



International
Labour
Organization



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

Newsletter - November 2021

*Including responses
to COVID-19*

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

NOVEMBER 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*), European Bank for Reconstruction and Development (*EBRD*).

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 was prepared and the indicators were piloted. Additionally, the working group addressed the issue of skills mismatch by considering mapping

- current policy measures and their effectiveness across countries.. 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 Career Guidance, established in 2021, advocates for lifelong career guidance in light of global developments that open doors to new opportunities for individuals, but also pose common challenges to education, training and labour-market systems. The Career Guidance focuses on three main objectives; exchange of plans and ideas, coordination of activities and messages, and developing and implementing joint activities and products.
- The Working Group on Future of TVET was established in 2021 to discuss links of TVET with changing economies and labour market including future of work debates. Concrete actions and deliverable of the joint work will be discussed by the group soon.
- 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

Joint publication

Asian Development Bank (ADB)

9th International skills forum: Reimagining Education and Skills Development for a New Normal. 23 to 27 August 2021. This is ADB's flagship event that is held every two years. The 2021 forum was jointly organized with global partners including UNESCO.

<https://events.development.asia/learning-events/9th-international-skills-forum-reimagining-education-and-skills-development-new>

Global Inventory of Regional and National Qualifications Frameworks

The ETF is contributing 25 NQF fiches and 1 RQF fiche to the Global Inventory of Regional and National Qualifications Frameworks. This is the fifth edition of the Inventory, an inter-agency co-production among UNESCO, UNESCO-UIL, Cedefop and ETF.

ETF-produced fiches published to date are available at: <https://www.etf.europa.eu/en/practice-areas/qualifications>

OECD jointly with the European Commission will release a report on **Enterprise Training Strategies** at a webinar on 29 October 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.

Joint events

European Training Foundation (ETF) – UNESCO Conference 2021

Around 1 500 participants from 60 countries took part in a major online event organised by the ETF in partnership with UNESCO and with the collaboration of the ILO, EBRD and UNICEF. Entitled "Building lifelong learning systems: skills for green and inclusive societies in the digital era", the conference aimed to take stock of progress and looked forward to next steps in making education and training fit for current and future challenges.

While showcasing examples of good practice from around the world, the event created a forum for reflection on international experience in building lifelong learning systems. It also confirmed priorities for future cooperation against a backdrop of current global challenges and the new opportunities that the green and digital transition brings.

<https://www.etf.europa.eu/en/news-and-events/events/building-lifelong-learning-systems-skills-green-and-inclusive-societies>

European Training Foundation (ETF) – International Labour Organization (ILO)

"Career development support at the heart of lifelong learning systems" on 27 October registrations: [Link](#)

ACQF 12th Peer Learning Webinar – [Link](#) AQVN 4th and 5th Peer Learning Webinars ACQF Conference on 01 and 02 December

Publications

ADB. July 2021. Teacher Professional Development Case Studies: K-12, TVET, and Tertiary Education.

This publication discusses how to create sustainable and high quality teacher capacity development systems for primary and secondary education, technical and vocational education and training, and higher education.

<https://www.adb.org/publications/teacher-development-case-studies>

Initiatives

ADB. August 2021. Green Jobs for Women: Construction Skills for Fijian Women. (Video).

ADB promoting gender equality by showing a way to bring women into historically a male-dominated construction industry, and raising awareness on importance of vocational training in increasing women's participation in the growing green economy.

<https://www.adb.org/news/videos/green-jobs-women-construction-skills-fijian-women>

ADB. September 2021. Online Life Skills Training Helps Keep Young Filipinos Resilient Amid the Pandemic. (Video).

The ADB-supported Jobstart Philippines program has shifted its Life Skills training and apprenticeship activities to an online platform beginning in 2020 to support young Filipinos to find quality jobs and remain resilient amid the pandemic.

<https://www.adb.org/news/videos/online-life-skills-training-helps-keep-young-filipinos-resilient-amid-pandemic>

ADB Theme Bonds for Sustainable Development (Brochures and Flyers). October 2021.

This edition highlights milestones of ADB's theme bonds for education, gender, health, and water, including recent project commitments and disbursements to support efforts to address the impacts of the coronavirus disease (COVID-19) pandemic.

<https://www.adb.org/publications/adb-theme-bonds-sustainable-development>

On 21-22 October, Cedefop and the OECD jointly organized a symposium on Apprenticeships for greener economies and societies. The event featured presentations of research and analysis identifying and discussing links between apprenticeships and challenges and opportunities posed by the green transition and implications for policy-making. The event also included a panel discussion with social partners, training providers and apprentices. The proceedings from the symposium will be published in 2022.

The Association for the Development of Education in Africa (ADEA) 2021 High-Level Policy Dialogue Forum July 8, 2021

The ADEA 2021 High-Level Policy Dialogue Forum, on "Rethinking the role of Skills Development in future work and lifelong learning, in light of digitalization and 4IR," organized by the Association for the Development of Education in Africa (ADEA), in partnership with the African Development Bank Group (AfDB) and in close collaboration with the World Bank and the German Development Cooperation Agency (GIZ) GmbH, held the first session on Technical and Vocational Skills Development (TVSD).

<https://www.adeanet.org/en/events/adea-2021-high-level-policy-dialogue-forum>

WorldSkills Conference 2021 Job-rich opportunities of the green transition, 26 October 2021.

UNESCO-UNEVOC and UNIDO co-organized a session on 'Job-rich opportunities of the green transition' at the WorldSkills Conference 2021. The session highlighted a range of cooperation mechanisms with industry, social partners and communities, and featured several examples of TVET providers engaging with business and industry to supply a workforce with green competencies.

<https://unevoc.unesco.org/home/WorldSkills+Conference+2021+Job-rich+opportunities+for+the+green+transition>

Joint initiatives

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 (ongoing)

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.

Khatiwada, Sameer and Rosanna Urdaneta. July 2021. The Future of Skills Development in the Time of COVID-19. (Policy Brief).

In a world of disruptive changes, Asian countries need to rethink education and skills training to build a resilient and agile workforce.

<https://development.asia/policy-brief/future-skills-development-time-covid-19>

German Federal Ministry for Economic Cooperation and Development (BMZ)

Publications

Study: The future is equal: Success factors for gender equality in vocational education and training

The new publication “The future is equal” has been released by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ).

The study compiles 15 success factors for gender equality in Vocational Education and Training (VET) under four main categories: overcoming discriminatory conditions, strengthening capacity for gender equality, focusing on vulnerabilities and bringing about transformation.

VET is a gateway to self-determination, skilled employment and income. However, many women worldwide are still not able to access VET or to make self-determined decisions about their future career.

By analysing a large number of VET projects and providing a series of precise recommendations for action in the area of gender equality, the study addresses both policymakers and practitioners in development projects in vocational education and training.

Study in German: <https://mia.giz.de/qlink/ID=248257000>

Study in English: <https://mia.giz.de/qlink/ID=248444000>

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Publication on governance of TVET

A publication on “Governance of TVET and new work in development cooperation: strengthening TVET systems to meet new requirements” has been released by the GIZ’s Sector Project TVET on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ). It

shines a light on 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 is now available under <https://mia.giz.de/qlink/ID=248153000>.

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Build4Skills study on gender bias in the construction sector in Mongolia and Pakistan

Construction is big business – worldwide employing 220 million people, it accounts for 6% of the global share of the gross domestic product (GDP). Yet, women make up only 10% of this staggering number – underscoring the common perception that the construction sector is a male-dominated field.

The paper “It’s a man’s world? – How to overcome gender bias in the Mongolian/Pakistani construction sector” identifies the reasons why so few women work in the construction sector both globally as well as specifically in Pakistan and Mongolia. It gives a general overview of global trends and first-hand insights of the situation in the two countries regarding gender bias in TVET teaching and learning materials, and recruitment practices.

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

Contact: build4skills@giz.de

Handbook “Full and Productive Employment and Decent Work for All” – new modules:

The Employment Promotion Handbook, which is being published by the GIZ sector project “Employment Promotion in Development cooperation”, summarises current conceptual approaches and instruments for an effective employment promotion and discusses special challenges in that field. Recently, new modules on the role of universities and employment services for employment creation have been added.

- Employment Services – Facilitate Orientation, Preparation and Matching in the Labour Market
- Universities as Key Partners for Employment
- Upcoming: Designing TVET for Job Creation
- Upcoming: Inclusion – Improving Employment Perspectives for Persons with Disabilities
- Upcoming: Employment Promotion in the Agri-Food Sector

<https://mia.giz.de/qlink/ID=49323000>

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Events

Policy Dialogue Forum for teachers and the teaching profession

This year, the 13th Policy Dialogue Forum and governance meetings of the International Task Force on Teachers for Education 2030 (TTF) will take place from 1-3 December 2021 in Kigali, Rwanda and online. Jointly organized by the TTF Secretariat, and the Ministry of Education of the Republic of Rwanda, the over-arching theme of this year's policy dialogue forum is "Innovation in teacher policy and practice for educational recovery" with particular attention to: (i) innovation in teaching and learning, (ii) initial and in-service teacher education and (iii) education policy. Germany is a founding member of the TTF and is member of the Steering Committee since 2009.

<https://teachertaskforce.org/events/13th-international-policy-dialogue-forum>

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Initiatives

Special COVID-19 response project supports TVET institutions

A special measure to respond to the disruptions created by COVID 19, between Jan-June 2021, UNESCO-UNEVOC's COVID-19 response project – Strengthening the Responsiveness, Agility and Resilience of TVET Institutions for the Post-COVID-19 Era – helped TVET institutions around the world rise to the challenges of the pandemic both in the short and long term. The project, which was implemented with the support of the Federal Ministry for Economic Cooperation and Development (BMZ) through GIZ, aimed to build resilience at a time of sudden change, where future prospects for people in skills training remain uncertain. The project had three main components: short-term skills training for employability, building digital capacities of staff, institutional resilience for peer-learning. Full project report can be read on the project website [COVID-19 response \(unesco.org\)](https://unesco.org).

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British Council

Events

International Seminar 2021 - How can TVET work effectively with the private sector in fast-changing economies?

In fast-changing economies, developing a dynamic workforce can be the difference between success and failure. Getting the right number of people with the right skills and competencies into the right jobs at the right time requires trust and collaboration from all key actors.

VET Toolbox and the British Council are delighted to invite you to the VET Toolbox international seminar, 2021.

Find out more and register, 23-25 November 2021: <https://www.britishcouncil.org/education/skills-employability/programmes/vet-toolbox/events>

European Centre for the Development of Vocational Training (Cedefop)

Publications

Investing in career guidance

Effective career guidance helps individuals to reach their potential, economies to become more efficient and societies to become fairer. It is critical to the smooth transitions of people as they make choices about education and training and to mobility and integration within the labour market.

In this booklet, six international organisations share their vision of the strategic role of career guidance in our changing world. The Inter-Agency Working Group on Career Guidance (WGCG) was set up in 2021 with the aim of (i) exchanging plans and ideas; (ii) coordinating activities and messages; and (iii) developing and implementing joint activities and products.

Members of the WGCG engaged in updating this document are the European Centre for the Development of Vocational Training (Cedefop), the European Commission, the European Training Foundation (ETF), the International Labour Organization (ILO), the Organisation for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). The WGCG is a subgroup of the Inter-Agency Group on Technical and Vocational Education and Training.

This booklet was produced by members of the group with the kind support of several guidance experts from Cedefop's CareersNet and the International Centre for Career Development and Public Policy (ICCDPP).

<https://www.cedefop.europa.eu/en/publications/2230>

Cross-border long-term apprentice mobility

Based on a 2019-20 Cedefop study, this paper invites national policy-makers to reflect on the challenges that hinder Cross-border long-term mobility of apprentices (CBLTMA) today and proposes tips and policy suggestions to overcome them in the future. In the short term, a step-by-step approach in implementing incremental changes seems to be the most appropriate way to make CBLTMA work in a sustainable manner. All interested parties should bear in mind that, realistically, CBLTMA may become an opportunity for all apprentices only in the long run.

https://www.cedefop.europa.eu/files/4202_en.pdf

Skill development in the platform economy

This new Cedefop CrowdLearn study undertakes a comparative analysis of skill development and workplace learning practices among two major types of online platform work: online freelancing and microwork. It combines information on microworkers drawn from Amazon's Mechanical Turk platform with the original CrowdLearn sample of online freelancers surveyed from three major online labour platforms (Fiverr, Upwork, PeoplePerHour).

The research compares the types and frequency of use of workplace learning activities and self-regulated learning strategies adopted by these two main types of crowdworker.

The first of its kind internationally, this comparative study generates additional insights and policy recommendations on how to foster workplace learning and skill development in the platform economy. It highlights the potential role of microwork as a viable avenue for labour market integration, income supplementation and skill development opportunities for workers who otherwise underutilise their skills.

<https://www.cedefop.europa.eu/en/publications/5581>

Apprenticeship governance and in-company training: where labour market and education meet

This publication comprises papers drafted by members of Cedefop's community of apprenticeship experts on these two topics. To complement the country-specific angle, Cedefop developed a comparative, cross-scheme and cross-country analysis and shared its reflections.

The publication further documents Cedefop's understanding that approaches to each topic may vary significantly between individual EU Member States. It also highlights that, even in cases of relative convergence, the fine details of how an apprenticeship scheme is designed and governed can make a significant difference to its relevance and quality, at least in stakeholders' perceptions. Policy-making should take note of such details and their interconnections to understand how reforms can be better targeted and more effective and efficient.

<https://www.cedefop.europa.eu/en/publications/6203>

More perceptions: opinion survey on adult learning and continuing vocational education and training in Europe Volume 2: views of adults in Europe

Based on a survey comprising more than 40 000 interviews of people aged over 25 in the European Union, Iceland and Norway, this second volume of adults' perceptions about adult learning and continuing vocational education and training (CVET) examines the views of different groups in the European adult working population.

It shows that adults strongly support adult learning and CVET and have a firm belief in the benefits they bring. However, participation in adult learning and CVET is not determined so much by the positive image and attractiveness, but by the unique circumstances that individuals face in their working lives. To help people better, aspects of vocational education and training policy need a rethink.

<https://www.cedefop.europa.eu/en/publications/3088>

Review and renewal of qualifications

Towards methodologies for analysing and comparing learning outcomes

This research paper forms part of Cedefop's Comparing VET qualifications project, which seeks to develop robust and scalable methods for analysing and comparing the content and profile of qualifications.

Focusing on the dialogue (feedback loop) between VET and labour market stakeholders, the paper analyses existing methodologies in this area and outlines how to develop these further.

<https://www.cedefop.europa.eu/en/publications/5582>

Enablers and disablers of cross-border long-term apprentice mobility

Evidence from country- and project-level investigations

Cross-border long-term mobility of apprentices (CBLTMA) is understood as the period an apprentice spends abroad in in-company training (potentially combined with training at a VET provider) for a duration of minimum six months, and typically of up to 12 months, as part of his/her apprenticeship training.

It is more difficult to organise than mobility in school-based VET and higher education, largely due to the nature of the relationship between the apprentice and the training companies; the latter must be willing to let the apprentice undergo a part of his/her training abroad.

By considering the specificities of apprenticeships, this publication presents considerations on the enablers and disablers of CBLTMA and shows what would need to be considered to make CBLTMA work in the medium to long term.

<https://www.cedefop.europa.eu/en/publications/3089>

Events

Fifth annual CareersNet meeting

CareersNet, Cedefop's network of independent experts in lifelong guidance and career development was created in 2017 to collect comparable and reliable information on a European scale in the field of lifelong guidance and career development for informing improvements in national systems, policies, and practices. The network also generates new knowledge while offering members opportunities for peer learning and collegial exchange. Insights are shared on national developments and the national relevance of EU initiatives, independently of changes in national or European policy. CareersNet experts provide and analyse content for Cedefop's EU+ online Inventory of lifelong guidance systems and practices.

CareersNet will convene again remotely for its fifth annual meeting on 6 and 7 December 2021. The event partner this year is the Slovenian Government with the Ministry of

Education, Science and Sport Department of Educational Development and Quality. Each year the network partners with a European national institution responsible for career guidance and career development. In order to promote quality lifelong guidance and career development across Europe, this year the event has been added to the Slovenian Presidency calendar as an accompanying event.

<https://www.cedefop.europa.eu/en/events/fifth-annual-careersnet-meeting>

Monitoring and evaluation in lifelong guidance – towards future European standards?

Are resources available for effectively monitoring and improving guidance services that are fit for these purposes, and for evaluating outcomes and impacts at different levels? Are systems changing to meet evolving demands from clients, to enable a more diverse set of beneficiaries and to reach target groups – are integrated policy approaches and services becoming the norm? Can the costs and investments in supporting career pathways for adults be estimated? What are the important drivers having an impact on the shape of monitoring and evaluation processes in career guidance today? Which approaches are currently used and which data is collected and used? Can a common set of minimum standards be developed for all member states?

Through taking stock of the state of the art and existing models, indicators and approaches to monitoring and evaluation in career guidance, and in looking ahead to the future in the European context, this event has three main aims:

- To present selected results of Cedefop's study on support and incentives to learning and careers: monitoring and evaluation of career guidance and career development services. This includes presentation of research papers by external expert teams, findings from a pilot study conducted in Austria in 2021, and several illustrative cases from other European countries;
- To discuss a proposed monitoring and evaluation framework, and common European indicators, with invited participants including guidance experts and national providers of guidance services, and other key stakeholders;
- To exchange and generate new knowledge for building the evidence base on monitoring and evaluation in career guidance, including the results of career guidance and career development activities.

<https://www.cedefop.europa.eu/en/events/monitoring-and-evaluation-lifelong-guidance-towards-future-european-standards>

Initiatives

Study on entrepreneurship competence (ongoing)

The overall objective of the study is to shed light on how entrepreneurship competence is embedded in initial VET (school-based and work-based, including apprenticeships); it will also analyse continuing VET leading to formal qualifications. The findings will support policy-makers, social partners, VET providers and other stakeholders in promoting entrepreneurship competence.

Using the following research questions, the study will map and analyse how national (regional) policy translates into VET practices, complementing existing knowledge about methods, tools and approaches that support learning, teaching and assessing the entrepreneurship competence:

- To what extent and how do the dimensions of entrepreneurial learning ecosystems facilitate acquiring entrepreneurship competence in VET in Europe?
- What policies, methods, tools and approaches best support embedding entrepreneurship competence in VET?

Donor Committee for dual VET (DC dVET)

Publications

Formal and Informal VET in Sub-Saharan Africa: Overview, Perspectives and the Role of Dual VET

The new DC dVET Paper provides an overview with general information about VET in the Sub-Saharan Africa, the relationship between the formal and informal economy, formal and informal apprenticeships as well as options to improve the VET systems in the region.

Please find the publication on the DC dVET website : Formal and Informal VET in Sub-Saharan Africa.

https://www.dcdualvet.org/wp-content/uploads/DC-dVET_Dual-VET-in-Sub-Saharan-Africa_Anthony-Gewer.pdf

Newsletter on Cost-Benefit Considerations for Companies Engaging in Dual VET

In the recent DC dVET newsletter, we explore the relevancy and feasibility of cost-benefit analysis in the context of development cooperation by providing in-

depth information and resources, insights into concrete experiences and thoughts on potential alternatives.

DC dVET Newsletter – Cost-Benefit Considerations for Companies Engaging in Dual VET

Please sign up for the newsletter [here](#).

European Bank for Reconstruction and Development (EBRD)

Initiatives

Sector Skills Councils: The role of business in skills development

In July, the EBRD hosted a roundtable to look into the lessons learned from EBRD's support for Sector Skills Councils (SSCs), which have served as important bodies to promote inclusion and bridge the skills gap in certain sectors, including Property & Tourism, ICT, Agribusiness and Electoral Engineering. The EBRD has advocated for a leading role of the private sector to influence labour market policies, to bridge the gap between supply and demand and determine skills needs in the market. The roundtable gathered key stakeholders and partners to discuss the benefits and challenges of Sector Skills Councils (SSCs) as the structure that institutionalizes the role of the private sector in skills development.

MDB Platform on Forced Displacement and Economic Migration: Expanding Job Opportunities for Migrants: Bridging the mismatch between Labour supply and demand

EBRD is a member of the MDB Platform on Forced Displacement and Economic Migration, alongside six other MDBs. In October, the Platform convened to discuss expanding job opportunities for migrants, particularly with regards to bridging the mismatch between labour supply and demand. EBRD shared insights from its Refugee Response Programme, which ran from 2016-2020, including on our experience opening up access to employment and skills through private sector engagement. The session also discussed building on previous MDB collaboration, such as the joint MDB Statement presented at the Global Refugee Forum in 2019 which EBRD led efforts on and discussed future areas of collaboration.

Publications

Quality and effective apprenticeships: Commission takes stock of Member States' progress

The European Commission has published a report taking stock of how EU Member States are putting into practice the European Framework for Quality and Effective Apprenticeships (Aug 2021).

<https://ec.europa.eu/social/main.jsp?langId=en&catId=1147&newsId=10070&furtherNews=yes>

Adult education and training in Europe: Building inclusive pathways to skills and qualifications

This Eurydice report focuses on adult education and training in Europe. It investigates current approaches to promoting lifelong learning, with a particular emphasis on policies and measures supporting adults with low levels of skills and qualifications to access learning opportunities. These data have been complemented with qualitative and quantitative data provided by other organisations, including Cedefop, Eurostat and the OECD.

<https://op.europa.eu/en/publication-detail/-/publication/827fcd9c-1a8c-11ec-b4fe-01aa75ed71a1/language-en/format-PDF/source-232128473>

Events

European Alliance for Apprenticeships

10 Nov 2021

Live discussion: How sectoral social partners collaborate to promote and develop apprenticeships in hospitality and construction. Online

Graduate tracking

11 - 12 Nov 2021

Peer Learning event: The peer learning event aims to bring together decision makers and experts in national authorities to discuss how graduate tracking data can effectively be used to inform decisions at the different levels.

Take part in EAfA's high-level European Year of Rail conference, Vienna

09 - 10 Dec 2021

Webinar: Apprenticeship coalitions – experiences and advantages

On 16th September, the European Alliance for Apprenticeships (EAfA) held the webinar 'Apprenticeship coalitions: experiences and advantages'.

Live Discussion on Social inclusion

On 7th October, the European Alliance for Apprenticeships (EAfA) held the Live Discussion: 'How can apprenticeships be used as a tool for social inclusion? Inspiring practices that break stereotypes'.

European Vocational Core Profiles

28 October 2021

The stakeholder meeting discussed the draft concept of the European Vocational Core Profiles. The aim is to define a certain share of a common training content at European level and thus they have potential to significantly facilitate mobility of learners and workers, automatic recognition of vocational qualifications, and the development of joint VET qualifications and curricula.

Initiatives

Pact for Skills first anniversary

Pact for Skills - Employment, Social Affairs & Inclusion - European Commission (europa.eu)

On 10 November the Commission will publish news items on the web and on social media commemorating the first anniversary of the launch of the Pact for Skills. It will showcase experiences of existing skills partnerships and of individual members of the Pact enticing potential members to join.

<https://ec.europa.eu/social/main.jsp?catId=1517&langId=en>

Seventh online training: Apprenticeships: A first choice for all?

The European Alliance for Apprenticeships (EAfA) has launched a new online training module on making apprenticeships a first choice for young learners, adults and underrepresented learners. This is the seventh in a series of online training modules designed to provide insight into apprenticeship systems within the EU.

European Alliance for Apprenticeship Monitoring Survey 2019–2020

Survey on the implementation of pledges from EAfA Members for the period 2019 - 2020. In total, we received 115 responses from pledging organisations from 24 countries across Europe, including 17 EU Member States.

In December 2021, the Commission plans to adopt proposals for a Council Recommendation on Individual Learning Accounts (ILA) and a Council Recommendation on Micro-credentials for lifelong learning and employability. Both actions were first announced in the EU Skills Agenda in July 2020.

<https://ec.europa.eu/social/main.jsp?langId=en&catId=1147&newsId=10054&furtherNews=yes>

European Training Foundation (ETF)

Publications

Torino Process 2018-20

The key deliverables of the fifth round of the Torino Process include country reports and ETF assessments of countries' 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 countries of the Eastern Partnership: *Torino Process 2018–2020 online workshop: Torino Process in the Southern and Eastern Mediterranean region* – key findings and way ahead | Open Space (europa.eu) <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 initiatives focusing on 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* www.etf.europa.eu/en/publications-and-resources/publications/changing-skills-changing-world-understanding-skills-demand is available.

Ongoing study 'New forms of employment and platform work'

In 2021, the ETF gathered evidence through novel research methods (big data application - web scraping, API) on the new labour market trends and skills demand in the six Eastern Partnership countries (Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine),

particularly focusing on the size and extend of platform work in those countries. The study supports positioning the ETF in the global discussions on future of work and skills, and their policy implications for labour market and education and training.

ETF (2021), *New forms of employment in the Eastern Partnership countries: Platform work*, *The future of work – New forms of employment in the Eastern Partnership countries: Platform work* | ETF (europa.eu)

A regional summary could be read here: *The future of work: new forms of employment and platform work* | *Open Space* (europa.eu)

A similar study of platform work is being launched in the six Western Balkan countries (Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia, Serbia) for 2022, following the same approach and methodology used in the Eastern Partnership region. The results will be available by July 2022.

Youth studies

The ETF has completed several studies focusing on youth:

ETF (2021), *Youth in transition in the Southern and Eastern Mediterranean: Identifying profiles and characteristics to tap into young people's potential*, *Youth in transition in the Southern and Eastern Mediterranean: Identifying profiles and characteristics to tap into young people's potential* | ETF (europa.eu)

<https://www.etf.europa.eu/en/publications-and-resources/publications/youth-transition-southern-and-eastern-mediterranean>

ETF (2020), *Unlocking youth potential in South Eastern Europe and Turkey: Skills development for labour market and social inclusion*

<https://www.etf.europa.eu/en/publications-and-resources/publications/unlocking-youth-potential-south-eastern-europe-and-turkey>

European Skills and Jobs Survey (ESJS) in ETF partner countries

The ETF aims to build on the experience of Cedefop in the EU countries and extend the implementation of a nationally representative survey to selected ETF partner countries, to strengthen existing skills intelligence and explore new evidence on skills demand. Five to six country surveys will be carried out in 2022 with priority given to the six Western Balkan countries (Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia, Serbia), Israel and Turkey. In 2022, all country surveys will be implemented, and the following deliverables will be submitted to the ETF: national questionnaires, master

dataset, draft summary report with tabulations and visualisation and draft country profiles.

The launch of 'ETF Skills Lab Network of Experts'

In 2021, the ETF has worked to create a network of experts in the area of labour market analysis and research – mainly focusing on skills anticipation and changes in demand for skills, qualifications and occupations. The aim is to co-create, exchange, and disseminate labour market research and support a culture of skills anticipation. The official launch of the network will be done at an event on 21 October 2021, with the objective of bringing together experts from different institutions and countries in the area of labour market analysis and research.

Ongoing study 'Big Data for labour market intelligence'

The ETF launched a study on the use of Big Data for labour market intelligence. The result is the following guide. ETF (2019), Big data for labour market intelligence: an introductory guide

<https://www.etf.europa.eu/en/publications-and-resources/publications/big-data-labour-market-intelligence-introductory-guide>

Ongoing study 'Migration, human capital and labour market in the Western Balkans'

In 2020, the ETF started a study on 'Migration dynamics from human capital perspective in the Western Balkans' to look at the impact of migration on the skills pool and utilisation in the origin countries of the Western Balkans (Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia, Serbia). A regional dissemination event to present and discuss the results of cross-country synthesis report, which is planned as regional online conference on 1 December 2021.

Leitner, Sandra (2021), 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

<https://wiiw.ac.at/net-migration-and-its-skill-composition-in-the-western-balkan-countries-between-2010-and-2019-results-from-a-cohort-approach-analysis-dlp-5695.pdf>

Leitner, Sandra (2021), A skill-specific dynamic labour supply and labour demand framework: A scenario analysis for the Western Balkan countries to 2030, wiiw Working Paper No.200

<https://wiiw.ac.at/a-skill-specific-dynamic-labour-supply-and-labour-demand-framework-a-scenario-analysis-for-the-western-balkan-countries-to-2030-p-5820.html>

Since the Covid-19 outbreak, the ETF has launched several new work strands to capture immediate developments and provide targeted advice or share innovative solutions in response to the impact of the pandemic. One strand covers socio-economic dynamics and the impact of Covid-19 on the labour market and policy responses in terms of the crisis, post-crisis and recovery phases, with a focus on the role of ALMPs including skills development programmes, two cross-country reports were produced that looked at innovative practices of ALMPs during COVID-19, as well as to the effectiveness of the ALMPs in crisis and post crisis situations.

www.etf.europa.eu/en/publications-and-resources/publications/mapping-innovative-practices-field-active-labour-market

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>
- Abstracts of five literature studies conducted under CNL focusing on the academic literature review around five thematic focus areas underpinning innovation in teaching and learning (i.e. Educators and educators' qualifications, Learning environments, Personalised and differentiated learning, Digital and Online Learning, Curricula and key competences) (upcoming on ETF website).
- Abstract of the Formative Assessment Report (upcoming on ETF website)

ENE – ETF Network of Excellence

The ETF Network of Excellence is growing with more than 200 members joining since 2020 across the EU, ETF partner countries and Africa. Six sub-initiatives focusing on autonomy and public-private-partnerships, work-based learning, digitalisation, greening, social inclusion, entrepreneurship, bring members together in communities of practices activities and joint projects.

The first round of the self-assessment of ENE members is concluded

<https://www.etf.europa.eu/en/projects-campaigns/projects/vocational-excellence>

Baseline study report on Autonomy and PPP:

https://www.etf.europa.eu/sites/default/files/2021-07/coves_autonomy_in_forging_ppps.pdf

ETF Open Space blog [What are the benefits of CoVE autonomy in PPP ? | OpeyouSpace \(europa.eu\)](#)

Engaging enterprises in skills development

IAG (2021), Investing in Career Guidance, EN, FR, RU, ES <https://www.etf.europa.eu/en/publications-and-resources/publications/investing-career-guidance>

ILO, ETF (2021), Developing national career development support systems, EN Developing national career development support systems | ETF (europa.eu)

Events

Regional event on migration, human capital and labour markets in the Western Balkans

1 December 2021

European Alliance for Apprenticeships (EAfA) regional seminar for candidate countries

19 November 2021 (online).

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

10 November 2021

Interactive webinar on formative assessment sharing the developed guidelines and concrete examples on how to organise formative assessment as learning

February 2022

ENE Workshop on Social inclusion and Equity

end of November – beginning of December

Practice exchange community on excellence in Autonomy and PPP

December

Danube Region Platform on Centres of Vocational Excellence – a regional approach to cooperating on vocational excellence

30 November

7ème Forum Esprit entrepreneurial: Labelisation together with CNL

10 November 2021

[A full list of events is available Events | ETF \(europa.eu\)](#)

ENE – ETF Network of Excellence

The network currently brings together 217 COVEs in total (142 ETF from partner countries, 68 from EU MS, 7 from Africa) in 31 countries worldwide. It focuses on

exchanging good practice and innovation steering in the area of digitalization, autonomy and public private partnership, work based learning, going green, social inclusion and entrepreneurship. To join the network contact details at : [Network For Excellence | ETF \(europa.eu\)](#) Presentation of ENE Network: [EN, RU, FR](#)

Regional Qualifications Frameworks

There is a new dynamism related to RQFs - two significant RQFs are advancing in development (in Africa and in Latin America), and others are reflecting on their implementation and adaptation to new learning and skills demands in a world in rapid transformation (SADCQF and EQF). A new conceptual and methodological [Orientation Note of RQF](#) has been published by ETF and presented at ACQF Peer Learning Webinar n° 11, 23 September 2021. The ETF cooperates with Cinterfor in the reflection and capacity development of national stakeholders towards a new RQF in Latin America.

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

In accordance with the EQF Recommendation of 2017, a procedure has been developed to compare the EQF with other NQFs and RQFs outside the European Union. The ETF supports a piloting of the comparison of the EQF with the NQF in Ukraine, Morocco and the Southern African Development Community Qualifications Framework.

The African Continental Qualifications Framework (ACQF)

The ETF steers and coordinates the implementation of the ACQF Development project, supported by the EU Skills for Youth Employability Programme, a contribution to the wider African Union Skills Initiative for Africa (SIFA). The ACQF project is operational from September 2019 to September 2022. Work is progressing in developing the ACQF Policy and Technical document, the package of [10 ACQF Guidelines](#) and the new in-depth training programme for 2022. The [African Continental Qualifications Framework – ACQF](#) website with a rich set of features, analysis, information and functions was launched on 5 October 2021. The website will be further enhanced, notably with links to the e-learning management system, and surveys with stakeholders. ACQF will be the largest RQF globally, involving 55 countries and 8 regional economic communities.

SADC Qualifications Framework

A new study was launched in September 2021, organised and conceived in partnership between the ETF and the SADC Secretariat to analyse the status of implementation of SADCQF and to identify drivers of change and demands requiring review and adaptation for the improved

performance and impact of the framework at national, regional and continental levels. The first draft report will be discussed by TCCA in November 2021. All 16 SADC Member States are involved in the research activities. Findings and recommendations of the study are likely to contribute to the preparatory activities of the planned pilot comparison between SADCQF and EQF.

ETF qualifications database

The ETF has launched a project to create an ETF qualifications database, which will be an online tool that allows ETF partner countries as well as other interested countries to share, search and compare their qualifications and monitor their development. The aim is to assist countries in developing their national databases of qualifications and link them with the developments at the European level.

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, yet focused range of policy areas of importance to human capital development and lifelong learning.

Creating New Learning initiative (CNL)

The aim of CNL is to identify solutions that could be applied to boost innovation in vocational teaching and learning in different national contexts of ETF partner countries, relevant to the needs of teachers, learners, and policy makers. It is a holistic action combining several HCD themes, and spanning the topics of learning, teaching, curricula, key competence, teacher training and educator qualifications, distance and digital learning, formative assessment and more.

Launching of innovative partnerships

CNL aims to identify and analyse innovative trends in teaching and learning as well as the conditions that foster and boost innovation, focusing on VET and skills development in the ETF's partner countries from a lifelong learning perspective. The focus of this analysis are innovative practices in teaching and learning. A participatory approach will be applied involving practitioners from the research design to the validation of the results of implementation of innovative practice. Based on the data collected, case studies will be

developed. These case studies will not only be used to communicate different forms of innovation but will be subject to a cross-analysis to answer the CNL research questions.

Online Community of Innovative Educators

The ETF's online Community of Innovative Educators has been launched. The Community aims at fostering the promotion, discussion, validation and adoption of innovative teaching and learning practices among teachers, trainers and other education professionals. It is hosted on the *ETF's OpenSpace online platform* and focuses on innovation aspects in teaching and learning in the ETF partner countries and globally, from personalised learning to digital learning, from new learning environments to key competences for lifelong learning. To value both grassroots innovation and international collaboration, the community will organise and promote activities in the ETF partner countries (in national languages), as well as international cooperation through events, innovation practice award competitions and knowledge exchange. Eight online events, online posts and discussions are foreseen until end 2021 and beyond.

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 learning tool produced in close partnership with the European Commission's Joint Research Centre.

<https://www.etf.europa.eu/en/projects-campaigns/activities/teacher-booster>

Design of a network of SELFIE Coordinators in collaboration with JRC Supporting the green transition

The ETF launched a new activity focusing on supporting the green transition, this included a call for good practice *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. ETF is cooperating with UNICEF ECARO – on a new study on youth's opinions on LLL, 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)*

International Labour Organization (ILO)

Publications

Digitalization of national TVET and skills systems: Harnessing technology to support LLL

The new report describes and updates the picture of digital TVET, providing an overview of the issues surrounding digitalization in skills systems. It gives an introduction to key frameworks and tools; concrete examples of national initiatives, adaptable digitalization models, and practical guides; as well as provides initial guidance on implementation to deploy a strategic approach to the digitalization of national TVET and skills development systems at the country level.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/5122>

ILO Skills System Assessment Tool

The performance of skills systems can be assessed through different approaches that draw on both quantitative and qualitative sources of data and tools. This guide provides a series of questions that can be used to identify key issues and challenges in the systems and thus provide a foundation upon which further research and analysis can be done.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/5092>

A Resource Guide for Sector Skills Bodies

Sector Skills Bodies (SSBs) aim to increase and strengthen the involvement of industry in the way skill systems are governed and operate. This Resource Guide has been developed for those organizations and individuals involved in the establishment of sector skills bodies. It covers the issues that need to be addressed when establishing and operating tripartite SSBs, examines the different mandates and structures that have been adopted internationally and presents a number of key actions that will improve the likelihood of sustainable SSBs being established.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/4998>

Promoting Social Cohesion and Peaceful Coexistence in Fragile Contexts through TVET

This facilitator handbook has been developed to accompany the Promoting Social Cohesion and Peaceful Coexistence in Fragile Contexts through TVET guide

to help trainers and facilitators integrate participatory/experiential learning approaches during the planning and delivery of the training of trainers programme. The Guide is now also available in French.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/5000>

Rapid Assessment of Skilling and Reskilling needs arising from the effects of COVID-19

This skills survey report provides practical and actionable recommendations that can help limit the career-scarring effects of the pandemic on workers through the provision of skilling and reskilling measures. The report also provides skills-related actionable recommendations for the economic recovery of the companies in the subsectors that were assessed.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/5078>

Towards decent work for young refugees and host communities in the digital platform economy in Africa: Kenya, Uganda, Egypt

This report explores job creation in the gig economy from the unique experiences and perspectives of youth and refugees, as well as from the viewpoint of digital labour and e-commerce platforms, digital training providers, start-up incubators, social partners, and policymakers.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/4979>

Pre-apprenticeship programs (PAPs) for Latin America and the Caribbean during and after the COVID-19 crisis

The objective of this report is to provide a starting point for a transformation process in the VET systems in Latin American and the Caribbean, to offer attractive educational solutions for different groups of young people, and to lay a solid foundation for developing a future skilled workforce that meets the requirements of the private sector translating into growing economies in the region. Also available in Spanish.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/4977>

Global framework on core skills for life and work in the 21st century

The global framework on core skills for life and work in the 21st century contributes to ILO's efforts in promoting personal and professional development for all, through lifelong learning. A thorough literature review of international and national core skills frameworks and an analysis of the impact of the global drivers of

transformative changes on the world of work has been conducted to distill the most important core skills necessary to adapt to the future of work.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/4944>

Policy briefs

Tripartite Sector Skills Bodies

Sector Skills Bodies (SSBs) aim to increase and strengthen the involvement of industry in the way skill systems are governed and operate. This policy brief outlines some of the issues that need to be addressed when establishing and operating tripartite SSBs, examines the different mandates and structures that have been adopted internationally and presents a number of key actions that will improve the likelihood of sustainable SSBs being established.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/4983>

Pathways to Employment: What works, what does not, and how can we innovate?

This policy brief highlights the mandate and role of the ILO in actualizing decent employment opportunities for the Egyptian youth and workshop objectives. It provides policy and programme-related recommendations to help promote and achieve sustainable employment in Egypt.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/4980>

Technical note - Vocational training for the social rehabilitation of people deprived of liberty and released from prison (Spanish only)

This work is the result of an exploratory study developed by ILO/Cinterfor on vocational training policies and programmes developed in Latin America and the Caribbean within the framework of joint action between prison systems, institutions that support freed persons and vocational training institutions.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/5084>

Financing and incentives for skills development: making lifelong learning a reality?

Despite the many documented benefits of lifelong learning (LLL) for individuals, enterprises and societies, its levels still remain lower than needed, due to significant funding gaps. This policy brief discusses options for

funding and incentivising LLL, analysing the benefits and challenges of available options.

<https://www.skillsforemployment.org/skpEng/knowledge-product-detail/4935>

Events

25 November - 109th Session of the International Labour Conference – General Discussion on Skills and Lifelong Learning

Organization for Economic Co-operation and Development (OECD)

Publications

Implications of the COVID-19 pandemic on VET was published in June 2021

A report on the implications of the COVID-19 pandemic on VET was 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. The launch of the report was accompanied by webinars in *English* and *French*.

<https://doi.org/10.1787/55afea00-en>

Skills Outlook “Learning for Life”

The 2021 edition of the Skills Outlook “Learning for Life” was launched in June 2021. 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 were presented.

<https://doi.org/10.1787/0ae365b4-en>

Action Plan for Adult Learning in Latin America

An Action Plan for Adult Learning in Latin America will be published in October 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/>

Opportunities and challenges of using AI for training

A working paper on Opportunities and challenges of using AI for training will be published in November 2021. Using AI for training has the potential to increase training participation, including among currently underrepresented groups, by lowering some of the barriers to training that people experience and by increasing training motivation. Moreover, certain AI solutions for training can improve the alignment of training to labour market needs, and reduce bias and discrimination in the workplace. Nevertheless, realizing the benefits of AI and ensuring that using AI for training has beneficial outcomes for all requires overcoming challenges in terms of digital skills, trust, technology, data and finances

Events

Conference on Innovative Approaches for Future-Ready Adult Learning systems

On 27-28 January 2022, the OECD will hold a Conference on Innovative Approaches for Future-Ready Adult Learning systems. The conference will bring together policy makers, local government, training providers and other practitioners to discuss innovative initiatives to implement 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

Priorities for Adult Learning dashboard

The Priorities for Adult Learning dashboard now includes a set of country profiles describing relevant adult learning policies. The dashboard allows benchmarking adult learning systems along a number of key dimensions. It can be found here: <https://www.compareyourcountry.org/priorities-for-adult-learning>

Skills Profiling tool

A Skills Profiling tool for use by career guidance providers is being developed in English, Spanish and Portuguese and will be launched for use in January 2022. Using a combination of methods, the tool assesses literacy, numeracy, basic digital skills, and a set of soft and

technical skills. The assessment takes about 25 minutes to complete and provides three sets of results: the user's skills profile, how his/her skills compare with those of people in the same country, education or age group; and a list of potential occupations that match the user's skills profile.

International assessment of professional skills of students in VET programmes (PISA-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 assessment appropriate instruments, targeted skills/occupational areas and of the target population.

Professional tertiary education

An ongoing 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 findings will be published in spring 2022.

VET Facing the Future"

This project 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.

Preparing teachers and trainers in VET

This project will look at how VET teachers and in-company trainers are prepared for their role, both in terms of entry requirements and the content and delivery of initial training. It will look at how countries manage to find the right balance between equipping teachers and trainers with a comprehensive set of skills to prepare them for training and supporting students and allowing for sufficient flexibility to avoid entry barriers to the teaching and training profession. The project will focus on case studies from Canada, Denmark, Germany, the Netherlands and Norway.

Publications

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

Publication 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. https://unevoc.unesco.org/pub/skills_forecasting_in_the_south_mediterranean_region.pdf

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.

Events

Technical and Vocational Education and Training International Conference

UNESCO will hold an International Conference under the theme "Transforming Technical and Vocational Education and Training (TVET) for successful and just transitions" on 7 and 8 December 2021. The event organised in consultation with Member States, International Organisations, partners and stakeholders in TVET Institutions will be held online.

The conference is premised on findings and outcomes based on the *UNESCO Strategy for TVET (2016-2021)* and the transformation that TVET has undergone in the

recent years while considering post pandemic effects. Discussions will explore the findings and outcomes and spearhead thinking towards digital transformation and greening of economies and labour markets and implications for TVET and shaping a new UNESCO Strategy for TVET (2022–2029). Event link: <https://events.unesco.org/event?id=1304288987&lang=1033>

BEAR II

On 12 November 2021, UNESCO hosted a regional training workshop on the newly developed TVET manager training programme in the framework of the BEAR II project. The workshop provided training to TVET trainers from Ethiopia, Kenya, Madagascar, Tanzania, and Uganda. It aimed at (i) fostering the knowledge, skills and competencies of trainers, (ii) improving their understanding of best practices in delivering adult training, and (iii) sharing experiences and case studies related to specific manager training programme modules across the five countries.

Link to webpage: <https://en.unesco.org/themes/skills-work-and-life/bear>

Initiatives

The sustainability of the Youth Employment in the Mediterranean (YEM) project

After the termination of the YEM project in July 2021, funded by the European Union, the strategy of the sustainability of the project has been developed. The activities under 3 components (**Component 1. Strengthen national capacities for skills needs anticipation and assessment; Component 2 Use results of skills anticipation and assessment to improve quality and promote attractiveness of TVET pathways, especially for women; Component 3. Develop regional cooperation in the field of TVET**) of this project are being followed up by the expert partners together with UNESCO officers in the 8 YEM beneficiary countries.

Under the component 1 of the YEM project, to strengthen the skills anticipation in Algeria, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, and Tunisia - together with our ITC-ILO partners we will organize a community of practice sessions for the ITC-ILO participants which took ITC-ILO's "Skills Anticipation and Matching" online training course. In addition, it should be mentioned that on early November 2021, ITC-ILO partners have distributed the certificate of achievement to more than 60 participants of the "Skills Anticipation and Matching" online training and coaching course.

Under component 2 of the YEM project, the sustainability of the PIX activity in the YEM beneficiary countries are being insured as well. PIX have started the follow up webinars which combine a technical guidance on the *PIX*.

orga platform. On 8-10 September 2021, the webinars were conducted in Tunisia and Morocco where trainers and heads of institutions were coached and guided. In the following months the similar webinars are planned for Israel, Jordan, and Lebanon.

Under component 3 of the YEM project, in the coming up month over 10 Manuals and Guidelines will be made available in three languages (English, French and Arabic) and will be published for the public use on the UNESCO website and YKP platform. Furthermore, for a better understanding of the skills and employment mismatch in the job market of the YEM countries and boosting the regional cooperation among beneficiaries, a survey on the YEM Skills Panorama has been made available on the YKP platform, please click [here](#) for more information.

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) – and was extended to July 2021.

Find out more about the event:

<https://events.unesco.org/event?id=1304288987&lang=1033>

Global Skills Academy

The Global Skills Academy has shifted to the next phase beyond pilot (July 2020 – July 2021). As part of the proposed new UNESCO Strategy for TVET (2022–2029), the GSA is working for the development of a sustainable project. The need for readily accessible quality training content will not fade away once the pandemic comes to end. As new channels of implementation are currently explored, UNESCO also wishes to engage with partners to collaboratively define relevant monitoring mechanisms. Therefore, UNESCO encourages the partners to collaborate further and support the shaping of a sustainable version of the Global Skills Academy, both driven by the current and future skills needs.

As of November 2021, the GSA has mobilized over 170 TVET institutions in over 55 countries, including 18 in Africa, 7 in Europe and North America, 16 in Asia and the Pacific, 9 in Latin America and the Caribbean, and 5 in the Arab States. Over 17 partners from the Global Education Coalition (GEC) have joined the GSA, providing offers that cover a wide range of technical, digital, task-oriented, as well as cognitive, creative, social and emotional skills. The overall target is to reach 1.000.000 young people to help them increase their rate of employability and help

them thrive as labour markets recover from the Covid-19 pandemic.

BEAR II

Development of a regional entrepreneurship framework and training manual in BEAR II countries

In 2022, the Better Education for Africa's Rise project (BEAR II), a joint initiative between UNESCO and the Republic of Korea, will enhance the entrepreneurship skills and competencies of youth in Ethiopia, Kenya, Madagascar, Tanzania, Uganda by (i) assessing the current state of entrepreneurship training in target countries, (ii) elaborating new frameworks, methodologies and approaches to entrepreneurship training, and (iii) developing entrepreneurship training curricula across the region. This initiative will contribute to the efforts of governments in beneficiary countries aimed at better integration of TVET graduates into nation labour markets through improved self-employment.

Development of a harmonized regional approach to career guidance and counselling in BEAR II countries

In the first half of 2022, the BEAR II project plans to develop a regional career guidance policy framework for TVET across the five beneficiary countries – Ethiopia, Kenya, Madagascar, Tanzania, and Uganda. The initiative will support the youth in terms of having a better perception on the career guidance and counseling. Furthermore, it will help career professionals to improve their approaches and methodology towards TVET career development and guidance with respect to young people in secondary, tertiary, and higher education. The harmonized approach will also enable career guidance for counsellors, advisers, teachers and policy makers to achieve a better coordination in TVET institutions by considering the demands and preferences of learners.

UNESCO-UNEVOC

Publication

Technical and vocational education and training for disadvantaged youth

This discussion paper maps some of the main barriers disadvantaged youth face in TVET and examines available evidence on strategies and approaches that are being used or can be used to meet the needs of disadvantaged youth. The paper discusses these barriers using a framework that looks at '4As': availability, accessibility, acceptability and adaptability.

<https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6492>

Events

BILT Learning Forum

New qualifications and competencies: Building the future of TVET, 7-9 December 2021.

The online Learning Forum is the flagship event of the BILT project. The Forum will wrap up the first project phase on the overarching theme of new qualifications and competencies in TVET.

<https://unevoc.unesco.org/bilt/BILT+Learning+Forum+December+2021>

UNESCO-UNEVOC TVET Leadership Programme 2021

Skills for the digital transformation: How TVET institutions can respond to future demands, September and November 2021.

The 2021 edition of UNESCO-UNEVOC's TVET Leadership Programme brought together 62 TVET leaders and managers from more than 40 countries and supported them to become effective agents of change in their institutions and beyond. Unlike previous years, where the programme took place face-to-face at the UNESCO-UNEVOC International Centre in Bonn, Germany, the 2021 edition was delivered fully online in two batches.

<https://unevoc.unesco.org/home/Launch+of+the+2021+UNESCO-UNEVOC+TVET+Leadership+Programme>

Capacity-building webinars on entrepreneurial learning in TVET

On September, October and November 2021, UNESCO-UNEVOC and the Austrian Federal Ministry for Education and Skills (BMBWF) jointly organized three webinars focused on 'Entrepreneurial learning in TVET'. This webinar series built upon UNESCO-UNEVOC's existing work in this area by offering interactive sessions structured around its practical guide on entrepreneurial learning for TVET institutions.

Link to the online practical guide: <https://unevoc.unesco.org/elg>

BILT Learning Lab

Adapting and Integrating the ASEAN In-Company Trainer Standard in Thailand, TPQI, 19 October 2021. BILT Learning Labs are an opportunity for TVET stakeholders to explore specific 'Innovation and Learning Practices' from Africa, Asia-Pacific and Europe. This example showcased the practical adaptation and integration of new competencies – what was done to adapt national competence requirements in Thailand to international frameworks.

<https://unevoc.unesco.org/bilt/Learning+Lab+--+TPQI>

Matching webinars for the UNEVOC Network

On September and October 2021, UNESCO-UNEVOC is collaborating with a few private companies and development partners to provide training opportunities for UNEVOC Centres. In September 2021, a series of 'matching webinars' was launched as a platform for companies to share their trainings with interested UNEVOC Centres. The trainings offered focus on the needs of four target groups – teachers/trainers, institute leaders/coordinators, job seekers and students/trainees.

<https://unevoc.unesco.org/home/Matching+webinars+for+UNEVOC+Centres>

Skills in Action Photo Competition 2021

On 15 July 2021, UNESCO-UNEVOC invited photographers from around the world to capture unique moments highlighting skills in action. The more than 300 submissions focused on how TVET is equipping young people with skills for digital, sustainable and inclusive futures.

<https://unevoc.unesco.org/home/Skills+in+Action+Photo+Competition+2021>

Webinar on sustainable development and greening TVET

On 29 June 2021, UNESCO-UNEVOC and UNESCO's International Institute for Educational Planning (IIEP-UNESCO) co-organized a two-hour webinar for selected francophone African countries to raise awareness about the concepts of greening TVET and discuss the opportunities for TVET institutions to mainstream sustainable development.

<https://unevoc.unesco.org/home/UNEVOC+IIEP+webinar+on+greening+TVET>

World Bank

Publication

At Your Service?: The Promise of Services-Led Development

This book assesses the scope of a services-driven development model and policy directions that maximize its potential. It stresses the need for reforms and substantial investments to enable countries to leverage their potential through reducing barriers to services trade, mastering new technologies, raising skill levels, and targeting potential links to related sectors.

<https://openknowledge.worldbank.org/handle/10986/35599?deliveryName=DM119942>

Demand for digital skills in Sub-Saharan Africa

This report presents an analysis of the supply of and demand for digital skills in five countries in Sub-Saharan Africa: Côte d'Ivoire, Kenya, Mozambique, Nigeria, and Rwanda.

https://www.ifc.org/wps/wcm/connect/b5ad161e-a2e2-4010-86f2-54717e68b239/Demand+for+Digital+Skills+in+SubSaharan+Africa_web.pdf?MOD=AJPERES&CVID=nEldzv7

The Fast Track to New Skills: Short-Cycle Higher Education Programs in Latin America and the Caribbean

This report explores the labor market outcomes and returns of short-cycle programs, examines their providers, and identifies the practices adopted by the best programs.

<https://openknowledge.worldbank.org/handle/10986/35598>

The Power and Roots of Aspirations: A Survey of the Empirical Evidence

This paper reviews the growing literature on aspirations, the range of outcomes they influence, the factors that shape them, and how to measure them. The paper argues that there is compelling evidence to consider aspirations as a useful lens to analyze human behavior and development outcomes, at the individual and aggregate levels, in poorer and richer countries.

<https://documents1.worldbank.org/curated/en/332481625231659043/pdf/The-Power-and-Roots-of-Aspirations-A-Survey-of-the-Empirical-Evidence.pdf>

Education Quality, Green Technology, and the Economic Impact of Carbon Pricing

This study estimates the effect of education quality on economic outcomes and emissions reduction. It argues that investments in education quality are needed for better enabling green technological innovation and adaptation and reducing inequality that results from carbon pricing.

<https://documents1.worldbank.org/curated/en/580021634238409921/pdf/Education-Quality-Green-Technology-and-the-Economic-Impact-of-Carbon-Pricing.pdf>

Resilience: Cultivating Emotional Resilience among Youth to Boost their Employment Prospects

This note highlights six strategies to cultivate emotional resilience among youth, drawn from discussion with global experts and practitioners of youth employment programs.

https://www.s4ye.org/sites/default/files/2021-10/S4YE%20Discussion%20Note%20on%20Emotional%20Resilience%20_Final_0.pdf

Blogs:

Optimizing vaccine delivery by teaching healthcare workers digital skills

This blog outlines the digital skills and capabilities that community health workers need to acquire to develop, operate, maintain, and sustain the underlying databases, services, systems, and infrastructure necessary for the tools to work correctly.

https://blogs.worldbank.org/digital-development/optimizing-vaccine-delivery-teaching-healthcare-workers-digital-skills?cid=SHR_BlogSiteShare_EN_EXT

How to provide online learning and skills training to youth in low-bandwidth areas

As part of a new Solutions For Youth Employment (S4YE) Knowledge Brief, this blog highlights five different strategies that organizations across the world are using to effectively reach youth in low bandwidth areas.

<https://blogs.worldbank.org/jobs/how-provide-online-learning-and-skills-training-youth-low-bandwidth-areas>

Reimagining youth skills development for an inclusive recovery

In observance of the 2021 World Youth Skills Day, this blog reflects on the huge agenda for skills development for youth around the globe and the role of EdTech in reimagining learning in TVET systems.

<https://blogs.worldbank.org/education/reimagining-youth-skills-development-inclusive-recovery>

Regional priorities for skills and technical education in the Eastern Caribbean States amid COVID-19

This blog shares the findings of a survey conducted in Eastern Caribbean States' national colleges to evaluate the main challenges they are facing amid the COVID-19 pandemic and priority areas to develop a regional response.

<https://blogs.worldbank.org/latinamerica/regional-priorities-skills-and-technical-education-eastern-caribbean-states-amid-covid>

Youth empowerment: Reimagining and transforming skills development in Western and Central Africa

Ekua Nuama Bentil and coauthors present the Regional Education Strategy (2022-2025) that will address challenges on skills development and young women's empowerment in Western and Central Africa.

<https://blogs.worldbank.org/african/youth-empowerment-reimagining-and-transforming-skills-development-western-and-central>

How do we know if college students have the skills of the future? - The “DESCAES” skills assessment offers an answer

This blog introduces the DESCAES assessment, a standardized, online test that can diagnose skills and measure competencies using task-based exercises that confront the student with real situations. It also presents the main results of its application to students and teachers in Ecuador’s public system of technical and technological institutes.

<https://blogs.worldbank.org/education/how-do-we-know-if-college-students-have-skills-future-descaes-skills-assessment-offers>

Events

WorldSkills Conference 2021

October 25-29, 2021

This event brought together experts to discuss the effect of the pandemic on VET and how skills can address some of the world’s pressing challenges, such as climate change, poverty, or the future of work.

<https://worldskillsconference.com/2021/>

World Health Organization (WHO) Academy

Initiatives

Global experts participating in the WHO Academy’s development of a global framework for the recognition of lifelong learning in health recently convened to offer feedback on some of the distinct challenges that emerged within the Delphi process. The overall research objective is to establish acceptable global standards for recognition of lifelong learning, which could be used as a foundation to build an approach to learning recognition through credentialing both within and outside the WHO Academy. The landscape of lifelong learning for trained health workers is varied and unclear worldwide and continues to be delivered in some countries in an ad hoc, top-down approach. This framework may bring greater clarity on expectations, and how lifelong learning is recognized, so that all providers of continuing education who wish to participate in the WHO program may look towards these standards as an agreed and acceptable approach. A framing discussion was provided by Emeritus Professor

Beverley Oliver, author of the draft UNESCO paper, A conversation starter: Towards a common definition of micro-credentials.

WHO Academy - <https://www.who.int/about/who-academy/>

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