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

Newsletter - OCTOBER 2022

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

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## 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*) the Inter-American Development Bank (*IADB*), and 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.

A [policy brief on using big data for skills policy](#) has been published in early 2020. 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 events

##### Hybrid international conference and launch of the UNESCO strategy for TVET 2022-2029

UNESCO and UNEVOC will organize a hybrid international conference over two days in Bonn, Germany on 25 and 26 October 2022.

The new strategy sets out a roadmap for 'Transforming technical and vocational education and training'. The international conference is being held in a hybrid format both in person and via an online streaming platform that is accessible to all. [Link](#)

#### Global online event: Global Careers Month

The Inter-Agency Career Guidance Working Group (IAG CGWG), composed by Cedefop, the European Commission, ETF, ILO, OECD, UNESCO and World Bank will organise a virtual Global Careers Month from 8 November to 12 December 2022.

During this period, the international agencies will promote a series of global and regional level events, in partnership with national and regional associations operating in the area of career development as it relates to both young people and adults.

The objectives of the planned activities are to:

- Raise awareness about the role and importance of effective career guidance to enable access to decent work, careers and support growth efforts during economic recovery;
- Identify shared challenges to the development of career guidance systems as well as local specificities linked to local contexts;
- Showcase high quality and innovative solutions to promote career development support in diverse contexts and for learners at different stages in their educational and career pathways;
- Disseminate research undertaken by the collaborating agencies on the design and delivery of effective career guidance.

A webpage with registration details will be launched soon.

#### Joint activity

##### 2023 joint Cedefop/OECD symposium on Apprenticeships and the digital transition and relevant Call for papers

Cedefop and the OECD are organising their third joint symposium on Apprenticeship and the digital transition, on 15 and 16 June 2023 in Thessaloniki. The event will explore the links between apprenticeships and the digital transition, and their implications for policy making, bringing together policy makers, practitioners and researchers from around the world. The call for papers on new research or analysis of practices on the topic is now published. Authors will have time until 1 November to submit their abstract. Selected papers will be included in the joint Cedefop/OECD publication on the same topics and/or will be presented during the 2023 symposium.

Links:

- [2023 joint Cedefop/OECD symposium on Apprenticeships](#)
- [Call for papers](#)

## Global Lifelong Learning Summit, 1-2 November Singapore

The Summit is organised by the government of Singapore with the support of the OECD, UNESCO and the ILO. It will bring together policy makers, practitioners, social partners and the broader set of stakeholders in the lifelong learning domain to discuss emerging challenges and good practices. Dissemination about the event and registration procedure should start soon.

### Joint initiatives

#### G7 Leaders Commit to Increase the Share of “Green” Employment and Skills Promotion Programmes

At the Elmau summit 2022, under the German presidency, G7 leaders committed to *“increase the share of ODA employment and skills promotion programmes that is directed specifically towards green sectors and greening traditional sectors [until 2025], in alignment with our emerging and developing partner countries’ strategies and subject to our budgetary processes”*. As there are still no uniform guidelines or systems in place that can measure the share of green jobs and green skills in international development cooperation, BMZ is currently working together with ILO and OECD to develop harmonized, lean tracking and monitoring systems.

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#### Initiative with UNIDO LKDF and UNESCO-UNEVOC

UNIDO LKDF will initiate a cooperation with UNESCO-UNEVOC through an Inter-Agency Agreement to implement some activities aimed at enhancing the capacity of TVET institutions through a technical assistance package, as part of the global initiative on *“Building resilience in TVET for a just and green transition”* led by UNESCO-UNEVOC and funded by GIZ.

#### 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 have completed a draft report, 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.

Report authors are incorporating comments received from the three partner institutions and are finalizing plans for the report launch.

## German Federal Ministry for Economic Cooperation and Development (BMZ)

### Publications

#### Skills and Labour Market Transitions for Refugees and Host Communities

The study is a joint collaboration of the United Nations High Commissioner for Refugees (UNHCR), International Labour Organization (ILO), Finn Church Aid (FCA) and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ).

It examines the TVET systems and programs in Ethiopia, Jordan, Kenya, Sudan and Uganda. The study identifies good practices related to TVET measures for refugees and internally displaced people (IDPs), as well as their host communities, and their transition to the labour market. Based on the context in each country, conclusions and national recommendations are formulated. The publication also offers “Global Recommendations” on different fields of action e.g. Teacher Training and Training of Trainers, Labour market orientation as well as Gender equality and inclusion of vulnerable groups.

During the Transforming Education Summit (TES) in New York City, on September 17, 2022, the study was officially launched. In a joint hybrid event including government officials, speakers from the different agencies and a Congolese refugee, now blacksmith and teacher in a refugee settlement in Uganda, participants were introduced to replicable best practices and discussed several topics regarding TVET in forced displacement, e.g. the question “Why is it important to work with and through the TVET system of the host country?”

From the practical experience of the GIZ-implemented project, “Qualification and Employment Perspectives for Refugees and Host Communities in Ethiopia” (QEP), it became visible that this approach can be the slower

but more effective way in the long run. The event was concluded by closing remarks from BMZ.

Link: [Joint study "Skills and labour market transitions for refugees and host communities"](#)

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### Training Nurses for Germany – Part of Development Cooperation's Remit?

In many developing countries, people lack good employment prospects. Jobs and incomes that can feed families are rare - a breeding ground for social discontent. At the same time, there is an urgent need for skilled workers in Germany. This results in people making their way to Germany, often without the necessary technical training. South-North skilled worker migration is a global reality. Should German development cooperation in TVET help to shape this migration? The healthcare sector is a prime example of the potential this type of commitment has but most strikingly of its limits too. [Link](#)

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### Factsheet Education 2021

The KfW published a Factsheet on Education with information about the topics of education in partner countries of financial cooperation, the current education portfolio and a project in Indonesia on the Human Capital Development Programme. [Link](#)

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### Publication series of Sector Project TVET, Volume 4 'Teachers and Trainers Matter: Skills Development for TVET Personnel in German Development Cooperation'

Well-qualified vocational training personnel are key to high-quality TVET provision that is relevant to the labour market. Moreover, teachers at vocational colleges and the managers and in-house instructors of private companies play a decisive role in implementing reforms in the respective TVET systems. This fourth volume of TVET background materials examines 10 practical examples of German development cooperation and analyses the challenges for TVET instructor training in the respective partner countries. The findings of the analysis are summarised in recommendations for action for development-oriented advice and for the design of projects.

Link: [Publication series of Sector Project TVET Vol. 4](#)

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### Skilling for an IT-enabled Future of Work

Presented in a previous issue of this newsletter, the BMZ funded GIZ project "Future of Work" completed their country studies on the future of work in Rwanda and India. Using a scenario development approach, the studies look at the transformation of their economies and labour markets induced by technological changes and how they can be actively shaped to create more and better jobs. With a view to current developments on various trends such as platform work or the outsourcing of IT-enabled services, one of the guiding questions was, how people can acquire the skills necessary for the digitalization of work. The publications provide practical examples as well as concrete recommendations for political decision makers.

Links:

- [India: GIZ\\_2022\\_Digitalisation-and-the-Indian-Labour-Market.pdf \(bmz-digital.global\)](#)
- [Rwanda: GIZ\\_2022\\_Rwandan-Jobs-in-the-Digital-Era.pdf \(bmz-digital.global\)](#)

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### Green Recovery with Jobs through Employment Policies

These Guidelines assist ILO constituents and supporting technical specialists to design and implement employment policies that enhance a green recovery from the Covid-19 crisis and also contribute to a just transition over the long term. The report has been funded by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Sector Project "Employment Promotion in Development Cooperation", on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ). [Link](#)

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### New Edition of GIZ's Employment Promotion Handbook

The handbook "Full and productive employment and decent work for all" aims to provide support for policy makers and development cooperation practitioners regarding the central role of employment for poverty reduction, improved living standards, productivity, economic development, and social cohesion. It encompasses established and new conceptual approaches developed in German and international development cooperation in the realm of employment and offers insight into experience gained from measures that have been implemented. [Link](#)

## Events / webinars

### Global Challenges – Global Solutions: The Future of Work Podcast

#### The podcast Global Challenges - Global Solutions:

The Future of Work explores the current state and transformative changes that will affect the future of work. The topics are largely derived from megatrends that are impacting the world of work today, as well as labour market policies that are transforming economies for a new and better world of work. The 10 planned episodes exclusively at the intersection of employment and digitalisation complement the ILO Employment Department's existing podcast series. Among other topics, it explores labour market skills needs, and how education, training and lifelong learning can effectively skill and re-skill workers throughout their lives in an evolving and increasingly digitalized labour market.

Link: [Podcast series: Global challenges – Global solutions: Skilling, re-skilling, digitalization and the future of work \(ilo.org\)](#)

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### ADEA Triennale 19-21 October 2022 Mauritius: "Reflecting on the Impact of COVID-19 on Africa's Educational Systems, and How to Build Resilience to Sustain the Development of Skills for the Continent and beyond"

The Association for the Development of Education in Africa (ADEA) Triennale is one of Africa's most important forums for policy dialogue in education. At the official opening ceremony, the German Minister for Economic Cooperation and Development, Svenja Schulze, will give a speech (via video) to demonstrate Germany's high interest in this important event.

On October 19, 2022, from 11.45 pm to 1.15 pm (GMT+4) GIZ will host a hybrid session on "Rethinking TVSD for Africa's Jobs of the Future" focusing on green TVET and digitalization in TVET. [Link](#)

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### Virtual Event "Vocational Education and Resilience"

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) is pleased to invite you to a virtual event (English Language) on November 24, 2022 from 3 pm to 5 pm (CET) to present the Desk Study "Vocational Education and Resilience".

Topic: How can partner countries of German development cooperation better deal with imponderable and unpredictable crises in education on the long term? How is it possible to continue training and further technical vocational and

educational programs at a high level even in times of crisis? The Sector Project TVET of the GIZ presents the desk study and summarises the relevant factors for strengthening resilient and thus sustainable TVET systems.

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## Initiatives/Special initiatives related to Covid19

### Training and Sustainable Growth for Good Jobs: KfW and ADB Provide almost USD 1 Billion for Needs-based Vocational Training

The Indonesian government has launched a "National Medium Term Development Plan" (RPJMN) for 2020-2024, which also includes guidelines for human resource development. A comprehensive 3-phase programme, designed jointly with the Asian Development Bank (ADB) and KfW Development Bank, focuses on reforms in the areas of education, skills development, health and social protection. In a third area, guidelines and strategies for better monitoring and financing of the Sustainable Development Goals (SDGs) are being developed. For the first phase, KfW has provided a loan of EUR 400 million and the ADB is contributing USD 500 million.

Link: [KfW and ADB provide almost USD 1 billion for needs-based vocational training](#)

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### Regional Challenge Fund: Better Qualified, more Opportunities on the Labour Market: A Fund to Support Vocational Training Programmes in Six Balkan Countries

The countries of the Western Balkans face a paradoxical situation: on the one hand, companies are urgently looking for qualified skilled workers; on the other hand, the region suffers from high unemployment. Vocational schools are severely underfunded in the Western Balkans and usually do not have suitable, modern infrastructure and equipment. Above all, however, there is too little cooperation with the private sector to meet their needs with appropriate training content. To counteract this, KfW has established the "Regional Challenge Fund" on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). Its aim is to provide vocational students with better training in order to increase their employability. This is done - similar to the German dual system - primarily through close cooperation with private enterprises in order to adapt the training content more specifically to the needs of the labour market. [Link](#)

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# European Centre for the Development of Vocational Training (Cedefop)

## Publications

### **Built to last: apprenticeship vision, purpose, and resilience in times of crisis – Short papers from the Cedefop community of apprenticeship experts**

This publication comprises papers drafted by *Cedefop's community of apprenticeship experts* on apprenticeship resilience, and apprenticeship vision and purpose. To complement the country-specific angle, Cedefop developed a comparative, cross-scheme and cross-country analysis and shared its reflections. The publication shows that approaches may vary significantly between individual EU Member States. It also reveals that the two topics examined are connected, and share similarities in the way apprenticeship schemes are designed and governed. Understanding such interconnections will help policy-makers to introduce better targeted and more effective reforms that benefit learners, employers and societies.

# Donor Committee for dual VET (DC dVET)

## Publications

### **Cost-Benefit Considerations for Companies in Dual VET**

How can companies be convinced to engage in dual VET? Are cost-benefit analyses an adequate tool to convince them in any case? What are the practical experiences in development cooperation with such kind of analyses? Are there alternatives and other convincing arguments? Learn more on our website on *Cost-Benefit Considerations for Companies Engaging in Dual VET*.

### **Gender & Inclusion in Dual VET in Development Cooperation: Getting Beyond Indicators**

In May 2022 the DC dVET organised a BarCamp on Gender & Inclusion. The documents of the event including a recording of the key note by Dr. Sandra Rothboeck and insights on the inputs and discussions from field can be found on the *DC dVET Website*.

# European Commission

## Events / webinars

### **The European Alliance for Apprenticeships' (EAfA's) webinar on higher apprenticeships and higher vocational education and training**

On 11 May, the EAfA organised a webinar on the topic of higher apprenticeships and higher VET. The May webinar had 104 registrants from 23 countries and provided an overview of higher apprenticeships in Europe, focusing on good practice examples from France. Participants had the opportunity to learn about recent developments in that area and discussed challenges and solutions. [Learn more about the webinar.](#)

### **High-level event on 'The European Alliance for Apprenticeships on track!' in Vienna, Austria**

On 9 and 10 June 2022, the EAfA held a high-level event on 'The European Alliance for Apprenticeships on track!' in Vienna, Austria. The event was organised in collaboration with the Directorate-General for Mobility and Transport (DG MOVE); the Austrian Federal Railways (ÖBB); and the Federal Ministry of Climate Action, Environment, Energy, Mobility, Innovation and Technology, and brought together relevant stakeholders from all over Europe to discuss the state of play of the railway sector, key challenges, and opportunities in relation to vocational education and training, and apprenticeships in particular. See the recording and download the reports [here](#).

### **Eighth EAfA online training module: Greening apprenticeships – the role of apprenticeships in the green transition**

The EAfA has launched the eighth in a series of online training modules designed to provide insight into apprenticeship systems within the EU. This module outlines the kinds of changes required to create greener apprenticeships and how these changes can be achieved at the policy, institutional and individual levels. It will take you through various interactive materials, infographics, and examples from different countries providing a range of additional resources along the way. [Link](#)

### **New podcast episode on the quality and effectiveness of apprenticeships**

On 30 September, EAfA will publish its third podcast episode. In this episode, social partners from European and national levels will come together to discuss how

social partners can contribute to ensuring high-quality and effective apprenticeships. The episode will also shed light on the role of international standard-setting for quality apprenticeships. You can find all EAfA podcast episodes on [Soundcloud](#) and [Spotify](#).

### Seminar for EAfA Partner Countries

On 13 and 14 October 2022, the Alliance will organise a seminar for the EAfA Partner Countries. The high-level event, which will take place in Belgrade, will bring together government representatives, EU-level stakeholders, social partners, representatives from the European Apprentices Network, and other relevant stakeholders in the European VET sector. The event will allow Partner Countries to share their experiences and achievements in developing and delivering apprenticeships. The seminar is organised in collaboration with the European Education and Training Foundation, and the Serbian Ministry of Education, Science and Technological Development.

### Online training module on communicating apprenticeships to learners and companies

In October 2022, the EAfA will launch the ninth in a series of online training modules designed to provide insight into apprenticeship systems in the EU. The new module will contain a collection of practical tips on successfully communicating apprenticeships to young learners, adult learners and companies. In June, EAfA launched an online training module on Greening Apprenticeships – the role of apprenticeships in the green transition. This module outlines the kinds of changes required to create greener apprenticeships and how these changes can be achieved at the policy, institutional and individual levels.

### Live high-level discussion on supporting Ukrainians in the EU through apprenticeships

In October, the EAfA will organise a live discussion on the topic of supporting Ukrainians in the EU through apprenticeships. The event will examine how apprenticeships can further be used as a tool to support Ukrainians fleeing the war and address their educational, employment and societal needs. With this live discussion, the Alliance also wants to encourage EAfA members to make a new pledge towards creating apprenticeships for Ukrainians in the EU.

### 2022 Forum on Vocational Excellence

On 15 and 16 November the [2022 Forum on Vocational Excellence](#) will take place in San Sebastian, Autonomous Community of the Basque Country, Spain, at the [TABAKALERA](#) International centre for contemporary culture. The Forum will discuss the

latest developments on the European initiative on [Centres of Vocational Excellence \(CoVE\)](#). The event is jointly organised by the European Commission and the Basque government, with the support of the [European Training Foundation \(ETF\)](#), [Cedefop](#) and [EACEA](#), as well as the [Community of Practice on CoVEs](#), and [Katapult](#). It will include the participation of the partners of ongoing CoVE projects, as well as other Vocational Excellence initiatives currently being developed in Europe and beyond, that form part of wider partnerships and networks in VET. The event will also benefit from high level political representatives, including national governments (from both EU and ETF partner countries), social partners and their European level representatives, VET provider associations, regional authorities, International organisations, as well as European institutions and Agencies.

The meeting will have the following objectives:

- **Inform:** To disseminate the initiative on Centres of Vocational Excellence, make it more widely known, support networking and partnerships to apply for Erasmus+ calls for applications, and increase the number of organisations working on the vocational excellence initiative.
- **Involve:** To raise the awareness, support and involvement of national and regional authorities in the vocational excellence initiative.
- **Inclusiveness:** To connect experiences and know-how of CoVEs with policy making for more impactful action on social inclusions.
- **Inspire:** To share and debate examples of ongoing CoVE projects, as well as present the Basque vocational education and training system, as inspiring examples for other countries
- **Learn:** To engage in focused thematic discussions on core elements of vocational excellence.

The event will be hybrid, with a physical presence in San Sebastian, and with all the plenary sessions, including some parallel sessions, being streamed online. Registrations for both the attendance in San Sebastian as well as for the online participation are open until 14 October 2022. [Register here](#).

## Initiatives / Special initiatives related to Covid19

### The Pact for Skills is gaining momentum

The European Commission launched the Pact for Skills in 2020 as a shared engagement model for skills development in Europe. Companies, workers, national, regional and local authorities, social partners, cross-industry and sectoral organisations, education



and training providers, chambers of commerce and employment services all have a key role to play. Currently there are 12 Large-Scale Skills Partnerships launched in key industrial ecosystems. Together, they committed to provide up- and reskilling opportunities to close to 6 million people in the coming years. Over 700 organisations from all EU Member States and sectors have already responded to that call by signing the Charter of the Pact, pledging to create a culture of lifelong learning. The establishment of regional skills partnerships is another priority of work in the Pact, as they are key to implement skilling actions close to the specific needs. For more information on the activities under the Pact, please visit the recently revamped [website](#).

### European Commission President announces 2023 as the European Year of Skills

During her annual [State of the European Union address](#) on 14 September, **European Commission President Ursula von der Leyen** shared her vision on the future of the EU, outlining the initiatives the Commission plans to take next year in key areas, including announcing 2023 as the European Year of Skills. The **#2023 European Year of Skills** will focus on working together to promote concrete skills actions to boost the competitiveness of European companies, in particular SMEs, and to realise the full potential of the digital and green transformation in a socially fair and just manner. It should promote skills policies and investments to address labour shortages and build a better skilled and more adaptable workforce in the EU. The Year will also give a boost to the [European Pillar of Social Rights Action Plan](#) targets of a 78% employment rate and of 60% of adults participating in upskilling and reskilling each year by 2030. [Watch the President's address](#).

### The Council has adopted a Recommendation on individual learning accounts

The Recommendation, adopted on 16 June 2022 by the EU Ministers for employment and social affairs, outlines how Member States can **combine financial and non-financial support in an effective way** to empower all adults to develop their skills throughout their working life. It recommends Member States to consider setting up an individual learning account for all working-age adults and ensure an adequate provision of training entitlements, with additional support for those individuals most in need of up- and reskilling. This account should allow individuals to accumulate and preserve individual training entitlements over time, in order to use them for eligible, quality-assured training, guidance or validation in their interest and at their initiative.

Member States are recommended to embed the individual learning accounts in an enabling framework, which includes a national registry of training, validation, and career guidance opportunities that are eligible for funding from the training entitlements as well as paid training leave arrangements for employed adults. See here for the [text of the adopted Recommendation](#).

### The Council has also adopted a Recommendation on a European approach to micro-credentials for lifelong learning and employability

Micro-credentials provide targeted training to develop or update specific sets of skills and document the learning outcomes acquired by the learner. They empower learners to communicate the skills acquired during personalised learning and career pathways. The goal of the Recommendation is that Member States, stakeholders and providers (across education, training and labour market systems) develop and use micro-credentials in a coherent way, boosting mutual trust and recognition. Among other things, the Recommendation defines a number of standard elements to describe a micro-credential. These include the learning outcomes, workload needed to achieve the learning outcomes and the type of assessment. The Recommendation also provides guidance to develop an ecosystem for micro-credentials for instance by promoting the development of micro-credentials designed and agreed by employers' and workers' representatives and by applying and developing quality assurance mechanisms. See here for the [text of the adopted Recommendation](#).

Jointly, implementation of the Council Recommendations on individual learning accounts and micro-credentials can **provide all working-age adults in the EU with the means and incentives to take up training**, and is expected to contribute to Member States' progress towards their [national adult learning targets for 2030](#).

## Publications

### Skills Mismatch

The report brings together the most updated data to measure skills mismatch across ETF partner countries. The analysis, which is in line with the choice and construction of skills mismatch indicators, provides a timely overview of this labour market issue which will be important for governments, stakeholders, and other stakeholders to shape future labour market policies. [Link](#)

### Career Guidance Reviews Western Balkans and Eastern partnership countries

Building on a recent ETF/ILO report outlining a methodology for developing career development support systems (ETF/ILO, 2021), reviews of national systems were carried out. The current synthesis paper looks at five key areas: coordination, access to services, funding, quality assurance and use of technology. The key inputs were the country reviews prepared by national experts.

Link. [Western Balkans, Eastern Partnership](#)

### Platform Work in the Western Balkans

Conducted between November 2021 and May 2022, the ETF's research focused on new forms of employment, including platform work, and the implications on youth employment policies and skills development. The analysis covered six Western Balkan countries, namely [Albania](#), [Bosnia and Herzegovina](#), [Kosovo](#), [Montenegro](#), [North Macedonia](#) and [Serbia](#). [Link](#)

### Policy brief on Microcredentials

Micro-credentials are an emerging phenomenon all over the world. They are seen as instrumental in supporting upskilling and reskilling in response to transformations in labour markets. New technologies and the green and digital transition are changing skills demand, and for such a transition, people will need to keep up to date and ensure their training is more adapted to individual needs. Available in English, Russian and French. [Link](#)

### 'Use it or Lose it!' How do migration, human capital and the labour market interact in the Western Balkans

How do the characteristics of labour markets and education systems affect migration flows, and vice versa? This study focuses on the impact of migration on the skills pool and use in the Western Balkan countries – Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia and Serbia – and the implications it may have for their future economic development. [Link](#)

### Assessment of the effectiveness of active labour market policies in crisis and post-crisis situations

Can active labour market policies (ALMPs) be used to combat unemployment and improve human capital development during the pandemic-induced crisis and in the light of trends such as climate change and digitalisation? A crisis can help set the stage for innovation and redefinitions of policy objectives. The present period presents opportunities to experiment with a broad range of ALMPs and accelerate their adoption or consolidate their implementation. This report analyses the effectiveness of ALMPs, with a particular focus on policy responses implemented in crisis and post-crisis situations, taking the last major economic and social crisis (2008–10) and other crises that have impacted the EU neighbourhood countries as references. The report reviews the most promising ALMPs to address economic challenges met by EU Member States and ETF partner countries in response to the crisis. [Publications and Resources are available at Publications & resources | ETF \(europa.eu\)](#)

## Events / webinars

### Events | ETF (europa.eu)

Download the '[Learning connects](#)' news and events from the ETF's website

## Initiatives / Special initiatives related to Covid19

### Education and work information for Ukrainians and EU countries

Following the Russian invasion of Ukraine, the European Union has received around 7 million people seeking protection in the Member States. This critical situation requires immediate and exceptional measures in several policy areas, extending beyond emergency action such as providing shelter within the European Union, to facilitating and ensuring their

smooth integration and temporary residence. Member States – and in particular neighbouring countries such as Poland, Hungary, Slovakia and Romania – are receiving a high influx of Ukrainians fleeing the war. See the [ETF weekly update](#) of the impact of the invasion on people and education.

Invoking the Temporary Protection mechanism under Directive 2001/55/EC, the temporary protection status helps Ukrainians find shelter within the European Union, acquiring instant rights to live and work within the EU while having access to social service benefits like housing and medical care.

Access to work and education requires both support to Ukrainians now in the EU to have their skills and qualifications recognised and an understanding by people in the EU of Ukraine's education and training system and qualifications.

In the framework of [the Creating New Learning initiative](#), the ETF has launched an emergency [call for learning and training resources](#). [Link](#)

### Youth in Focus

Guided by EU policies and practice, the ETF supports countries in the EU's neighbouring regions through policy advice and targeted interventions to adapt and reform their employment and labour market systems with specific attention to the needs of youth (read more in the ETF's presentation Youth in focus: Youth at the heart of the ETF). The ETF's communication campaign in June 2022 focuses on youth and puts the spotlight on the many aspects of our work.

### ETF Innovative Teaching & Learning Award 2022

In July 2022, the European Training Foundation (ETF) opened a call to collect examples of **good practice in the area of innovative teaching and learning**. The call aimed at identifying teaching practice that supports new learning and that can serve as inspiration for teachers, trainers and policymakers in the EU neighbourhood and beyond.

800 applications from 50 countries all over the world. An international jury has selected the 10 most innovative finalists. Vote for your favourite one [here](#).

### The Torino Process: Towards lifelong learning

On 29 September, the sixth round of the [Torino Process](#) was launched in Tunisia with the support of the Ministry of National Education. This round, which focuses on lifelong learning, foresees two stages monitoring education and training system performance, and analysis of lifelong learning policies.

[Link](#)

## Join the ETF's networks on its OpenSpace platform

### 1. SKILLSLAB NETWORK

A network bringing together researchers, thinktanks and public players focusing on skills anticipation and matching. [The Skills Lab Network of Experts | Open Space \(europa.eu\)](#)

### 2. ETF Network of Excellence – ENE

A network bringing together Centers of Vocational Excellence from more than 50 countries across Europe, Asia and Africa. The network covers 6 sub-initiatives ['Excellence' driving education and skills development | ETF \(europa.eu\)](#)

### 3. ETF Community of Innovative Educators

A network bringing together teachers, trainers, practitioners focusing on innovation in teaching and learning across the world. [Community of Innovative Educators | ETF \(europa.eu\)](#)

### 4. ETF GLAD network

A network focusing on participatory governance in lifelong learning policies, and system change open to both public, private and civil society organisations [GLAD – Governance, Learning, Action, Dialogue Network Launching Event \(#GLADnetwork\) | ETF \(europa.eu\)](#)

### 5. ACQF

The work of the ETF to support the African Continental Qualification Framework (ACQF) continues. 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 website [African Continental Qualifications Framework – ACQF](#) has been launched and has regular updates on events, training and publications.

Link. <https://openspace.etf.europa.eu/>

### Darya

[DARYA](#) is the European Union's first-ever regional project supporting young people in Central Asia through measures that foster inclusion and labour

market skills. This five-year project (2022–27), which was agreed in June 2022, will be implemented by the European Training Foundation and officially launched at a conference in Astana, Kazakhstan in late November.

### Communication campaigns

September – teachers and educators

October – data matters

November – career guidance

December - migration

## Organization for Economic Co-operation and Development (OECD)

### Publications

#### Preparing vocational teachers and trainers (Sept 2022)

This new report looks at entry requirements for the VET teaching and training profession to ensure quality and consistency; and initial education and training for VET teachers and trainers to ensure that they are well-prepared when taking up their role. It draws lessons from policies and practices in Canada, Denmark, Germany, the Netherlands and Norway for developing a skilled teaching and training workforce through entry requirements and training, while maintaining sufficient flexibility.

#### VET systems can support Ukraine – Lessons from past crises (July 2022)

This policy brief discusses how VET systems in host countries can become more inclusive and supportive of Ukrainians displaced by Russia's large-scale aggression, building on OECD work on VET for young refugees, an analysis of VET in Ukraine, and first policy responses to the current crisis.

#### Anticipating skill needs in the health workforce

Skills shortages in the health workforce are not a new phenomenon but the COVID-19 pandemic has further aggravated them and brought the importance of resilient and well-skilled healthcare workforces into stark relief. This report, joint with the ILO, reviews approaches that countries are currently taking to anticipate skills needs in the health workforce.

It covers a number of OECD and LMIC countries: Argentina, Australia, Bangladesh, Canada, Colombia, Ethiopia, Finland, Germany, Ghana, Ireland, Korea, the Netherlands, Norway, South Africa, Sweden, and the United States. The report identifies the types of methodologies that are applied in different countries and examines the ways in which they are being used to shape education, labour, and migration policies as well as collective bargaining processes. In doing so, the aim is to facilitate knowledge transfer between countries and to assist other countries in developing skills anticipation exercises for the health workforce. Forthcoming, November 2022.

### Events / webinars

#### Building future-ready VET systems, 1 December 2022, Istanbul

This conference will bring together policy-makers and social partners from OECD countries and beyond to discuss policies and practices adopted in different countries for making VET systems responsive, flexible, innovative and capable to support learners' transition into a changing world of work.

Contact [Marieke.vandeweyer@oecd.org](mailto:Marieke.vandeweyer@oecd.org) for registrations.

#### Skills in Partnership - 12th Meeting of the OECD Southeast Asian Regional Policy Network on Education and Skills, 30 November 2022

The online meeting provides an opportunity for senior leaders from Southeast Asian countries to exchange with peers on how to adapt education, skills and employment policies to a rapidly changing environment and hear about the latest OECD research in this area. The focus of the 12th meeting is on the topic of "Skills in Partnership" – in recognition that skills systems which are built on strong partnerships can help ensure sure that the various actors can reap the benefits from skills investment and that no-one is left behind.

Contact [Marieke.vandeweyer@oecd.org](mailto:Marieke.vandeweyer@oecd.org) for registrations.

## Initiatives / Special initiatives related to Covid19

### International VET Assessment

The development phase of the OECD's International VET Assessment started in September 2022 with a first meeting of the Expert group (followed by a meeting of the Working Party in October).

### Building a skilled cybersecurity workforce

A new project is looking at the demand for cybersecurity professionals and skills in OECD countries and the education and training programmes that prepare for cybersecurity roles.

### Quality Assurance of non-formal Adult Education and Training

A new project develops a framework to conceptualise different quality assurance mechanisms, as well as qualitative indicators to characterise quality assurance systems. It maps and compares the different quality assurance systems in OECD countries.

### Skills Outlook 2023 - Skills for recovery and resilience

The forthcoming edition of the OECD Skills Outlook will develop a comprehensive set of policy-relevant analyses on the role of skills in promoting a strong recovery from the pandemic based on a green and inclusive economic growth paradigm that fosters long-term resilience. The Outlook will be articulated along three pillars: 1. Skills and the Environment; 2. Skills and Health; and 3. Skills & Knowledge Societies.

### Skills assessment and anticipation for the green transition

The project looks at how countries are assessing changing skill needs as a result of the green transition and how the information is being used for policy purposes. A series of workshops are planned focusing on: definitions and methods; leveraging big data; and use of the information produced in adult learning, career guidance, PES-provided training, policies to support job reallocation following mass layoffs and policies to address skills imbalances more generally. Final event and report foreseen for June 2023.

### Developing digital skills for the public sector

This project will look at digitalisation and its implications for the retraining of public sector employees. It will result in a report with examples of good practices of training policies in large public sector bodies and practices to raise awareness of digital public sector services. Completion expected for mid-2023.

### Training for AI

This project will explore the training needs related to the adoption of AI at work. Completion foreseen for end 2023.

### Validation and Assessment of Prior Learning

This report will explore innovations and good practices in the recognition of prior learning. Completion foreseen in mid-2023.

## UNESCO

### Publications

#### UNESCO strategy for TVET 2022-2029: Transforming Technical and Vocational Education and Training (TVET) for successful and just transitions

The UNESCO strategy for technical and vocational education and training was updated to extend its transformative vision for the period of 2022 to 2029. In alignment with the Sustainable Development Goals and the Education 2030 Agenda, the revised strategy reaffirms the priorities of the previous one from 2016 to 2021 and will seek to set a transformative TVET agenda to support countries to leave no one behind.

UNESCO's work on TVET will be fully aligned with the recommendations of the Transforming Education Summit and its renewed calls to action and global initiatives to support the transformation of TVET in all Member States. [Link](#)

### Events / webinars

#### The Transforming Education Summit

The Summit, convened by the UN Secretary-General in September 2022, secured commitments from governments to build more inclusive, resilient and relevant lifelong learning systems that address evolving skills demands and the transition towards green and digital economies

The Summit mobilized leadership and commitment to expand the reach and the depth of education centred around six calls to action: to make schools safe, healthy and inclusive; to advance gender equality in access to education and opportunities; to value and empower our teachers; to get every learner climate-ready; to harness the digital revolution for the benefit of every teacher and learner; and action to unlock far greater financial commitments towards education.

Seven new Global Initiatives were launched during the Summit, including on greening education partnership to get every learner climate-ready and connecting every child and young person to digital solutions. UNESCO's work on TVET will be fully aligned with these renewed calls to action and global initiatives to support the transformation of TVET in all Member States.

The discussion paper on **Action Track 2: Learning and skills for life, work, and sustainable development** is the outcome of collaborative work led by Member States and other stakeholders with the support of UNESCO and other UN Agencies. [Link](#)

### Webinar on Skills Development for Youth

The online webinar was held in 21 July 2022 and was an opportunity to discuss challenges and opportunities pertaining to youth employment in the Mediterranean, and to maintain the momentum and continuity of the YEM project, in line with the aim of Transforming Education Summit on the thematic Action Track 2, based on the following three thematic axis: anticipation and assessment of skills for the labor market, digital and future skills and work-based learning (WBL) and entrepreneurship.

The key objectives of the webinar were to discuss emerging trends, challenges and opportunities for young people in the world of work and ensure synergies with the process of the Transforming Education Summit (TES), including the development of the TVET systems; review and reflect on the YEM project's results and impact from January 2018 to 31 July 2021; ensure a sustainability plan and reactivate activities based on the project's results; and explore the possibility of reaching more countries, institutions and TVET actors. [Link](#)

### Global Skills Academy (GSA)

#### Pan African Initiative: Private Sector Session on Global Skills Academy (GSA)

In the framework of the *Pan African Initiative for the Digital Transformation of TVET and Skills Development Systems in Africa*, UNESCO Dakar Office invited the Global Skills Academy (GSA) to lead and intervene in a private sector session on the occasion of the "Regional Training Workshop for Leaders and Practitioners" on 14 July 2022. This provided a space for GSA to introduce the mission in more detail and invite two private sector partners, Cisco and Microsoft, to give a presentation on their digital offer for Africa.

### Private Sector Roundtable: Transforming Education Summit Side Event

On 17 September 2022, Solutions' Day at the Transforming Education Summit, GSA and GEC co-organized the event: "Private Sector Roundtable: Enhancing Education Readiness to the Future of Work through Public-Private Partnerships" with UNICEF Generation Unlimited, UN Global Compact and the Global Business Coalition for Education. A total of four GEC and GSA partners took part as speakers: Google, Microsoft, IBM and the OECD, in addition to one youth representative and the two Member States of Costa Rica and Colombia.

### Global Skills Academy "Spotlight Session" at the Launch of UNESCO's new Strategy for TVET 2022-2029

On 25 October 2022 and in the framework of the hybrid international conference and launch of UNESCO's new strategy for TVET 2022-2029 hosted by the UNESCO-UNEVOC in Bonn, Germany, GSA will lead an interactive "spotlight" session for key private sector partners to present and showcase their offer in the context of TVET. [Link](#)

### The Better Education for Africa's Rise (BEAR II) project

In the framework of the hybrid international conference and launch of UNESCO's new strategy for TVET, the side event on BEAR II project will be held on 26 October 2022 in Bonn, Germany. The session will highlight the outcomes of the project at regional and national levels, with a focus on the 5 countries targeted by BEAR II project. It will also serve as a platform to demonstrate the contribution and alignment of the BEAR II project with the Secretary General's statement for Transforming Education and the new UNESCO strategy for TVET 2022-2029.

The side event will be attended by the Korean Government, KRIVET, high-level officials, and TVET stakeholders and practitioners from the project countries. [Link](#)

### Initiatives / Special initiatives related to Covid19

#### Global Skills Academy (GSA) mission

Under the umbrella of the Global Education Coalition (GEC), the mission of the Global Skills Academy's (GSA) is to support **10 million** learners by 2029 to develop digital and core 21st century skills to enhance their employability and resilience in a changing labor market. As of October 2022, GSA has reached **over**

585,000 learners around the world with the support of 20 partners from the Global Education Coalition. As part of its demand-driven strategy, the GSA has re-categorized its offer by theme, language, and sector, and engaged with other initiatives at regional level such as the Pan African Initiative for the Digital Transformation of TVET in Africa to build momentum on a greater scale.

In line with UNESCO's strategy for TVET 2022-2029 and included as part of UNESCO's 41 C/5, the main line of action, "developing skills for inclusive and sustainable economies", GSA is actively engaged with key partners to ensure the development and provision of skills' training in the field of greening. GSA is committed to becoming a "resource hub" in the provision of more tailored and sector-specific digital and greening skills' development content in partnership with the private sector.

GSA has also developed and implemented a framework to ensure an accurate register of learners. The implementation of the framework will also ensure that GSA leverages programming that can help reach larger numbers while at the same time allowing it to understand its impact more precisely. The "Discover, Train, Connect" framework reflects GSA's continuous approach towards engagement with learners and the fact that levels of engagement vary depending on the programme they are engaged in.

- **Discover:** includes all the experiences that introduce learners to the world of digital skills. Through these experiences, learners have an exposure to the digital world and their interest is ignited.
- **Train:** The experiences that include full training and accreditation of learners with measurable progress and completion.
- **Connect:** The experiences that allow learners to get their first exposure to the labour market through apprenticeships, internships, mentoring, and/or the development of soft skills.

Link: [Global Skills Academy](#)

### Capacity Development for Education (CapED Programme)

UNESCO is now developing an interactive and operational manual to support the development of Recognition of Prior Learning Systems (RPL) at country level. The objective is to capitalize and share the knowledge acquired as part of CapED support to Madagascar in the context of RPL launch and implementation, which started in the country in 2017. Madagascar is now in the process of assessing the results achieved through a first RPL pilot, which

targeted only some regions, to scale the system up at national level. UNESCO aims at developing an operational manual targeting RPL practitioners at country level, providing a sort of "toolbox" and set of practical guidelines to follow, from advocating, to designing, launching and implementing an effective RPL system. The exercise is expected to take place during 2022 with some preliminary results available at the beginning of 2023.

The final version of the manual will have a fully digital and user friendly interface incorporating technical sheets directly accessible and usable by RPL practitioners according to their specific objective and needs.

## UNESCO-UNEVOC

### Publications

#### Digital competence frameworks for teachers, learners and citizens

This database was launched in September 2022 and provides a global reference point for information on how digital competencies are being defined for citizens, learners and educators through the use of competence frameworks. The content is relevant to all types of UNEVOC Network members – national and international policy-makers, researchers and practitioners. [Link](#)

#### TVET Country Profiles

The UNEVOC TVET Country Profiles have been updated with statistics and education system diagrams for more than 190 countries and territories. Statistical data can be compared across countries and there is newly added information from UNESCO's Global Review of Training Funds for 70 countries. [Link](#)

#### Raising the digital capacities of TVET staff: insights and lessons from a trends mapping study

This article, published in Issue 19 of the TVET@Asia journal, summarizes the main findings of the UNESCO-UNEVOC trends mapping study on 'Digital skills development in TVET teacher training'. It points to future work to be done to provide a reliable evidence base and shares inspiring examples for designing effective digital skills policies and programmes. [Link](#)

## Toolkits for TVET providers

UNESCO-UNEVOC has launched a new online platform to bring the many and varied toolkits into one place and to provide a guide and resource for TVET practitioners, researchers and policy-makers. [Link](#)

## TVET: Scaffolding digital skills to the future

Given the wide spectrum of TVET's educational programmes, digital competence is correspondingly broad and challenging questions remain about the proficiency levels necessary for effective TVET education and learning outcomes. This article in the TVET Journal looks at the leading digital skills frameworks. It was written by researchers at Sunway University, Malaysia and supervised by UNESCO-UNEVOC. [Link](#)

## Events / webinars

### UNEVOC Network consultation for the 2023 GEM Report on technology and education

6 October 2022. This consultation on the 2023 GEM Report, convened by UNESCO-UNEVOC, focuses on issues related to the role of TVET in the promotion of technology development and the digitalization of TVET. It looks into the preparation of technicians for technology creation and adaptation, the role of TVET in the promotion of national technology development in different countries and regions and technology as a subject in the curriculum. [Link](#)

### H2Skills – Planning for the future: Training development for the hydrogen economy based on local market needs, 12 October 2022

This BILT Learning Lab focuses on the H2Skills project, which looks at training needs in the hydrogen economy within the lower Saxony region of Germany. The webinar examines how the H2Skills project strengthens the hydrogen economy through understanding current and future training needs and laying the groundwork for hydrogen training. [Link](#)

### Ready to respond: TVET and refugees

6 September 2022

This BILT webinar explored effective ways of fostering refugees' labour market inclusion by providing them with access to tailored professional training. It also featured experts from United Nations agencies as well as non-governmental and intergovernmental organizations to share their experiences and best practices in the field. [Link](#)

## TVET sector resilience in the face of disruptive global challenges, 19 & 24 August 2022

As part of its Building TVET Resilience for a Just and Sustainable Transition project, UNESCO-UNEVOC is providing TVET stakeholders with targeted capacity-building support and technical assistance. UNESCO-UNEVOC held two experts' meetings on 19 August – focusing on resilience in the face of economic and employment trends and changing technology – and on 24 August on resilience to climate change, natural disasters, conflicts and pandemics. Experts looked at overcoming disruptions, developing agile responses and creating more flexible systems. [Link](#)

### Building skills for the green and circular transition, 27 June 2022

UNESCO-UNEVOC, with the support of the German Federal Ministry for Economic Cooperation and Development (BMZ), is developing the capacities of TVET teachers and training staff to implement green and circular economy approaches to skills for employment and entrepreneurship. The project – Capacity Building of TVET Personnel and Institutions and Upskilling of TVET Graduates to Manage an Inclusive and Sustainable Post-pandemic Recovery – was developed in collaboration with Circle Economy and Circulab. In June 2022, UNESCO-UNEVOC organized a virtual meeting with representatives from several UNEVOC Centres, including TVET institutions from the Don Bosco network, to kick off data collection and analysis for the project. [Link](#)

### Striking the right balance: State and non-state engagement within TVET, 24 June 2022

This webinar was co-hosted by the GEM Report and UNESCO-UNEVOC. It examined many of the key findings from the 2021/22 Global Education Monitoring Report's analysis on non-state engagement in TVET systems and discussed current policies and initiatives designed to ensure quality, access and equity. [Link](#)

### Workshops on the development of online and distance learning strategies, June 2022

UNESCO-UNEVOC and the Commonwealth of Learning (COL) organized two online courses on technology-enabled learning and the use of assistive technologies in TVET. The workshops were held in Banjul, The Gambia and Lusaka, Zambia. [Link](#)



## Initiatives / Special initiatives related to Covid19

### UNEVOC Network Coaction Initiative 2023

The UNEVOC Network Coaction Initiative is a programme designed and coordinated by UNESCO-UNEVOC that supports UNEVOC Centres in their development and implementation of joint projects based on topics of shared interests. The call for proposals for the 2023 edition is open to all members of the UNEVOC Network until 30 October 2022. [Link](#)

### UNESCO-UNEVOC TVET Leadership Programme 2022

The UNESCO-UNEVOC TVET Leadership Programme aims to build the capacity of TVET leaders and professionals from around the world, as well as support them to become successful and effective agents of change in their institutions and beyond. The upcoming edition of the programme will take place online from November 2022 to February 2023. [Link](#)

## UNIDO

### Events / webinars

#### LKDF Forum 2022: Skills for Resilience

The United Nations Industrial Development Organization's (UNIDO) Learning and Knowledge Development Facility (LKDF) convened an Expert Group Meeting (EGM) on 15 September 2022 to explore and exchange views on the importance of skills to foster resilience. The EGM had the participation of researchers, private sector representatives, and UNIDO staff and served as a preliminary impetus for the upcoming LKDF Forum 2022. The event offered an opportunity for experts to exchange their experiences and raise relevant questions in the context of resilience within the different levels of the skills development landscape. The objective of the EGM was to create the groundwork and generate a series of questions around resilience and skills development that will be addressed during the upcoming LKDF Forum.

## World Bank

### Publications

#### Engagement of Micro and Small Enterprises in Workplace-based Learning in South Africa

This report is based on a study jointly initiated by the World Bank and the Department of Higher Education and Training (DHET) of the South African Government in collaboration with Business Unity South Africa (BUSA). This study aims to shed light on the constraints and opportunities for expanding WBL engagement among MSEs in South Africa. [Link](#)

#### Women and Online Learning in Emerging Markets

The report, developed by IFC in partnership with Coursera, and the European Commission, shows how online platforms can support women in accessing job-relevant courses and credentials to advance their employment and entrepreneurship opportunities. [Link](#)

#### Skills, Human Capital, and Economic Development

This paper presents a skills index for developing countries in Asia as a first step toward developing a Global Skills Index. Using the k-means clustering algorithm, the paper identifies a comparable group of Asian developing countries for which it develops an index of the country's skills system. [Link](#)

#### Expanding Legal Migration Pathways from Nigeria to Europe: From Brain Drain to Brain Gain

This report, a joint production between the World Bank and the Center for Global Development (CGD), outlines how the Global Skill Partnership model could be used to meet needs on both sides. It explores the growing youth unemployment rate in Nigeria, the increasing emigration pressure, and the structures that have been set up to manage this movement. It also explores the large skill shortages persistent within Europe, its migration management relationship with Africa, and the potential positive impacts of opening new legal migration pathways. [Link](#)

#### Western and Central Africa Education Strategy: Chapter 6 - High-Impact Interventions to Build Job Relevant Skills for All

This chapter forms part of The World Bank's Education Strategy for Western and Central Africa. Chapter 6 examines the challenge of job-relevant skills development and research in Western and Central Africa and identifies high-impact interventions to improve the performance of current systems for skills acquisition. [Link](#)

## Western and Central Africa Education Strategy: Chapter 2 – Modernizing the Learning Life Cycle

This chapter forms part of The World Bank's Education Strategy for Western and Central Africa. Chapter 2 documents the progress in expanding coverage and the gaps that remain. It highlights the alarming learning poverty across all countries in the region and the distressing levels of graduate unemployment and skills mismatches among young people exiting the education system with TVET or tertiary education. [Link](#)

## Western and Central Africa Education Strategy From School to Jobs: A Journey for the Young People of Western and Central Africa

Based on global and regional evidence, lessons learned, and consultations with diverse stakeholders, the strategy identifies key challenges and outlines strategic priorities, policy options, and high-impact interventions to increase access to education, improve education quality, and equip youth with labor market-relevant skills that address the Western and Central Africa region's challenges. [Link](#)

## Skilled Migration: A Sign of Europe's Divide or Integration?

This report aims to contribute to an evidence-based policy debate on migration in Europe. Using rigorous data analyses and a review of the existing literature, the report takes a careful look at the trends, determinants, and impacts of high-skilled migration within the EU over the past two decades and discusses the main policy implications. [Link](#)

## Visualisation for Success: Unlocking Entrepreneurial Potential

Exposure to conflict and violence negatively affects the economic, human, and social capital of individuals and their communities. Nonetheless, less tangible effects of traumatic experiences can hinder recovery. The authors have developed a novel curriculum that combines entrepreneurial skills with imagery techniques, which will be evaluated through a randomized control trial in partnership with the local government of Bogotá (Colombia). [Link](#)

## The Psychosocial Value of Employment: Evidence from a Refugee Camp

Employment may be important to well-being for reasons beyond its role as an income source. This paper presents a causal estimate of the psychosocial value of employment in refugee camps in Bangladesh [Link](#)

## Blogs

### Empowering Africa's youth to thrive in a digital economy

In the context of the Bank's Western and Central Africa Regional Education Strategy, this blog discusses what can be done to equip African youth with skills for jobs, a topic that is thoroughly developed in chapter 6 of the strategy. [Link](#)

### Out of the crossroads, onto a fast track: Short-cycle higher education programs in Latin America and the Caribbean

This blog shares findings of the recent study "The Fast Track to New Skills: Short-Cycle Higher Education Programs in Latin America and the Caribbean" to argue that short-cycle programs, which have a strong occupational focus, could fix the disconnect between higher education and the changing needs of the productive sector. [Link](#)

### If only we'd just done a before-after: an experiment to reduce irregular migration when it reduced anyway, and learning from an experiment with a rare outcome

This blog drew out some of the broader issues involved in an experiment designed to test different interventions for reducing irregular migration from The Gambia to Europe and providing alternative livelihood options. [Link](#)

### Closing the gender gap for a more resilient, trusted cyberspace

Female professionals have been underrepresented and underutilized in the tech space. The Middle East and Africa have the lowest representation, with women contributing to 5 percent and 9 percent of the cybersecurity workforce respectively. The gap is further widened by the difference rates of digital literacy between men and women. [Link](#)

## Events / webinars

### 2022 ADEA Triennale on Education, 19-21 October

The 2022 ADEA Triennale on Education, co-organized by the Association for the Development of Education in Africa (ADEA) and the World Bank, is one of Africa's seminal high-level forums for political dialogue and sharing of knowledge and fruitful experiences. It will discuss Technical and Vocational Skills Development in Africa as one of its sub-themes. [Link](#)

### **2022 Jobs and Development Conference: “The Challenge of Creating Better Jobs in Developing Countries”, 14-15 December 2022**

The Jobs and Development Conference (#Jobs4Dev) is a global event co-organized by the World Bank, IZA (Institute of Labor Economics), UNU-WIDER, and the Network on Jobs and Development (NJD) – a partnership of research institutes from various regions of the world. The conference strives to expand the frontiers of global knowledge around jobs, improve understanding of the interplay between development and quantity and quality of work, and advance the discussion on the most effective policies to improve jobs outcomes in low- and middle-income countries.

[Link](#)

### **Africa’s future starts at school - Ministerial Meeting for Western and Central Africa, June 27, 2022**

The Government of Ghana and the World Bank launched the Bank’s regional education strategy for Western and Central Africa. Vice-Presidents and Ministers from across the region discussed the need to scale up reforms and build a coalition to improve education outcomes in Western and Central African countries. [Link](#)

### **How Trainers Can Maximize Opportunities of a Circular Economy While Contributing to UN SDGs, August 8, 2022**

This Grow Learn Connect webinar discussed the business case for a transition to a circular economy, presented the types of circular business models, and shared ideas of how training professionals and organizations can adopt circular models and fully exploit new opportunities while making our planet a healthier place to live in. [Link](#)

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