencies (the British Council, Enabel, Expertise France, GIZ and LuxDev) will be accompanying European investments in 11 countries in Sub-Saharan Africa by addressing the skills gap. Focus will be on public-private dialogue, updating and reinforcing the capacities of local VET centres and using the knowledge collected in this process to inform VET stakeholders and support VET policy development. Specific services can be e.g. strengthening existing public-private dialogue structures, skills anticipation studies, supporting the introduction of new training programmes in the VET centres or set-up of job matching services. The 11 countries concerned are DR Congo, Ghana, Ivory Coast, Kenya, Malawi, Mozambique, Nigeria, Republic of Congo, Senegal, Tanzania, Uganda.

This new service complements the VET Toolbox's existing services of short-term technical assistance, the support to selected pilot projects on inclusive VET and a knowledge exchange network that are offered in Sub-Sahara Africa, South and East Asia, as well as Latin-America contributing to the overall ambition of bringing VET closer to labour market needs and opportunities.

Asian Development Bank

Publications

Panth, Brajesh and Rupert Maclean. November 2020. **Anticipating and Preparing for Emerging Skills and Jobs: Key Issues, Concerns, and Prospects.** <https://www.adb.org/publications/anticipating-preparing-emerging-skills-jobs>

Munger, Jamie and Rudi Van Dael. November 2020. **Putting People at the Heart of Policy Design: Using Human-Centered Design to Serve All.** <https://www.adb.org/publications/people-policy-design-human-centered-design>

Asian Development Bank. December 2020. **Pakistan: Reviving Growth through Competitiveness.** <https://www.adb.org/publications/pakistan-reviving-growth-through-competitiveness>

Newman, Kirsty and Elisabetta Gentile. December 2020. **How Teachers Teach: Comparing Classroom Pedagogical Practices in the Asia and Pacific Region.** <https://www.adb.org/publications/comparing-classroom-pedagogical-practices-asia-pacific>

Asian Development Bank and The HEAD Foundation. January 2021. **Building Systemic Resilience in School Systems: The Way Forward.** <https://www.adb.org/publications/building-systemic-resilience-school-ways>

Asian Development Bank. January 2021. **Reaping the Benefits of Industry 4.0 through Skills Development in High-Growth Industries in Southeast Asia: Insights from Cambodia, Indonesia, the Philippines, and Viet Nam.** <https://www.adb.org/publications/benefits-industry-skills-development-southeast-asia>

Asian Development Bank. February 2021. **Different Approaches to Learning Science, Technology, Engineering, and Mathematics: Case Studies from Thailand, the Republic of Korea, Singapore, and Finland.** <https://www.adb.org/publications/approaches-learning-stem-case-studies>

Morgan, Peter and Trinh Q. Long. March 2021. **Impacts of COVID-19 on Households in ASEAN Countries and Their Implications for Human Capital Development.** <https://www.adb.org/publications/impacts-covid-19-households-asean-countries>

Tulivuori, Jukka. March 2021. **ADB Support for School Education (K–12) in Asia and the Pacific.** <https://www.adb.org/publications/adb-support-education-k-12-asia-pacific>

Felipe, Jesus, Hongyuan Jin, and Aashish Mehta. March 2021. **Education and the Evolution of Comparative Advantage.** <https://www.adb.org/publications/education-evolution-comparative-advantage>

Asian Development Bank. March 2021. **Asian Development Review: Volume 38, Number 1.** <https://www.adb.org/publications/asian-development-review-volume-38-number-1>

Izawa, Eiko, et al. April 2021. **Technical and Vocational Education and Training in Tajikistan and Other Countries in Central Asia: Key Findings and Policy Options.** <https://www.adb.org/publications/tvet-tajikistan-central-asia>

Ra, Sungsup, Shanti Jagannathan, and Rubert Maclean. May 2021. **Powering a Learning Society During an Age of Disruption.** <https://www.adb.org/publications/powering-learning-society-during-age-disruption>

Policy briefs

Rao, Lakshman Nagraj and Jude David Roque. June 2020. **Designing Online Courses for Statistical Capacity Building (Insight).** <https://development.asia/insight/designing-online-courses-statistical-capacity-building>

Ashish, Dhawan. August 2020. **An Equity-Focused Digital Strategy for Education During and After COVID-19 (Policy Brief).** <https://development.asia/policy-brief/equity-focused-digital-strategy-education-during-and-after-covid-19>

Pasha, Chad. September 2020. **Policy Lessons from Coursera: Mitigating Education Disruptions and Job Loss (Policy Brief).** <https://development.asia/policy-brief/policy-lessons-coursera-mitigating-education-disruptions-and-job-loss>

Gyawali, Smita and Rajan Acharya. February 2021. **How Effective Financial Reporting Started with an Initiative in the Education Sector (Insight).** <https://development.asia/insight/how-effective-financial-reporting-started-initiative-education-sector>

Jagannathan, Shanti. March 2021. **How Can Education and Training Systems Bounce Back from COVID-19? (Insight).** <https://development.asia/insight/how-can-education-and-training-systems-bounce-back-covid-19>

Tulivuori, Jukka. April 2021. **Strategic Ways to Boost Learning Outcomes of Basic Education (Insight).** <https://development.asia/insight/strategic-ways-boost-learning-outcomes-basic-education>

Lee, Yong Suk and Charles Easley. April 2021. **Understanding the Impact of Entrepreneurship Education (Insight).** <https://development.asia/insight/understanding-impact-entrepreneurship-education>

Events

9th International Skills Forum [virtual]
23-27 August 2021, 14:00-17:00 (Manila time)

Publications

Results of the Research Initiative Digitalization and the Teaching Profession

The initiative – Digitalization, the future of work and the teaching profession – by ILO and GIZ launched in November 2019 aims to examine how education systems have been impacted and are responding to rapid transformations in the world of work, primarily as a result of technological advancements. First results in five countries in Eastern Africa – Ethiopia, Kenya, Malawi, Rwanda and the United Republic of Tanzania – examine the period before and the early responses to the COVID-19 pandemic, producing ten studies as well as a synthesis report.

Link: https://www.ilo.org/sector/activities/projects/WCMS_776653/lang--en/index.htm

Contact: erfan.diebel@giz.de

Discussion Paper: Models of Dual Study Programmes, Potential for Dovetailing Vocational Training and University Courses in Development Cooperation

Dual study degree programmes combine the rigours and good social standing of academic study with the practical orientation and sound career prospects of traditional vocational education and training. This is one of the major reasons for the success and growing international demand for this model. This discussion paper, which was compiled in cooperation of the GIZ Sector Project TVET and GIZ Sector Project on Education, contains detailed background information on models for dual study programmes and their applicability in development cooperation. The paper concludes with recommendations for action for German development cooperation and provides guidelines for planning and implementing projects involving dual university education.

Link: <https://mia.giz.de/qlink/ID=247416000> (German version only)

Contact: svbb@giz.de and barbara.metzler@giz.de

A firm foundation for a career in construction - Overhauling TVET for overall socioeconomic benefits (to be released in June)

The steady and rapid economic growth and development worldwide calls for the right infrastructure and for a qualified workforce to realize it. Build4Skills' study sheds light on the demand for infrastructure and the status

of the construction sector on the global level as well as in Build4Skills' partner countries Mongolia and Pakistan. It points at the countries' shortcomings in the TVET system for the construction sector as well as the potential for high-demand profiles in the two local contexts.

The country-specific papers will soon be available on the project's website: <https://www.giz.de/en/worldwide/75066.html>

Contact: build4skills@giz.de

Background Materials on TVET

A series of publications under the heading "Background information on TVET" has been released by the GIZ's Sector Project TVET on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ).

- **Volume 1** reviews "*Digital transformation in the informal economy: opportunities and challenges for technical and vocational education in development cooperation*" (07/2020).
- **Volume 2** on "*The effects of the digital transformation on TVET and the labour market: a comparison of six international studies*" (12/2020) looks at the impacts of the digital transformation on technical and vocational training and the job market. It explores how changes brought about by new technologies are also influencing the nature of employment relationships, the scope of activities and skills requirements. Comparing six international studies, this publication pools key statements and makes recommendations for TVET in German development cooperation.
- **Volume 3** with focus on "Governance of TVET and new work in development cooperation" takes a look at the challenges that educational policy in partner countries is facing in connection with the digital transformation of work and concludes with four theses combining the theoretical, conceptual considerations with the analysis of examples in selected countries. The English version will be published soon (German version)
Contact: svbb@giz.de

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Contact: build4skills@giz.de

The Build4Skills Toolkit

By combining TVET measures, inspired by the German dual training system, and ADB's strong engagement in infrastructure, "Build4Skills" demonstrates how interagency cooperation addresses the prevalent lack of industry-driven, practical vocational training – beyond sectoral boundaries.

Nearly two years into implementation, the project is sharing its learnings in the Build4Skills' Toolkit – a comprehensive and practical guideline advocating for the potential of construction sites for work-based training.

Please find the full study under: https://www.giz.de/de/downloads/Build4Skills_Toolkit.pdf

A comprehensive clip gives first insights to the study's findings: <https://www.youtube.com/watch?v=3-Vh3AqEPow>

Contact: build4skills@giz.de

Events

GOVET: Online Seminars on TVET

The German Office for International Cooperation in Vocational Education and Training (GOVET) has expanded its advisory services: delegation visits and specialist discussions are now also taking place as virtual formats.

How does Germany's dual training system work? Which stakeholders are involved? And what does the cost-benefit ratio look like? GOVET provides information on the core topics of TVET in Germany and on Germany's engagement in international TVET cooperation free of charge in events on its website.

Online seminars: <https://www.govet.international/en/130392.php>

Online panel discussions: <https://www.govet.international/en/130393.php>

Contact: charlotte.poth@bibb.de

Initiatives

Global Action Network for Women in Displacement

The German Federal Ministry for Economic Cooperation and Development (BMZ) initiated the Action Network on Forced Displacement – Women as Agents of Change in 2020 to enhance women's political and economic participation in displacement. Members from 16 countries are committed to increasing women's voices and inform policy fora. Throughout 2021, workshops and panels are centering women's economic participation, leading up to an annual network meeting in autumn. The Action Network is complemented by a fund that finances grassroots projects in Nigeria, Yemen and Colombia, coordinated by the United Nations Women's Peace and Humanitarian Fund.

Link: <https://www.bmz.de/de/entwicklungspolitik/flucht/aktionsnetzwerk-fuer-frauen-auf-der-flucht>

Contact: WomensNetwork@bmz.bund.de

Digital Skills Accelerator for Africa (DSAA), BMZ-Special Initiative on Training and Job Creation

DSAA has continued to expand its activities in size and volume in 2021 with Rwanda being a new focal point for training programs. In addition to existing activities in Morocco, Senegal and Ghana further training programs were also added in these countries. More than 450 trainees have taken part in the programs since January 2021. In Rwanda the first pilot cohort completed their training earlier this year. More cohorts as well as additional training programs implemented by other DSAA members are due to launch in Rwanda in the coming months. Trainings are implemented with support from DSAA and range from data analysis, tech troubleshooting, cybersecurity and software development to soft skill, language and middle management training programs, all tailor-made and focused on skills much sought after by the private sector. New partnerships and an expanding country portfolio ensure continuous growth of DSAA activities in the partner countries in 2021.

For further information: <http://www.DSAA.eu/>

Contact: annabell.kreuzer@giz.de; info@invest-for-jobs.com

Publications

How are vocational institutions innovating, evolving and changing as result of Covid-19?

The British Council has just completed a comparative study across five countries (UK, Malaysia, India, Ghana and S Africa) to investigate what changes vocational institutes feel they are likely to sustain or introduce to better prepare their learners for the post-Covid future. The study will revisit institutions involved in our I-WORK project. The report will be available following its launch at the Going Global Conference

<https://www.britishcouncil.org/education/skills-employability/research>

Soft skills design and delivery toolkit

The toolkit was developed to help the British Council and others developing projects to identify which part of the system their interventions may be most effective for improving soft skills. The toolkit helps identify the starting point, scope, breadth and depth, and structure of any soft skills development programme.

<https://www.britishcouncil.org/education/skills-employability/tool-resources/soft-skills-toolkit>

UK TVET Systems Introduction

A new booklet and website has been launched to provide an introduction to the UK's TVET systems. It is aimed at international partners and is intended as a high-level summary of the sector's key features.

<https://www.britishcouncil.org/education/skills-employability/skills-policy/about-tvet>

Events

Going Global

Going Global is the conference for leaders of international education. The virtual conference will take place from 15 - 17 June 2021 and will explore the theme of "Reimagining international tertiary education for a post-pandemic world"

<https://www.britishcouncil.org/going-global>

Global Skills Spotlight

The British Council has launched a new series of events, blogs and newsletters which aims to draw together the leading thinkers and practitioners in global TVET policy.

Our next event is The importance of Careers Choices for Young People on 15th July 2021 to coincide with World Youth Skills Day.

Visit our website for access to recordings and new events and blogs.

<https://www.britishcouncil.org/education/skills-employability/skills-policy/global-spotlight>

Cedefop

Publications

National qualifications frameworks developments in Europe 2019

This booklet on the latest national qualifications frameworks developments, aims to summarise and illustrate the state of play of the 43 frameworks created to date in the EU, EFTA, candidate and potential countries and the UK.

https://www.cedefop.europa.eu/files/4190_en.pdf

Financing apprenticeships in the EU

Cedefop's study Financing apprenticeships in the EU is a first-time effort in systematically collecting and analysing information on financing arrangements for apprenticeship schemes in EU countries and the UK.

The study looks at the main costs of apprenticeship and how they are shared between employers, apprentices, State, schools and other training providers. It examines the mechanisms for collection and redistribution of financial resources (focusing on incentives for employers and apprentices) and the volumes of funding involved.

https://www.cedefop.europa.eu/files/4192_en.pdf

Career guidance policy and practice in the pandemic

In light of the growing negative impact of the Covid-19 pandemic on national labour markets and people's lives and livelihoods, the role of career guidance has become ever more important to individuals, families, communities, the workforce, employers and society.

This report is based on a flash joint international survey, designed to provide a snapshot of how career guidance policies, systems and services were adapting and coping, following the declaration of the world Covid-19 pandemic in March 2020.

The survey, launched on 8 June 2020 and closed on 3 August 2020, included an exploration of these policies, systems and practices (focusing on remote and ICT-based

delivery) in the context of the early phase of government reactions to the pandemic, the extent to which the pandemic and its social consequences triggered a debate on career guidance reform, and the role for career guidance in pandemic recovery measures. It also considered the support role of international and donor bodies.

How many apprentices are there in the EU?

This paper aims at contributing to the discussion about the need for EU-wide comparable statistics that capture precisely how many apprentices there are in a country in a particular year.

It presents Cedefop data on apprenticeship participation based on national sources, without the ambition of providing comparable data per country or across countries. It also offers some reflections on the challenges that make it difficult to estimate apprenticeship participation in EU Member States. In support of these reflections, the paper discusses two other EU-wide sources that seem most relevant in any attempt to estimate the number of apprentices: the European labour force survey, 2016 ad hoc module and the European labour cost survey.

Digital, greener and more resilient

Megatrends such as automation, greening and population ageing, along with the coronavirus pandemic, are reshaping the European labour market. Providing a long-term perspective to changes in skills and jobs, skills forecasts can make a useful contribution to decisions by policy-makers, experts, and social partners.

Individuals and the professionals that support them can benefit from skills intelligence based on forecasts, feeding education, training and career decisions. In times of rapid change, scenarios are useful in shedding light on the impact of megatrends. In this short publication, Cedefop presents the key findings emerging from scenarios around Covid-19, automation and the European green deal. These scenarios are meant to stimulate reflection on labour market trends to 2030 and support evidence-based policy-making in VET, skills and related areas.

Understanding technological change and skill needs: skills surveys and skills forecasting

Cedefop practical guide 1

The world of work is being impacted by a fourth industrial revolution, transformed by artificial intelligence and other emerging technologies. With forecasts suggesting large shares of workers, displaced by automation, in need of upskilling/reskilling, the design of active skills policies is necessary.

Conventional methods used to anticipate technological change and changing skill needs, such as skill surveys and forecasting, have limited scope to provide insights into emerging trends. With the increasing use of big data and AI methods, analysts have new 'real-time' tools at their disposal. Skill foresight techniques are also increasingly used to gauge in-depth stakeholder information about future technologies and skill needs.

A series of short Cedefop guides aims to inform analysts and policy-makers about available skills anticipation methods used to navigate through the uncertainty of changing technologies and skill demands. This first practical guide focuses on conventional skills intelligence methods of surveys and forecasting.

- *Understanding technological change and skill needs: big data and artificial intelligence methods*

Cedefop practical guide 2

This second practical guide focuses on automated skills intelligence methods: big data and AI-driven analyses.

- *Understanding technological change and skill needs: technology and skills foresight*

Cedefop practical guide 3

This third practical guide focuses on technology and skill foresight methods.

- *Spotlight on VET - 2020 compilation*

Concise, clear and comprehensive snapshots of vocational education and training systems in EU, Iceland and Norway: this is what the Cedefop Spotlight on VET series offers.

Building on individual country Spotlights, this publication provides an overview of VET systems with their distinctive qualities, such as main accession and progression routes for learners; types and levels of qualifications they lead to; types of programmes, delivery modes, work-based learning ratio and duration. In addition to the system charts, it also briefly reflects on current challenges and recent VET policy initiatives.

Events

Workshop on analysing and comparing VET qualifications

The workshop will present the final findings of the Cedefop project 'Comparing vocational education and training qualifications: towards a European Comparative methodology'. Seeking to develop a robust and scalable methodology for comparing and analysing the content and profile of qualifications, the findings of the project is relevant to a wide range of purposes and stakeholders.

The workshop will present a series of use-cases where a systematic analysis and comparison of learning outcomes can support researchers, policy makers and practitioners involved in the development as well as review and renewal of skills and qualifications.

The workshop will allow for a discussion on how to strengthen the feed-back-loop between education and training and the labour market; and thus provide a better link between the supply and demand of skills and qualifications.

The workshop will gather selected international experts and researchers working on comparative methodologies from different angles.

Workshop on microcredentials

The workshop will present the initial findings of Cedefop's project on Microcredentials for labour market education and training.

The discussion will focus on the results of the mapping exercise regarding the role, the perceived relevance and use of microcredentials within vocational and professional education but also their independent use by companies and sectors.

The event will gather selected international experts and researchers from different angles to support the understanding of how microcredentials are influencing national and international qualifications and certification systems.

Initiatives

The views of training providers on the future of VET surveyed for new study

Cedefop is inviting vocational education and training (VET) providers to take part in a survey about VET's recent changes and future path.

The Future of VET is a major study commissioned by Cedefop. Its aim is to contribute to a better understanding of the challenges and opportunities facing vocational education and training across Europe over the next decade or so.

A key focus of the study is to understand how VET delivery has changed over the recent past and how it is expected to change in the future. Capturing the voice of training providers is vitally important here.

To this end, a survey of training providers is being undertaken. They are invited to complete a short questionnaire to record their experiences of delivering

VET to date and their views on the challenges and opportunities VET institutions will face over the next 10 years.

Cedefop supports the distribution of the questionnaire and encourages VET providers to respond in order to obtain a wide cross section of views.

DC dVET

Events

Documentation of Webinars

The Donor Committee for dual VET (DC dVET) has organized a webinar on "Business Sector Engagement in (dual) VET – how does it work in Southern and East Africa?" The recordings & presentations of the related inputs by Dr A. Gewer can be found on the DC dVET website:

"MSME and Dual VET in Sub-Saharan Africa"

"Implementing Dual Apprenticeships – Lessons from South Africa"

European Training Foundation (ETF)

Publications

Qualifications - Regional qualifications framework initiatives around the globe 2020. A comparative study

The objective of this report is to provide up-to-date information on RQFs to address information gaps and explore the feasibility of their comparison with the European Qualifications Framework (EQF). The study was undertaken in the framework of the work of the project group on Comparison of the EQF with other regional and national frameworks. The results were discussed with participants from all RQF initiatives on 19 May 2021.

Webinar : Comparing Regional Qualifications initiatives around the globe

The African Continental Qualifications Framework

In the area of Qualifications, the ETF has been working on The African Continental Qualifications Framework (ACQF) as a vital policy initiative of the African Union (AU), aimed to enhance transparency and portability of qualifications of all sub-systems and levels of education and training.

This report concludes the mapping study of qualifications frameworks in Africa, elaborated in 2020 in the context of the project AU-EU Skills for Youth Employability/Skills Initiative for Africa, Technical Cooperation – Developing the African Continental Qualifications Framework (ACQF).

Torino Process 5th round

The key deliverables of the fifth round of the Torino Process (2018–2020) include country reports and ETF assessments of country developments with a focus on human capital development issues and vocational education and training (VET) policy responses from a lifelong learning (LLL) perspective.

The Torino Process in South Eastern Europe and Turkey

The Torino Process in countries of the Eastern Partnership: <https://openspace.etf.europa.eu/resources/torino-process-eastern-partnership>; <https://openspace.etf.europa.eu/resources/torino-process-eastern-partnership-countries>

Skills Lab

The ETF's project focusing on skills for the future and methodological development is advancing in several areas of work, including the continuation of important initiatives focusing on the use of Big data for labour market analysis, skills mismatch, analysis of platform economy and new forms of work, and new skills demands. The flagship publication ETF (2021), *Changing skills for a changing world: Understanding skills demand in EU neighbouring countries* – A collection of articles is available.

New forms of Work

The publication on the new forms of work based on research in the Eastern Partnership Countries will be published in June 2021 *The future of work: new forms of employment and platform work* | [Open Space \(europa.eu\)](#)

Expert Seminar on new forms of employment and platform work in Eastern Europe | [Open Space \(europa.eu\)](#)

The work of the ETF on the future of skills and jobs is presented here Editorial of [Politicoeuropa.eu](#): *Building tomorrow's jobs – POLITICO*

Youth studies

The ETF has completed several studies focusing on youth:

Youth in transition in the Southern and Eastern Mediterranean: Identifying profiles and characteristics to tap into young people's potential | [ETF \(europa.eu\)](#)

Unlocking youth potential in South Eastern Europe and Turkey: Skills development for labour market and social inclusion | [ETF \(europa.eu\)](#)

Migration and human capital

In 2020, the ETF started a study on 'Migration dynamics from a human capital perspective in the Western Balkans', which looked at the impact of migration on the skills pool in the countries of origin in the Western Balkans (Albania, Bosnia and Herzegovina, Kosovo*, Montenegro, North Macedonia, Serbia). A regional dissemination event is planned on **23 September 2021**.

How migration, human capital and the labour market interact in North Macedonia | [ETF \(europa.eu\)](#)

The study contributed to shaping an advanced methodology for calculating net migration rates.

Net Migration and its Skill Composition in the Western Balkan Countries between 2010 and 2019: Results from a Cohort Approach, wiiw Working Paper No.197 for the ETF.

Interrelationships between human capital, migration and labour markets in the Western Balkans: an econometric investigation, wiiw Working Paper No. 196, for the ETF.

The ETF produces intelligence on the skills dimensions of migration through dedicated country fiches covering Georgia, Jordan, Lebanon, Moldova, Morocco, Tunisia, Ukraine. The fiches are articulated around three strands of analysis: trends and patterns, policy frameworks and good practice. Recommendations for further actions have been put forward on the basis of the findings.

Innovative teaching and Learning

Listening to vocational teachers and principals: Results of the ETF's international survey 2018 *Listening to vocational teachers and principals: Results of the ETF's international survey 2018* | [ETF \(europa.eu\)](#)

Reports from the pilot of the Digital Needs Analysis Tool in SE Europe <https://openspace.etf.europa.eu/resources/pilot-needs-analysis-tool-digital-competences-2020>

Events

Online Expert Roundtable on Skills and Migration policy implications (Autumn 2021)

European Alliance for Apprenticeships (EAfA) regional seminar for candidate countries: 18-19 November 2021.

ETF-JRC joint study: Evaluation of impact investment for skills creation, dissemination workshop in September;

2nd SELFIE Forum “Empowering schools for learning in the digital age”: online event on 7-8 October 2021, organized by DG EAC and JRC with the collaboration of ETF. It will gather school leaders, teachers, students, trainers, national coordinators, policy makers, researchers, practitioners and potential users for 1.5 days to share best practices and discuss future developments of SELFIE.

Interactive webinar on formative assessment providing guidelines and concrete examples on how to organise formative assessment (Autumn 2021).

Initiatives

ENE – ETF Network of Excellence

The network brings together more than 200 Centres of Vocational Excellence (COVEs) across the ETF partner countries, the EU and the African Union. It focuses on exchange of good practices and innovation steering in the area of digitalization, autonomy and public private partnership, work-based learning, greening, social inclusion and entrepreneurship. To join the network: [Network For Excellence | ETF \(europa.eu\)](#) Presentation of ENE Network: [EN](#), [RU](#), [FR](#)

Survey on Micro-credentials

To contribute to the international debate on micro-credentials, the ETF has launched a survey, which focuses on understanding micro-credentials, challenges and issues related to their uptake and use in ETF partner countries.

Inventory on the Validation of non-formal and informal learning (VNFIL)

The ETF is widening the European inventory on validation of non-formal and informal learning beyond the countries that are in the EQF. The ETF will map developments in eight partner countries in Eastern Europe and Central Asia, the Middle East and North Africa, and will publish a cross country analysis of these developments.

Piloting the Comparison of the EQF with third country NQFs and RQFs

The ETF has supported the development of criteria, topics and procedures for the comparison of the EQF with third country NQFs and RQFs by the project group of the EQF Advisory Group. The Commission has asked ETF to support the piloting with NQFs of Ukraine and Morocco and the Southern African Development Community Qualifications frameworks.

New ETF framework for monitoring system change and policies for lifelong learning

In a bid to adjust to a growing demand for diversified, timely, and reliable evidence on the creation and use of opportunities for lifelong learning and human capital development, the ETF is prioritising the expansion and upgrade of its solutions for the monitoring of policy progress with a new, second generation monitoring framework. The new framework builds on the analytical framework of the Torino Process, while expanding the coverage of monitoring to a broader, but focused range of policy areas of importance to human capital development and lifelong learning.

Teacher Booster

Teacher booster is a series of high-quality learning videos for teachers and other actors in lifelong learning designed to boost their capacity to face the challenges of remote learning and raise awareness on the importance of key competences for all learners especially when the world is facing the lockdown challenges. It is an Open Education Resource (OER) produced under the European Training Foundation’s Creating New Learning (CNL) initiative in close partnership with the European Commission’s Joint Research Centre. <https://www.etf.europa.eu/en/projects-campaigns/activities/teacher-booster>

Supporting the green transition

The ETF launched a new activity focusing on supporting the green transition, this included a call for good practices [Finalists: Green Skills Award | ETF \(europa.eu\)](#) and a mapping of policies and practices in policies and initiatives focusing on skills for the green transition in Algeria, Azerbaijan, Serbia, Ukraine, Uzbekistan. The ETF cooperates with UNICEF ECARO – on a new study on young people’s opinions on lifelong learning, inclusive skills and greening following the 2020 publication on the impact of COVID on young people [Preventing a 'lockdown generation' in Europe and Central Asia | ETF \(europa.eu\)](#)

Skills Lab – network of Experts

The ETF planned to establish a Network of Experts as an additional instrumental to co-create new knowledge in the area of labour market research – mainly focusing on skills anticipation and changes in demand for skills, qualifications and occupations – with interested researchers, research institutes and expertise networks from our partner countries. A survey is open for expression of interest <https://ec.europa.eu/eusurvey/runner/49ee7f37-a800-800b-5682-a73f3f63430f>.

Big data for LMI

A training course on Big Data for LMI - Online Job vacancy analysis virtual training programme - 8, 10 and 15 June is organised for partner countries – a second edition will be organised in the autumn of 2021. The online job vacancies analysis is extended to Georgia and will also feature in 2021 an analysis of green jobs across countries already included in the analytics [Big data for skills policy | ETF \(europa.eu\)](#)

The future of skills in the world of crafts and artisans

A study on the crafts sector has been launched in Albania, Turkey, Kyrgyzstan, Uzbekistan, Armenia, Georgia, Azerbaijan and Ukraine. [Back to the future – The changing world of crafters and artisans | ETF \(europa.eu\)](#)

Active labour market policies

Following the reflection on the impact of COVID in partner countries ETF has completed a research on Active Labour Market Policies (ALMPs) and innovation in ALMPs. The study, under finalisation, will be published after the summer. The study ETF supports the EC to promote EU inspired LM and skills reforms such as Youth Guarantee, Upskilling Pathways, fighting long term unemployment and feeds in relevant policy dialogue processes; as well as builds international partnership on youth. [Active Labour Market Policies and Human Capital Development – Fostering Innovation and Impactful Actions for Recovery \(cross-country event\) | ETF \(europa.eu\)](#)

European Commission

Publications

Related VET Toolbox publications

Compendium of Tools for Labour Market Assessment <https://www.vettoolbox.eu/en/resources/compendium-tools-labour-market-assessment>

How to establish a Sector Skills Council <https://www.vettoolbox.eu/en/resources/how-establish-sector-skills-council>

Guiding note on informal apprenticeship: <https://www.vettoolbox.eu/en/resources/guiding-note-informal-apprenticeship-organise-without-formalising>

Events

Bottom-up VET policy development with AUDA-NEPAD SIFA on 24th June 10-12h CEST. Subscribe to the VET Toolbox news mailing to receive all webinar invitations: <http://eepurl.com/hd8ZEz>

A recording of past webinars e.g. on inclusion in VET, alternative financing of VET, Labour Market analysis tools can be rewatched via <https://www.vettoolbox.eu/en/knowledge-exchange-network>

International Labour Organization

Publications

ILO Guide for skills development in Employment-Intensive Investment Programmes

This joint publication developed by ILO SKILLS and the ILO DEVINVEST Employment Intensive Investment Programme (EIIP) contains guidance and recommendations for EIIP and skills practitioners to better integrate skills development for workers in such programmes and projects, and reap benefits from national skills development systems. <https://bit.ly/3yCyHBc>

ILO evaluation tool for the review of a country's apprenticeship policy and system

This tool comprises guidelines and questionnaires and gives guidance on how to evaluate a country's apprenticeship policy and system. <https://bit.ly/34aioOj>

Promoting social cohesion and peaceful coexistence in fragile contexts through TVET - Guide for TVET practitioners

This guide aims to assist ILO constituents and technical and vocational education and training (TVET) practitioners to strengthen the role of skills development policies and programmes in peacebuilding efforts through inclusive learning methodologies and the training of relevant core skills. <https://bit.ly/3hOHQRn>

Strategic staff management in SMEs to support lifelong learning: A literature review

This literature review provides a solid entry point into the still under-researched area of staff management in Small and Medium Enterprises (SMEs), taking stock of existing theories, research and relevant policy initiatives. <https://bit.ly/3hTPaev>

Events

7-8 July: Digital Inclusion Summit: Leaving no one behind

The Summit will shape collectively a framework of action, inspired by good practices across the globe, and provide participants with the necessary tools and practices in order not to leave anyone behind through digital technologies. <https://bit.ly/3yKx9FE>

20 May: Webinar: Informal apprenticeship: Formalise or not?

The webinar focussed on how apprenticeship in the informal economy is widespread and offers huge opportunities. The key elements of “informal apprenticeship” systems were broadly discussed. <https://bit.ly/3wxY7y3>

17 May: Webinar on promoting social cohesion and peaceful coexistence through TVET

On International Day of Living Together in Peace, the ILO together with the Coordination Unit for Peace and Resilience (CSPR) and under PROSPECTS project, organized a webinar to launch a new guide on “Promoting social cohesion and peaceful coexistence in fragile contexts through TVET”. <https://bit.ly/3yzzZgv>

12-23 April: Rural development academy in Africa – innovation and digital technologies in the future of skills development

ITC-ILO organized a two-week Rural Development Academy in Africa, which took as its theme “Human-centered recovery from the COVID-19 pandemic through decent work in Africa”. <https://bit.ly/3wxKcbg>

Initiatives

ILO launches a call for ideas and solutions to support e-formality through skills development in Latin America and the Caribbean

Skills development and innovation for reducing informality in the region is a key objective of this ILO call, which will provide financial and technical support to IT projects that boost formalization through the improvement of skills. <https://bit.ly/3bHwGtZ>

New ILO Skills and lifelong learning knowledge sharing platform

The new ILO Skills and Lifelong Learning Knowledge Sharing Platform provides users with different knowledge needs with quality information and resources on skills development. It aims to facilitate the exchange of

information and ideas among institutions, enterprises and experts from all countries on how to improve employability and productivity. <https://bit.ly/3wkLfel>

Lifelong learning is key to development and resilience in the Global South

The first ILO Skills Virtual Fair, held on 21-22 April, brought together participants from 132 countries for a series of thematic and regional sessions, as well as related initiatives and projects at the exhibition stands, to establish skills partnerships and promote innovation in the Global South. <https://bit.ly/3fxsduV>

OECD

Publications

The report **Teachers and Leaders in Vocational Education and Training**, published in March 2021, fills the knowledge gap on teachers and leaders in VET, and produces new insights into what strategies and policies can help develop and maintain a well-prepared workforce. It zooms in on VET teacher shortages; strategies for attracting and retaining teachers; initial training and professional development opportunities for teachers; the use of innovative technologies and pedagogical strategies; and the important role of institutional leaders and strategies for better preparing and supporting them. The launch of the report was accompanied by a webinar with invited expert practitioners from Denmark, England (United Kingdom) and the United States.

The full report, webinar record, policy brief and other related materials can be found here.

A COVID-19 policy brief “Teaching and learning in VET: Providing effective practical training in school-based settings” was published in January 2021. In light of expected persistent shortage of work-based learning opportunities in the COVID-19 crisis, this policy brief looks at how VET programmes can be adapted to deliver practical components of VET in school-based settings, including through the use of innovative technologies such as VR, AR and simulators.

The COVID-19 policy brief “Adult Learning and COVID-19: How much informal and non-formal learning are workers missing?” was published in March 2021. This brief presents estimates of the loss in on-the-job learning due to the COVID-19 pandemic. Due to widespread shutdowns of economic activities, participation in informal learning is estimated to have decreased by 25% over the past year. This represents a notable amount of lost learning, and one which may not be easily recovered.

Estimated learning losses are highly heterogeneous across sectors and individuals, and depend on the pervasiveness of shutdowns of economic activities.

The COVID-19 policy brief "An assessment of the impact of COVID-19 on job and skills demand using online job vacancy data" was published in April 2021. This brief uses online job vacancy postings as a partial indicator of the impact of COVID-19 on skills demand in five OECD countries (Australia, Canada, New Zealand, the United Kingdom and the United States) between January and November 2020.

A report on **Career Guidance for Adults in a Changing World of Work** was published in February 2021. The report scopes out initiatives in the area of career guidance for adults in OECD countries, drawing lessons on how to strengthen adult career guidance systems in terms of coverage and inclusiveness, provision and service delivery, quality and impact, and governance and funding. The findings of the report build on the information collected through the 2020 Survey of Career Guidance for Adults (SCGA), an online survey of adults' experience with career guidance. A report on Career Guidance for Adults in Latin America was also published in March 2021.

<https://doi.org/10.1787/9a94bfad-en>

<https://doi.org/10.1787/4eaf4996-en>

A report on **Improving the Quality of Non-Formal Adult Learning - Learning from European Best Practices on Quality Assurance** was published in February 2021. This report aims at supporting public authorities to enhance quality in the field of non-formal adult learning. It provides an overview of quality assurance systems across Europe, highlighting their implementation features, governance structures and success factors. Based on this analysis, the report develops a Quality Assurance in Adult Learning Decision Tree to support the decision-making process of governments that are planning reforms of their quality assurance systems.

A brochure on the **implications of the COVID-19 pandemic on VET will be** published in June 2021. It brings together evidence collected in OECD countries through two survey on topics such as closures of VET institutions, the use of distance-learning in VET, changes in the organisation of assessments in VET, financial incentives for employers providing work-based learning, and support to VET teachers to update their skills for remote teaching.

A report on **Enterprise Training Strategies** is planned for release in September 2021. The report will present the results from 100 enterprise case studies in five countries (Austria, Estonia, France, Italy, Ireland) to explore why firm train, how they make training decisions, who they train and in what. The in-depth interviews with heads of HR,

managers and workers representative, allow for an in-depth analysis of how firms approach training and what barriers they face. A focus on COVID-19 was added to the survey to understand if training decisions were affected by the crisis.

An Action Plan for Adult Learning in Latin America will be published in June 2021. The Action Plan builds on discussions and exchanges among participants and speakers at the virtual Conference on Future-Ready Adult Learning Systems in Latin America organised by the OECD on 23 - 24 March. The conference brought together 20 speakers and 300 participants to discuss issues of coverage and inclusiveness, quality and certification, alignment to labour market needs, governance and financing and career guidance. All sessions can be viewed here: <https://oecd-events.org/adult-learning-in-latin-america/en/>

Events

On June 15 at (11:00am CET) the OECD will launch the **2021 edition of the Skills Outlook**. This edition of the OECD Skills Outlook explores how policies, particularly those that govern skills development and use, can best promote lifelong learning for all. The launch will involve a webinar where results from the Outlook will be presented. Please click [here](#) to register.

In October 2021, the OECD will hold a **Conference on Future-Ready Adult Learning systems in Europe**. The conference will bring together policy makers, local government, training providers and other practitioners to discuss implementation strategies of adult learning policies in Europe. The conference will have a strong focus on COVID-19 and how adult learning can help address the emerging challenges.

Initiatives

A new project on **professional tertiary education** aims to improve our understanding of professional programmes at the tertiary education level (ISCED5-7) across OECD countries, explore key policy issues in countries and support the development of better comparative data in this area.

The project **"VET Facing the Future"** will assess the future-readiness of OECD countries' VET systems in light of structural changes such as automation, the green transition and population ageing. The project will look at topics such as the responsiveness of VET to changing skill needs, the development of transversal skills in VET programmes, the flexibility of VET to provide training to a diverse group of learners (including adults in need of re-skilling opportunities), and the use of innovative technologies and pedagogical approaches in VET.

A proposal for an **international assessment of professional skills of students in VET programmes (PISA-VET)** is currently being discussed. This exercise would use PISA-type instruments to assess the professional skills of students at the end of their VET programme, including practice-oriented and employability skills. The first phase of the project would explore the feasibility of such an assessment, including the identification of targeted skills/occupation areas and of the target population.

The OECD is developing a **Skills Profiling Tool** for use by career guidance providers, training providers and public employment services. The aim of the tool is to gather a full picture of what adults can do beyond the information that can be gathered from their education and work experience. The tool will assess skills developed in everyday life as well as transversal skills. It will benchmark individuals against country/sector averages, identify skill gaps and provide suggestions for training and employment. The tool will be piloted during Q3 2021 and a final version will be ready by end-2021.

UNESCO

Publications

Skills forecasting in the Mediterranean region – Approached and lessons learned from pilot projects.

Publication to be released in July 2021.

UNESCO is supporting the development of national capacity to undertake labour forecasting in the South Mediterranean area. Based on the outcomes of the employment component of the *Networks of Mediterranean Youth (NET-MED Youth) project*, and in the framework of the *Youth Employment in the Mediterranean project (YEM)*, both funded by the European Union, this publication draws upon the work done since 2014. It includes five skills forecasting models and its results from seven South Mediterranean countries, targeting priority actors in charge of the development and supervision of national skills-related policies and plans. The publication also builds on an international perspective to benchmark and compare the work carried out in the Mediterranean area with other initiatives around the world.

Regional study on the status and challenges of TVET teachers' training and practice in Latin America and the Caribbean (The publication is planned for December 2021.)

This study aims to describe TVET teachers' training and professional practice in selected countries from Latin America and the Caribbean. It will highlight different

approaches to pre-service and in-service training, exploring the main issues and challenges facing TVET teachers to promote quality TVET in the region, and providing a set of recommendations for policymaking.

More information, contact: Ramon Iriarte r.iriarte@unesco.org

UNESCO Regional TVET Strategy for LAC 2022-2025

The regional TVET strategy aims to contextualize UNESCO's global TVET strategy to the reality and issues facing Latin America and the Caribbean in the coming years. It will provide strategic directions for actions based on the challenges and opportunities to strengthen TVET systems in the region, focusing on how to better respond to emerging trends in the labor market and society at large in the post-pandemic. Organized by UNESCO Santiago and partners such as ILO, IIPE Buenos Aires and Ministries of Education in LAC.

Events

World Youth Skills Day (WYSD) global event

The 2021 World Youth Skills Day will be held on 15 July as an online event, with the theme 'Reimagining Youth Skills for the Present and Future'. The event will take stock of the experience regarding skills development that has accumulated since the onset of the COVID-19 pandemic and reflect on priorities for the post-COVID-19 world. Two interactive panels will discuss 'Skills for today and for the future' and 'Partnerships for scaling up youth development'.

Africa Day – Global Education Coalition event

On 25 May 2021, on the occasion of Africa Day, UNESCO brought together ministers from the African continent, education stakeholders and private sector representatives to the online Global Education Coalition (GEC) Forum, titled '*The Digital Learning Turn in Africa: The Role of Local Eco-Systems*'.

A few relevant resources were launched on the occasion to illustrate the digital and distance learning landscape in the African continent:

Programme document: *Recovery, resilience and reimagining education in Africa: the Global Education Coalition in action*

UNESCO Paper on COVID-19 Education Response in Africa: *A snapshot of educational challenges and opportunities for recovery in Africa*

BEAR project – regional online workshop on labour market in Eastern Africa

On 10 March 2021, under the Better Education for Africa's Rise (BEAR) project, UNESCO hosted a regional online workshop on studies on labour market and curriculum harmonization and training session for Kenya, Uganda, Tanzania, Ethiopia, and Madagascar. This workshop was delivered in the framework of the Better Education for Africa's Rise II (BEAR II) project and included representatives from UNESCO, regional TVET stakeholders, private sector, and foundations. The event contributed to fostering the relevance, quality and perception of TVET training in Africa. [Link](#) to more information.

Youth Employment in the Mediterranean regional forum (YEM)

The YEM project, funded by the European Union, will organise its final regional forum by UNESCO Beirut Office on 15 July, symbolically on the World Youth Skills Day. The objective of this regional forum is to demonstrate the implementation of YEM project in the region and the achieved outcomes under the three main components in all beneficiary countries.

The YEM project builds on the achievements of the EU-funded NET-MED Youth project's Employment Component. It has helped build skills anticipation models and mobilized key national stakeholders, including national institutions, youth and private sector representatives, to understand and employ the results from this exercise in service of policymaking for TVET. The project is funded by the European Union and implemented over a three-year period (2018-2020) – it has been extended to July 2021.

The first YEM regional forum took place on 8 April 2021 and brought together around 120 participants from the region.

More information about the project and the Forum [here](#).

World Reference Levels experts' group meeting (WRL)

UNESCO hosted the 11th World Reference Levels (WRLs) Experts' Group Meeting online on 19 April 2021, to further advance its work on developing the *World Reference Levels (YEM WRL) tool*, a universal tool for the recognition of skills and qualifications across borders.

The meeting highlighted the re-commitment and relevance to further advance the WRL tool, which takes into account the feedback from the piloting of the tool in the next steps of its development. The WRL tool is now in its 2.4 version, which includes important changes concerning wording, format and better user experience, and the next steps are being taken towards developing a

2.5 edition and finalizing its guidelines to ensure broader utilization. Please click on the following link to see the [web article](#) from the event.

High-Level Regional TVET Experts Meeting (Caribbean region)

This event will bring together TVET experts from the Caribbean region to discuss the current issues of TVET in the region, mainly focusing on strategies to build back better after the COVID-19 pandemic. Planned for July 2021, UNESCO Kingston, implemented by UNESCO Santiago UNESCO Kingston, with partners such as Ministries of Education from the Caribbean Region UNESCO-UNEVOC Centers from the Caribbean Region.

Capacity building for TVET and Lifelong Learning Educators (Caribbean region)

This event aims to strengthen the capacities of TVET teachers and leaders to face the challenges posed by the post-pandemic and the future of the labor market. It will be conducted in collaboration with members of the Global Skills Academy. Planned for August 2021, implemented by UNESCO Kingston UNESCO Santiago, with partners such as Ministries of Education from the Caribbean Region and UNESCO-UNEVOC Centers from the Caribbean Region.

Initiatives

Global Skills Academy update

Building on partners' feedback provided during the first *Partners' meeting of the GSA* in March 2021, the Global Skills Academy's team is currently working on a new strategy to expand the initiative's reach and enhance follow-up of learners to adequately support them in the upcoming recovery phase.

Thanks to partnerships with companies and non-profit organizations such as Dior, Coursera, Festo, Huawei, IBM, Microsoft, Pix and Fundación Telefonica, the Global Skills Academy is globally active. Since its launch, the GSA has mobilized more than 150 TVET institutions across 56 countries and it is estimated that as of May 2021, 142,000 are benefiting from partners' contributions.

Towards a regional qualifications' framework for Latin America

This project results from a collaboration between UNESCO, ILO, and OAS. It aims to set the foundations for developing a regional qualifications framework for Latin America that will facilitate cross-border recognition of qualifications obtained in different countries from the

region in a time when human mobility is growing at an ever-faster pace. Activities will include building capacities of staff from ministries of Education and Labor to develop national qualifications frameworks. Implementing units: UNESCO Santiago, ILO, OAS.

More information, contact Ramon Iriarte: r.iriarte@unesco.org

UNESCO Santiago Office: <https://es.unesco.org/fieldoffice/santiago>

The Pan African Initiative for the Digital Transformation of TVET in Africa: UNESCO and partners launch first cohort of training for policy makers

Dakar, 8 June 2021

UNESCO and its partners launch the first cohort of training for managers and decision-makers in the context of the Pan-African Initiative for the Digital Transformation (TVET) and Development Skills systems in Africa. This first cohort will be trained in the development/creating and implementation of policy and strategy for the digital transformation of TVET and the skills development system. This first cohort comprise 105 directors, minister's technical advisors and high ranking policy makers from eight countries.

The objective of this initiative is to create an ecosystem that will accelerate the digital transformation of TVET and skills development systems in Africa. It also aims to contribute to the achievement of the AU Agenda 2063: "A prosperous Africa based on inclusive growth and sustainable development".

UNESCO Office in Dakar: <https://en.unesco.org/fieldoffice/dakar>

Link to the session video:

https://zoom.us/webinar/register/WN_is5ryz4ER8Cp0gHC-6kLqQ

UNESCO-UNEVOC

Publications

Skills development and climate change action plans: Enhancing TVET's contribution

This discussion paper compiles and reviews relevant information regarding the country submissions (Nationally Determined Contributions and National Communications) in fifty-seven selected countries. It summarizes key information that helps assess the ongoing and potential contribution of TVET to the realization of climate change action plans.

<https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6445>

Understanding the impact of artificial intelligence on skills development

This paper synthesizes research on current trends, programmes, policies and uses of AI related to technical and vocational education and training across six continents, covering developing and developed contexts, as a resource for stakeholders invested in the future of intermediate-level workers and TVET.

<https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6448>

Entrepreneurial learning for TVET institutions: a practical guide

The practical guide, available in English, French and Spanish, helps TVET institutions to focus on what really drives entrepreneurial learning by providing the tools to assess the needs of the target group and the framework to explore the added value of an entrepreneurial learning ecosystem.

<https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6437>

An interactive online version of the guide is also available: <https://unevoc.unesco.org/elg/>

Events

BILT online conference on Bridging Africa and Europe: New Qualifications and Competencies in TVET

15-16 June 2021

TVET stakeholders from Africa and Europe will present and discuss successful practices around the identification of new qualifications and competencies, their integration into curricula and training regulations, and their implementation in teaching and training.

<https://unevoc.unesco.org/bilt/Bridging+africa+and+Europe+June+2021>

UNESCO World Conference on Education for Sustainable Development 17-19 May 2021

UNESCO-UNEVOC hosted sessions on Green and circular economies and ESD in TVET during the three-day conference. These sessions explored ways to build awareness, knowledge, skills and mindsets across education and training, and showcased the tools and approaches that have been adopted to mainstream ESD and climate education in TVET.

<https://en.unesco.org/events/ESDfor2030>

COVID-19 response webinar series

March-May 2021

This three-part webinar series – organized as part of UNESCO-UNEVOC's COVID-19 response project – focused on particular challenges such as building digital competence to better prepare learners for the future of work, social aspects of digital learning and how to navigate the maze of digital tools and services.

Initiatives

Strengthening the Responsiveness, Agility and Resilience of TVET Institutions for the Post-COVID-19 Era

UNESCO-UNEVOC's COVID-19 response project has supported TVET institutions in addressing the short, medium and long-term effects of the global crisis and preparing for the post-pandemic era.

<https://unevoc.unesco.org/home/COVID-19+response>

EdTechTools: a global repository of education technology platforms

Generation Unlimited, EdTechHub, UNESCO and UNESCO-UNEVOC have joined forces to launch EdTechTools: a global repository of remote learning tools and platforms aimed at teachers and trainers, learners and other education stakeholders looking for high-quality teaching and learning resources for distance learning.

<https://database.edtechhub.org/tools/>

WHO Academy

Initiatives

The WHO Academy has invited experts in the regulation of health professionals and awarding of professional certifications from around the world to assist in developing a global lifelong learning framework in recognizing learning achievement, which could be used to support quality credentialing in health both within and outside the WHO Academy. Use of the Delphi method, a consensus-based process, will collate expert opinions on credentialing lifelong learners by gathering comments to refine and collaboratively build standards for recognizing learning achievement. The objective is to have national and regional systems agree on key statements on awarding learning achievement in health worker education. The end goal will be to collaboratively build a global framework for the recognition of learning

achievement through credentialing. The results will be published on the WHO website and become publicly available.

[Link to the Delphi process survey](#)

[Link to WHO Academy](#)

World Bank

Publications

Meta-analysis assessing the effects of virtual reality training on student learning and skills development

This paper presents a meta-analysis of studies that assess the impact of virtual reality training on student learning and skills development. The study aims to identify the extent to which immersive training can successfully develop students' skills across different fields of education.

Online Learning Models - How to include youth in low bandwidth areas

This Knowledge Brief produced by Solutions for Youth Employment (S4YE) provides examples of programs and solutions for tackling low bandwidth challenges for youth learning opportunities, job creation and inclusion.

Review of the evidence on short-term education and skills training programs for out-of-school youth with a focus on the use of incentives

This paper reviews global evidence to consider the role of incentives in the design of short-term education and skills training programs.

Closing the gap between workforce development and labor markets: an assessment of Indonesia's workforce development system based on the SABER tool

This report benchmarks the status of the workforce development system in Indonesia using the World Bank's SABER-Workforce Development (SABER-WfD) tool. Findings are expected to inform the government strategies to develop and harness the level of human capital and skills.

How Artificial Intelligence Can Help Advance Post-Secondary Learning in Emerging Markets

This note attempts to illustrate how artificial intelligence (AI) can support post-secondary learning across the entire tertiary and vocational education sector in emerging markets.

Online Course “Digital skills: The why, the what and the how”

Digital skills are essential to develop an informed citizenry and a modern workforce. The World Bank course “Digital Skills: The Why, The What and The How” focuses on developing digital skills proficiency at the intermediate and advanced levels for students in higher education and TVET.

Blogs :

COVID-19 highlights the urgency of TVET reforms

This blog analyzes the disruption and innovation experienced by TVET during COVID-19 and calls for structural reforms.

How the private sector in MENA is leading workers to better digital skills

This blog reviews how private sector-led initiatives in the Middle East and North Africa are helping people gain digital skills to succeed in digital work.

What we’ve been reading: How to improve technical and vocational education and training for youth in developing countries

This blog presents a reading list about the lessons learned and good practices from TVET reforms during COVID-19 and beyond that are key to improving access, equity, quality, and relevance of TVET systems and institutions.

Events

World Bank Group Youth Summit 2021: Resilient Recovery for People and Planet

June 9-10, 2021. The Youth Summit is an annual event hosted by the World Bank Group (WBG) to engage with youth globally on the most pressing topics facing our generation.

Building and assessing youth skills remotely during COVID-19: The experience of Educate! in East Africa

March 11, 2021. A webinar organized by the WB Learning Assessment Platform (LeAP) and Skills Global Solutions Group on building and assessing youth skills remotely during COVID-19 featuring Educate! in East Africa.

Teaching practical skills online - how far can you go?

April 13, 2021. The Solutions for Youth Employment (S4YE) hosted a webinar together with Commonwealth of Learning on how TVET institutions can approach teaching practical skills online through a blended model.

Preparing students for the workforce: Introducing IFC’s Vitae initiative

April 28, 2021. COREHEG, the Skills Global Solutions Group (GSG), and S4YE hosted a webinar to introduce Vitae, IFC’s new employability tool. The Vitae team shared how they are helping TVET and higher education institutions to improve their graduate employability.

Initiatives

The World Bank in partnership with EQUALS launches new program to support digital skills development

The World Bank, the EQUALS Global Partnership’s Access Coalition and the GSMA have come together to launch three digital literacy pilot programs focusing on women and girls. The results and lessons learnt from these pilots will then be used to inform future digital skills interventions to empower women and girls to thrive in the digital economy.



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