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

Newsletter - DECEMBER 2023

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

DECEMBER 2023

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*) Academy, the United Nations High Commissioner for Refugees (*UNHCR*) 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*). National development agencies include the German Federal Ministry for Economic Cooperation and Development (*BMZ*), the *British Council*, the Donor Committee for dual VET (*DC dVET*), the Korea International Cooperation Agency (*KOICA*), and the Swiss Agency for Development and Cooperation (*SDC*).

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 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 publications

World Bank – ILO – UNESCO co-published "Building better formal TVET systems: Principles and practice in low- and middle-income countries"

The report brings together the global knowledge on Technical Vocational and Education Training (TVET) reform to develop a common understanding on the promise of TVET in advancing employment and productivity in support of sustainable economic transformation; on the main challenges observed in TVET systems in low- and middle-income countries;

and on the lessons learned from TVET reforms, including the experience gained during the COVID-19 pandemic. Based on this understanding, the report offers a joint way forward towards better TVET that can become the basis for more impactful and coordinated support of TVET systems in the future.

Link: [Building better formal TVET systems: principles and practice in low- and middle- income countries](#)

UNESCO – CEDEFOP - ETF co-published "Global inventory of regional and national qualifications frameworks, volume II: National and regional case studies"

The Global Inventory of National and Regional Qualifications Frameworks is the result of long-standing collaborative work between the European Centre for the Development of Vocational Training (Cedefop), the European Training Foundation (ETF), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the UNESCO Institute for Lifelong Learning (UIL).

Volume II comprises 79 national qualifications framework country chapters, from all continents, and four regional qualifications frameworks. A cross-country analysis of national case studies is presented, examining the objectives, functions and characteristics of national qualifications frameworks and their contributions to wider educational and training systems.

Link: ["Global inventory of regional and national qualifications frameworks, volume II: national and regional case studies"](#)

"Global inventory of regional and national qualifications frameworks, volume I: Thematic chapters" will be available soon

Volume I continues the role set by previous editions, presenting insights and knowledge from different contexts where regional and national qualifications frameworks are in place across the world. It serves as an observatory, shedding light on advancements and identifying areas that need improvement in line with emerging trends and policy priorities.

Investing in career guidance. The case for workers

Supporting the career development of workers is a quadruple win – for the individual, for organisations, for the economy and for society.

This leaflet advocates for quality career guidance for workers in the framework of lifelong guidance systems.

Link: https://www.cedefop.europa.eu/files/2235_en.pdf

The KIESE (Key indicators for Education, Skills and Employment) is published *Education, skills and employment: Trends and developments | ETF (europa.eu)* with key analytical insights on education, training and employment in ETF's partner countries.

Joint events / webinars

World Bank – ILO – UNESCO report launch event on “Building better formal TVET systems: Principles and practice in low- and middle-income countries” 12 July 2023

The virtual event included a presentation of the report and a high-level panel discussion. The panel discussed country experiences with TVET reform and reflected on how the report's findings can be operationalized to support better TVET.

Video recording link

Link: [New report by UNESCO, World Bank and ILO says Technical and Vocational Education and Training must improve to meet skills and labour mismatch](#)

Joint ILO-UNIDO Market Systems Development (MSD) knowledge sharing webinar

In a recent collaborative knowledge-sharing session, UNIDO's Learning and Knowledge Development Facility (LKDF) and ILO's Systems Change Initiative (SCI) provided insights into successful integration of the Market Systems Development (MSD) approach into programming. Key takeaways included the need for evidence-based narratives, investing in systems analysis that informs project design, prioritizing staff training and onboarding, and embracing the adaptability and risk-taking required in transitioning to systemic approaches.

Global Refugee Forum: 15by30 Refugee Higher Education and Self-Reliance Pledge Webinar on Technical and Vocational Education and Training (19 October 2023)

TVET is an essential pillar of the 15by30 roadmap, supporting skills development and employment readiness for thousands of refugee youth. This webinar will explore existing pledges and present options and priority areas for new TVET pledges to expand and enhance Technical and Vocational Education and Training for refugees and host community learners. The event will provide an opportunity to learn about the progress made by governments and other stakeholders towards the implementation of pledges and initiatives announced since the first Global Refugee Forum (GRF) in 2019. Webinar is hosted by the ILO, Finn Church Aid (FCA), Deutsche Gesellschaft

für Internationale Zusammenarbeit GmbH (GIZ) and the United Nations High Commissioner for Refugees (UNHCR) [Register here](#)

Global Refugee Forum 13-15 December, Geneva

From December 13th to 15th, 2023, the Global Refugee Forum (GRF) will take place in Geneva for the second time. The GRF aims to define concrete measures and commitments to contribute to the achievement of the Global Compact for Refugees (GCR). The GCR wants to strengthen the resilience of countries and communities hosting refugees while developing long-term solutions for displaced populations.

In this year's GRF, the commitments of individual countries are intended to be closely aligned through thematically grouped multistakeholder pledges.

Germany (BMZ) has committed itself as a co-lead next to Canada, World Bank, Education Cannot Wait, Global Partnership for Education, UNICEF and UNHCR for the mega pledge to uphold the right to education and include refugee children in national education systems. Other countries are invited to join the pledge. The pledge will be supported by Germany's sectoral pledge on advancing equitable and inclusive quality education for displaced persons and host communities. A second multistakeholder pledge will be on refugee higher education and self-reliance (15by30) and third one on expanding connected education for refugees. In addition to the official GRF program several Linked Events will take place in Geneva during this year's event, including an Education Campus on 12.12. where a more technical audience discusses recent trends and good practices in education in the context of displacement.

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Asian Development Bank (ADB)

Planned events / webinars

Summary - 10th ADB International Skills Forum: A New Era of Digitalized and Climate Resilient Human and Social Development (17 - 19 October 2023)

The 10th ADB International Skills forum is an innovative gathering of Asia-Pacific stakeholders and global experts focused on the transformative power of technology in education.

Vital themes such as digital transformation, climate change, and interdisciplinary learning to forge innovative, skilled, and sustainable futures will be explored.

Link: <https://10thskillsforum.adb.org/event/909d9d35-9c5d-4742-a248-0686bce0c447/summary>

German Federal Ministry for Economic Cooperation and Development (BMZ)

Publications

Study series of the Sector Project TVET 'Skills for a Just Transition to a Green Future'

The GIZ's Sector Project TVET has published more BMZ-commissioned studies on Green TVET.

1. Discussion Paper: *Skills for a Just Transition to a green future*
2. Sectoral Study: *TVET for Renewable Energies*
3. Sectoral Study: TVET for Sustainable Construction
4. Sectoral Study: TVET for Sustainable Mobility
5. Vision Paper: *What TVET can and must do in a Just Transition to a Green Economy*

All studies will also be published in French.

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ILO/GIZ: Teaching and the teaching profession in a digital world: COVID-19 and beyond

In the second phase of the ILO and GIZ initiative (from 2021-2023), entitled Teaching and the teaching profession in a digital world: COVID-19 and beyond, six country studies have been published. They explore

how new technologies are impacting learning environments and the work of teachers, including in the context of the Covid-19 pandemic. Aim of the studies was to identify elements that contribute to the successful integration of technology in teaching and learning as well as innovative and far-reaching digitalization initiatives, points of action and future directions. The findings of the studies informed national discussions in the partner countries, bringing together governments, employers', and workers' organizations. Resulting in actionable recommendations for inclusive and equitable approaches. Partner countries were Côte d'Ivoire, Kenya, Rwanda and Zambia in Africa, as well as Bosnia and Herzegovina and Germany in Europe.

Project website: [Teaching and the teaching profession in a digital world: COVID-19 and beyond \(ilo.org\)](https://ilo.org/publicationsnew/teaching-and-the-teaching-profession-in-a-digital-world-covid-19-and-beyond)

Links to studies: [Côte d'Ivoire](#), [Kenya](#), [Rwanda](#), [Zambia](#), [Bosnia and Herzegovina](#)

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Do you want to know more about digitalisation in the informal sector?

The Sector Project TVET has published a new study on 'Learning and working with smartphones in the informal economy' in [English](#) and [French](#). This study reflects a field research in Ghana, Kenya and Senegal and identifies entry points to make effective use of the potential offered by digital media, especially smartphones, for modernising informal apprenticeships and for learning in the informal sector. How are smartphones (and other internet-enabled devices) used in practice in apprenticeships and in jobs in the informal sector? For which learning and teaching purposes? Which opportunities for learners and master craft persons? And much more...

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Inclusion of Displaced Persons in National Systems. Experiences from German Development Cooperation: Special Initiative "Displaced Persons and Host Countries"

The BMZ published the report Inclusion of Displaced Persons in National Systems. Experiences from German Development Cooperation: Special Initiative "Displaced Persons and Host Countries" in light of the staggering number of 108 million displaced persons globally. Long-term perspectives are needed that promote the dignity and self-reliance of the people affected. In this context, the approach of including displaced persons in national systems has gained importance. It offers a more sustainable, cost-effective and potentially more socially inclusive alternative to the traditional

(often humanitarian led) approach of parallel systems. The Special Initiative “Displaced Persons and Host Countries” is a crisis instrument by the German Development Cooperation. Almost half of all projects offer promising approaches to the inclusion of displaced persons in national systems. The analysis identifies trends, challenges and success factors to inclusion on the basis of the experiences by the Special Initiative. A three-level approach distinguishes between the individual, institutional and policy level and provides the analytical framework for inclusion approaches. Findings from the Special Initiative are presented across several sectors, including education, which presents a large share of the projects within the Special Initiative.

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Planned events / webinars

Global webinar on value of credentialing in the platform economy

GIZ's Sector Project TVET and Gig Economy Initiative co-hosted a webinar on the 'Value of micro-credentials for platform workers' in June 2023. The Webinar focused on research findings from interviews conducted globally and case studies in **India, Kenya, Vietnam** and **Mexico**. Key experts from Niti Aayog in India, Mastercard in Kenya, Skills Group in New Zealand, Pearson Education in Australia and GIZ in Germany shared their experiences and debated pertinent questions on **how digital credentials can support TVET learners and gig workers in finding a career path in the digital labour economy**. The discussions of the webinar can be reviewed here: [Value of Credentialing in the Platform Economy](#).

To provide information and orientation to TVET learners and platform workers on micro-credentials, **a web-based tool was launched** during the webinar. The tool can be accessed here: [Informational tool on the value of micro-credentials | BMZ Digital.Global \(bmz-digital.global\)](#)

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Skills4Riders: eLearning for riders in Nigeria

The transport and logistics sector, especially the delivery services, are one of the fastest growing industries in Nigeria. Despite its potential to create flexible income and offer work opportunities, both gig workers and companies are impacted by the huge skill gap. To address the skills gaps and to maximize the economic potential of the sector, the **VET Toolbox Project in Nigeria** aims at professionalizing delivery service operators/companies, by offering courier riders

in the gig economy the opportunity to learn relevant operational and business skills for their professional growth, long-term employability and personal development. **More than six hours of interactive, easy to understand and gamified e-learning** have been developed to focus on four core skills areas – **Digital Literacy, Road Safety, Customer Orientation and Financial Literacy**. These courses are available for riders via a special portal developed by the project partners in Nigeria here: jobportal.21cceducation.com/registration/start.

In partnership with the Global Gig Economy Initiative, these courses are available for learners from the rest of the world via BMZ's flagship digital learning platform **atingi**.

TVET Institutes interested in enrolling their students are welcome to contact kikelomo.collins-chibeze@giz.de (in Nigeria), pooja.gianchandani@giz.de (Global)

Evidence Session: Improving the Employment Effectiveness of Vocational Training Program.

Promising Approaches and Gender-Specific Interventions

Which Vocational Training programmes approaches are most effective for promoting employment?

As part of a wider process to promote the use of evidence within GIZ, the J-PAL Europe scientific network was commissioned to collect, review and synthesise relevant rigorous impact evaluations from around the world to answer this question.

The results were presented to GIZ staff and other German development cooperation stakeholders during an Evidence Session in July 2023. An accompanying Evidence brief was created to inform and disseminate information further.

J-PAL Europe provided an overview of promising approaches, such as reducing information barriers, providing financial support, counseling and mentoring jobseekers, helping jobseekers improve their job search, and helping them to better assess and communicate their skills. The speakers also highlighted how programmes that address the additional challenges women face in the labour market have shown promise in terms of employment outcomes.

While the overall findings on the effectiveness of vocational training programmes are mixed, the briefing identifies a number of characteristics that have led to stronger employment outcomes.

[Link: Policy Insights in Labor Markets | The Abdul Latif Jameel Poverty Action Lab](#)

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European Centre for the Development of Vocational Training (Cedefop)

Publications

Going digital means skilling for digital

As the European Union navigates an era of rapid digital transformation, the demand for digital skills has never been higher, and it will keep growing in the next decade. This policy brief sheds new light on the evolving landscape of digital skill requirements in the EU-27, using Cedefop analysis of online job advertisements. The evidence in this policy brief showcases the pivotal role of digital skills in economic development and global competitiveness. It also points towards the need to accelerate the implementation of digital policy and strategy. Up- and reskilling the workforce, investing in the skills of teachers and trainers and modernising education and training systems will help ensure the digital revolution will benefit all citizens.

Link: https://www.cedefop.europa.eu/files/9188_en.pdf

Entrepreneurship competence in vocational education and training in Europe. Synthesis report

This report describes how entrepreneurship competence is embedded in vocational education and training (VET) in Europe. It complements existing knowledge with examples of methods, tools and approaches that can help policy makers, VET providers and other stakeholders build better entrepreneurial learning ecosystems.

The report is based on the research of Cedefop's study Entrepreneurship competence in VET and eight national case studies covering Spain, France, Croatia, Italy, Latvia, Austria, Finland and Sweden.

Link: https://www.cedefop.europa.eu/files/5600_en.pdf

Skills in transition. The way to 2035

To make and shape the green and digital transitions, Europe needs a skills revolution. Sitting alongside the current VET and skills policy framework and expanding funding opportunities, Cedefop EU skills intelligence is a key resource that helps unleash it. Skills intelligence provides sound and trusted evidence on labour market trends and skill needs, which guides policy- and decision-makers in focusing their efforts when investing in skills and in skills matching.

This report is one of Cedefop's key contributions to the 2023 European Year of Skills. It broadens understanding of what has changed in EU labour markets in the past decade and uses Cedefop's 2023 skills forecast, sectoral foresight and big data-powered analysis to track ongoing and future trends. The report blends different types of evidence to foster better understanding of the labour market and skills impacts of the twin transition and current and future labour markets tensions.

Link: https://www.cedefop.europa.eu/files/4213_en.pdf

Handling change with care. Skills for the EU care sector

Supporting the rapid growth in the aging population is one of EU's greatest challenges, placing the care sector high on policy agendas. Demographic change, technological advancements and poor working conditions exercise pressure on care workers' employment and skills.

This policy brief discusses developments in the employment and skills of care sector workers, and the role that vocational education and training (VET) can play in support, building on Cedefop's skill forecast and online job advertisement analysis.

Link: https://www.cedefop.europa.eu/files/9185_en.pdf

The future of vocational education and training in Europe. Synthesis report

The Future of VET study examined how vocational education and training (VET) has changed since the mid-1990s, and how this may influence future opportunities and challenges.

This synthesis report summarises 3 years of research involving researchers and VET experts across Europe, with discussion of findings on the content and delivery of VET, assessment practices, and the link between initial and continuing VET. In addition to connecting and synthesising the series of research papers and case studies already published, it features an analysis by country. The study provides important insights into how VET in Europe has developed over the past three decades, illustrating observed trends and developments, as well as tendencies of convergence between countries and systems.

The research has also shown that the development of VET does not necessarily form an unbroken chain leading in one direction but can be interrupted by changes of course and even reversals in policy and practice. The future of VET is still unwritten. This report aims to provide a stimulus for developing future research in this area.

Link: https://www.cedefop.europa.eu/files/3094_en.pdf

National policies for quality in initial VET mobility. Little progress made: a new impulse needed

The European Union policy for education and training attaches great importance to enabling learners to become familiar with international mobility. Acquiring such experience while in studies is seen as crucial to improving labour mobility later.

This allows EU economies to address spatial imbalances in labour availability and transnational enterprise needs for mobile staff. A range of EU-level vocational education and training (VET) policy initiatives to support learner mobility has been undertaken since the 1960s. Major moves to ensure the quality of mobilities were made in 2006 (European Quality Charter for Mobility) and 2011 (Youth on the move recommendation).

This policy brief takes stock of national efforts to improve the quality of international learning mobility in initial VET over the past decade. It shows that countries have made progress, although areas for improvement remain in terms of quality frameworks and policy governance.

Link: https://www.cedefop.europa.eu/files/9187_en.pdf

From linear thinking to green growth mindsets. Vocational education and training and skills as springboards for the circular economy

Moving to a circular economy paradigm lies at the core of the European Green Deal (EGD) ambitions. Shifting to a 'redesign, repair and reuse' economy leads to new jobs, and brings about changes in job profiles that require circular design, systems thinking and transversal skills.

This policy brief reports on a Cedefop skills foresight study which looked at the occupations and skills that are essential for achieving a circular economy in the EU, and the role that vocational education and training (VET) can play in support.

Link: https://www.cedefop.europa.eu/files/9184_en.pdf

European guidelines for validating non-formal and informal learning. Third edition

The European guidelines for validation of non-formal and informal learning seek to clarify the conditions for developing and implementing validation. The guidelines are written for everybody involved in initiating, developing and implementing validation and are meant as a source of inspiration and reflection.

The development and implementation of validation relies on several interconnected elements that, when combined, can strengthen the role of validation at

national and European levels. The guidelines put the individual at the heart of the process, responding to needs and objectives. They provide insights into validation provision and methodologies and how the process can be coordinated and carried out.

This third update of the European guidelines follows and expands the principles agreed in the 2012 Council Recommendation on validation, and considers the evaluation of the Recommendation and follow-up. The guidelines are the result of consultation with stakeholders and validation experts during the last 3 years.

Link: https://www.cedefop.europa.eu/files/3093_en.pdf

The future of work is learning. Cedefop in 2022

The year 2022 marked the 20th anniversary of the Copenhagen Process, the European policy cooperation on vocational education and training. See what Cedefop achieved during that year, focusing on 'ecosystems' by analysing not only skills and VET systems, but also the wider impact of the digital and green transitions on skills and employment.

Link: https://www.cedefop.europa.eu/files/9182_en.pdf

Planned events / webinars

Fifth Policy learning forum (PLF) on upskilling pathways: a vision for the future (6-7 February 2024)

In February 2024, Cedefop and the European Economic and Social Committee (EESC) are organising the fifth Policy Learning Forum on upskilling pathways: a vision for the future.

The event will take place at EESC premises in Brussels, on 06-07/02/2024 (09.30 - 17.30 CET). The dates of the event are tentative.

Policy Learning Fora (PLF) on upskilling pathways are a series of policy learning events on the topic aimed at providing a platform for countries to come together to learn from one another and explore common challenges in upskilling adults with low level of skills.

The Fifth Policy Learning Forum (PLF) on upskilling pathways is aimed at discussing progress and lessons learnt from the implementation of the Upskilling pathways recommendation, by exploring and discussing the preliminary findings from Cedefop Thematic Country Reviews on Upskilling Pathways.

Link: <https://www.cedefop.europa.eu/en/events/fifth-policy-learning-forum-plf-upskilling-pathways-vision-future>

Making progression in learning a reality - Learners in the spotlight (27 February 2024)

Building upon the previous workshop of the Transparency and transferability of learning outcomes project, this second workshop aims to foster a discussion about which policy tools and initiatives have supported individual citizens in entering, re-entering and combining education, training and learning, exploring the extent of synergies between these tools and initiatives and areas needing improvement.

A central focus of the project is to analyse changes in individuals' circumstances from 2000 to 2020. The workshop will be an opportunity to discuss and identify removed or reduced barriers as well as persistent and emerging obstacles to smooth transparency, recognition, and transferability of skills and qualifications within and across countries. Discussions will also serve to shape the last part of the project which will develop set of alternative policy scenarios towards 2040 pointing to alternative policy choices and their implications on lifelong and life-wide learning.

The event will gather policymakers, researchers, experts, and stakeholders involved in developing and implementing European and national policy tools and initiatives supporting transparency, transferability and the recognition of skills and qualifications.

Link: <https://www.cedefop.europa.eu/en/events/making-progression-learning-reality-learners-spotlight>

21st ReferNet annual plenary meeting (28 February - 01 March 2024)

The new ReferNet partners and national representatives will be invited to attend the 21st annual plenary meeting of the network, which will be the first annual meeting taking place under the new 2024-27 Framework Partnership Agreement.

The aim of the meeting will be to: inform on the latest EU VET policy developments, the outcomes of the 2023 work plan and the preparation of the 2024 work plan; introduce the new partners to the processes and procedures of the network; reinstall a physical network dynamic of cooperation and shared reflection by convening in a physical open space, which will encourage creative reflection on how partners would like ReferNet to develop in the new 2024-27 period.

Link: <https://www.cedefop.europa.eu/en/events/21th-refernet-annual-plenary-meeting>

Initiatives / Special initiatives related to gender mainstream

Practical tool to support the comparison and recognition of qualifications

While progress has been made over the last two decades in clarifying the criteria and procedures for comparison (and consequently, recognition) of qualifications, this has mostly served the need of education institutions and national qualification awarding bodies. The end-users of qualifications, individual citizens and employers, are still facing obstacles when it comes to comparison - and thus transfer and recognition - of qualifications. There is thus the need for a practical tool to be shared and implemented nationally and internationally making it possible for qualification end-users to clarify whether qualifications can be compared, transferred, accumulated and combined.

This need is becoming more critical as countries and institutions increasingly make use of part qualifications, credentials and task specific certificates. This tool should propose, maybe amongst other things, a shared methodology to establish a common way and basis to compare qualifications. The tool should allow individuals to combine qualifications, credentials and certificates in a way which facilitates lifelong and life-wide learning.

The work will be taken forward as an internal Cedefop project coordinated by Carita Blomqvist and will not involve support from or financing of external experts. The benefit of the project is that it builds on and further develops the extensive work carried out by Cedefop in the period 2016-22.

Donor Committee for dual VET (DC dVET)

Publications

Policy Brief on Dual VET in Development Cooperation

The latest DC dVET policy brief highlights the elements of dual VET to be considered in development cooperation in order to generate advantages for partner countries. It illustrates opportunities and limitations as well as key success factors. It can be downloaded here in [English](#) and in [French](#).

Finalised Online Guide on Gender & Social Inclusion (GESI) in Dual VET in Development Cooperation

In 2022 and 2023 DC dVET conducted a number of interactive online BarCamps on Gender and Social Inclusion (GESI). The documentation of the BarCamps and much more information & resources are available in our [Online Guide on GESI in dual VET](#).

European Bank for Reconstruction and Development (EBRD)

Planned events / webinars

European Employment & Social Rights Forum

EBRD is partnering with the Directorate-General for Employment, Social Affairs and Inclusion of the European Commission in organising the second edition of the annual flagship event in Brussels, the European Employment & Social Rights Forum.

The Forum is a unique meeting point for opinion and decision makers to discuss current issues around European employment and social affairs.

The theme of this year's Forum is the impact of artificial intelligence on the world of work.

Rapid technological transformation and new digital technologies bring forth new work opportunities. They create new jobs for people, widen access to education, boost productivity, and improve our efficiency. Yet, these advancements also underscore growing inequality and a lack of transparency across the world. How do we ensure fairness, inclusivity and transparency as we navigate the new world of work?

EU and national policy-makers, Ministers, representatives from the EU institutions and businesses, social partners, civil society, and academics are invited to assess the current challenges and opportunities brought about by artificial intelligence to the world of work.

We will be hosting the discussion on **'Investing in People in Ukraine Strengthening Skills and Enhancing Digital Transformation with support of the EU and the EBRD'**, this event will be assessable online as well, so please do register your interest at EU Social Forum 2023.

Supporting the Ministry of Education and Science of Ukraine on improving skills-matching systems

EBRD continues to support the **Ministry of Education and Science of Ukraine** in the context of our **'Human Capital Response'** to address wartime knowledge gaps affecting labour market institutions and to establish modern new practices promoting skills-matching in line with employers' most critical demand for human capital.

Following up on the support to the Ministry on the robust labour market assessment in partnership with the EU for Skills Programme, we are now supporting the Ministry to update its National Classifier of Occupations (NCO) in line with Ukraine's contemporary labour market needs. Adopting a modern NCO, harmonised with international standards, will encompass a streamlined set of circa 3,000 occupations defined in close consultation with employers' contemporary working processes and needs. Upon its fulfilment in 2024, the new NCO will rationalise and modernise policy planning and regulatory processes alongside streamlining engagements between employers and educational partners.

European Commission

Publications

Working Group VET Compendium

In June 2023, the Working Group Vocational Education and Training (VET) and the Green Transition published its Compendium of Inspiring Practices. The transition to an environmentally sustainable, circular and climate-neutral economy has significant social, economic and employment impacts. Ensuring that all citizens obtain the necessary knowledge, competences, skills and attitudes to cope with these changes is vital to a socially-just transformation of the EU. VET has a key role to play to help young people and adults develop skills so they can thrive in their careers and lives. The European Education Area Working Group on VET and the Green Transition enables technical exchanges and contributions to help countries implement the principles and objectives of the Council Recommendation on vocational education and training, and the Osnabrück Declaration. As part of its mandate, this Working Group has collected a set of inspiring practices from across Europe, presented in a Compendium.

You can find the full Compendium here: <https://op.europa.eu/s/yX9q>

Eurobarometer survey for the European Year of Skills: Skills shortages, recruitment and retention strategies in small and medium-sized enterprises

As one of the initiatives of the European Year of Skills, on behalf of the European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Ipsos European Public Affairs between 4 and 24 May 2023 has carried out a telephone survey with a representative sample of SMEs in each of the 27 Member States of the European Union (Eurobarometer 529). The survey highlights the prevalence of skills shortages among the majority of European SME's, having clear negative effects on their business operations as well as digitalisation and greening efforts. Skills shortages span a number of different occupational profiles at all skill levels, with significant shortages at medium and low levels. Based on the perceptions of SMEs, a number of different initiatives could be undertaken to improve the situation, including better collaboration with the PES, better tools for skills assessment as well as facilitating the processes of hiring talent from abroad.

Contact: Mantas.Sekmokas@ext.ec.europa.eu; Carlo.Scatoli@ec.europa.eu

Link: <https://europa.eu/eurobarometer/surveys/detail/2994>

EAFa published new factsheet on financial support to apprenticeships in the EU

EAFa has published a new factsheet on the topic of financial support available to apprentices and to companies offering apprenticeships. The factsheet outlines the different types of financial support available as well as sources of EU funding. The publication includes lots of good practice examples from Member States and useful links to further information.

[Check out the EAFa factsheet.](#)

Planned events / webinars

Webinar: Apprenticeships in the care sector and social economy

On 4 May the European Alliance for Apprenticeships (EAFa) held a webinar on apprenticeships in the care sector and social economy. The online event gathered nearly 80 attendees interested in the topic. It has been estimated that 1 in 3 Europeans have caring responsibility and over 9.1 million people, mostly women, work in the care sector. Long-term care services in the EU are often unaffordable or unavailable. To improve the situation for both carers and care receivers, the European Commission has put

forward the [European Care Strategy](#). Among other things, the strategy aims to improve the training of European care staff – an area where the development of quality apprenticeships could lead to positive change. The European Care Strategy also makes a strong link to the social economy. [Social economy actors in the EU](#) are often driven by a strong social mission, putting people at the centre of their work, and focus on achieving a positive impact on their communities. To this end, quality apprenticeships are often used as a tool to help promote important values and equip workers with essential, practical and meaningful skills. With this webinar, EAFa aimed to explore how apprenticeships can support the care sector in the EU and help address its challenges, as well as how social economy actors can contribute.

Check out the recording [here](#).

The European Year of Skills Festival (9 May 2023)

The Year was launched with the European Year of Skills Festival on 9th May 2023, watched by over 6 400 people. This event raised awareness and promoted interest for skills development by showing inspiring stories of upskilling and reskilling journeys and ground-breaking projects. More specifically, the Festival promoted success stories across Europe from SMEs to training providers, institutions to individuals benefiting from EU funding. These stories illustrated the positive impact of skills development in diverse settings. The essential role of skills was highlighted in interventions by Commission President von der Leyen, Executive Vice President Vestager, Vice President Schinas and Commissioner Schmit.

[Link to the event](#)

Webinar on the launch of the European Learning Model

On 11 May, DG Employment, Social Affairs and Inclusion organised a webinar for the launch of the [European Learning Model](#) v.3 (ELM v.3). This first multilingual data model for learning is an exciting new development in the field of knowledge and skills data exchange, opening new possibilities for interoperability and credential exchange. By providing a unified way to refer to and describe all things related to learning (including Vocational Education and Training), the ELM allows for the understanding of concepts in the same way across countries and organisations. As a tool that can ease recognition processes, the ELM contributes to the wider goals of the European Commission to promote labour and learning mobility in Europe. The data richness of the ELM supports the visibility of skills and encourages a 'Skills first' approach.

The webinar gathered close to 300 stakeholders in the field of education and training and of digital credentials. The recording remains available.

Contact: EMPL-ELM-SUPPORT@ec.europa.eu

Recording: <https://europa.eu/europass/en/news/launch-european-learning-model>

Making Skills Count (8-9 June 2023)

One of the major events of the European Year of Skills – the conference Making Skills Count took place in June 2023. It explored the ways in which skills “count” and matter to individuals, organisations and society. Bringing together 300 participants in person and over a thousand online, this conference united key stakeholders deeply involved in upskilling and reskilling initiatives and policies. Commissioner Schmit and Vice President Schinas provided new insights into ways to promote the value of skills. The event emphasised the wide consensus on the important role of the European Year of Skills and advocated a “Skills First” approach to expand the pool of skills and facilitate access to the labour market, also for disadvantaged people.

[Link to the event](#)

Erasmus+ Centres of Vocational Excellence (CoVEs)

On 14 June, thirteen new Erasmus+ Centres of Vocational Excellence (CoVEs) from the 2022 call for proposals were launched. In all, 31 countries are involved in the selected projects, which involve more than 300 organisations. The projects cover different sectors, and several address the digital and green transitions. Some also cover horizontal challenges, like inclusion. [Here](#) you find factsheets on all the selected projects (also for previous years). The Erasmus+ initiative on Centres of Vocational Excellence (CoVE) aims to be a driving force for reforms in the Vocational Educational and Training (VET) sector, ensuring high quality skills and competences that lead to quality employment and career-long opportunities, and meeting the needs of an innovative, inclusive, and sustainable economy. The CoVEs are international collaborative networks, and each selected project receives up to 4 million euros over four years. The initiative has an indicative budget of 400 million euros to fund 100 CoVE projects in the period 2021-2027. In the 2023 call we have seen a record high number of applications, with more than 100 applications, compared to 76 in 2022. The application deadline for this call was on 8 June 2023, and the evaluation is ongoing.

Celebrating a decade of working together on apprenticeships – EAfA’s 10 year anniversary event

On 26 and 27 June, the European Alliance for Apprenticeships (EAfA) held its 2023 high-level event in Brussels, Belgium. The event marked the Alliance’s 10th anniversary as well as the 5th anniversary of the European Framework for Quality and Effective Apprenticeships. The event brought together leading experts, policymakers and key stakeholders in person, as well as over 500 in-person and online participants over 2 days, to celebrate EAfA’s achievements over the past decade and to discuss the benefits, challenges, and future of apprenticeships in Europe. The conference included four panels, each focussing on a different aspect of apprenticeships. Topics included the European Framework for Quality and Effective Apprenticeships, securing skilled employees through apprenticeships, adult apprenticeships, and apprenticeships as agents for a sustainable future.

Please find the report [here](#).

Workshops for the Talent for Growth Task Force of the EU-US Trade and Technology Council

The OECD is organizing two online workshops this Autumn to support the work of the Talent for Growth Task Force. Launched in December 2022, this Task Force is a high-level reflection group of the EU-US Trade and Technology Council (TTC). The goal of the Task Force is to exchange best practices and serve as a catalyst for innovative skills policies and approaches. It will eventually develop recommendations to the TTC on skills development in the EU and US. More information on its members can be found [here](#) and [here](#). The OECD is currently looking for innovative projects and initiatives that foster all types of diversity in the technology sector. These inspiring practices will be discussed during a workshop on 18 October 2023. The OECD is also analysing the use of skills-based approaches – also known as ‘skills-first’ approaches – in the labour market. It would like to identify the challenges and success factors of such approaches. A discussion on this topic will take place during a workshop on 13 November 2023. In case of interest in these workshops, please contact the secretariat of the Task Force: EMPL-TALENT4GROWTH@ec.europa.eu.

2023 European Vocational Skills Week (EVSU) is almost here

The 2023 European Vocational Skills Week is set to take place from 23–27 October. It will continue to shine a spotlight on how VET is key for people of all ages to up-skill and re-skill for their personal development and careers. Check out the European Vocational Skills Week website for an overview of key events at EU level. The success of EVSW relies on the cooperation

of VET stakeholders in organizing various initiatives and events. If you are involved in VET-related activities, you are encouraged to contribute by registering your planned events on the [EYS website](#). These events can carry the branding of both the European Year of Skills (EYS) and the European Vocational Skills Week, creating a unified and impactful message.

[Head to the website for more information.](#)

Closing event on the EYS (30 April 2024)

The achievements of the European Year of Skills will be celebrated in a large-scale Closing event to take place on 30th of April 2024 in Brussels. The event will bring together a wide range of actors and stakeholders to reflect on the implementation of the Year and its lessons learned for the future. This will help develop ideas for further common endeavours in the field of skills. The event will include panel discussions and interactive sessions, with more information to follow on the European Year of Skills' website in due course.

Link to [EYS website](#).

European Training Foundation

Publication

GRETA sub-initiative

The GRETA sub-initiative has published a compendium of good practices focused on greening VET [GRETA – Greening of vocational education and training: Processes, practices and policies | ETF \(europa.eu\)](#)

Guide to microcredentials

In the area of qualifications, the ETF has published the guide to microcredentials [Guide to design, issue and recognise micro-credentials | ETF \(europa.eu\)](#), a mapping of recognition centres and qualifications agencies [Mapping of qualifications recognition centres | ETF \(europa.eu\)](#) and [International mapping of national qualifications agencies: Identity, tasks and scope for cooperation | ETF \(europa.eu\)](#)

The scaffold card deck

The scaffold card deck focused on competences [Scaffold: a card game to revolutionise teaching | ETF \(europa.eu\)](#) Scaffold is a tool, consisting of a deck of 102 cards, created to support educators in designing learning activities and guiding them step-by-step – from planning to assessment.

Scaffold aims at making European competence frameworks simple and easy to use by teachers – and more broadly, by all educators – by combining meaningful learning activities for learners with essential knowledge of what each competence entails, structured with instructional and assessment design prompts.

Torino Process results

A new section of the website is dedicated to [Torino Process results Torino Process reports | ETF \(europa.eu\)](#)

Tackling the digital divide in the EU and beyond (7 November 2023)

In this sixth virtual get-together, Cedefop joins forces with the European Training Foundation (ETF) to present and discuss the main findings of the Cedefop second European skills and jobs survey (ESJS2). The ESJS2 was developed and carried out by Cedefop in 2021 in 29 European countries (EU-27 plus Iceland and Norway). A year later, the ETF deployed the ESJS2 in seven additional countries (western Balkans and Israel). The survey provides insights into new digital technology (e.g. AI, robots, 3D printers) and its impact on skill needs and skill mismatches of adult workers in EU and neighbouring countries. It is unique because it is the first international survey that measures the digital skill intensity of jobs and the digital skill gaps of working adults, and relates these to job quality, job insecurity and other labour market parameters.

Link: <https://www.cedefop.europa.eu/en/events/tackling-digital-divide-eu-and-beyond#group-details>

Planned events / webinars

[Complete list of events and webinars are available at Events | ETF \(europa.eu\)](#)

Initiatives / Special initiatives related to gender mainstream

The Green Skills Award

The Green Skills Award is a **global initiative** that was first introduced in 2021. It provides ideas and inspiration from all over the world about innovation happening thanks to individuals and institutions. This initiative has become a source of good practices that can inspire people everywhere to make real change happen in creating circular and carbon-neutral economies and societies. The 10 finalists of ETF [Green Skills Award 2023](#) are from different countries. The public was invited to cast their vote for

the winner (some 6,000 votes received), and a group of experts from different international organisations subsequently selected the second and third place winners. Here are the *winners of the Green Skills Award 2023*.

The ETF communication campaign

The ETF communication campaign throughout November and December 2023 focuses on skills for growth, highlighting ETF activities, outlined below, in partner countries in the EU's neighbouring regions and beyond. During these months we will engage policymakers, practitioners, representatives for the private and civic sectors, and internationally renowned experts to discuss how best skills can contribute to improving people's lives and the world around us. Stay tuned! *Individuals, economies and societies all benefit from skills* | [ETF \(europa.eu\)](#)

Launch of a new self-assessment tool for vocational and educational training centres

The imminent launch of a new self-assessment tool for vocational and educational training centres will be a key focus of an ETF conference taking place this week gathering together representatives from centres of vocational excellence (CoVEs) and policy makers from the ETF partner countries and beyond.

The event aims to share and discuss with the participants the results of the EU-funded project 'The international dimension of centres of vocational excellence' implemented by the ETF and outcomes of the work of the ETF's Network for Excellence (ENE) thematic initiatives, with a focus on 'Entrepreneurial CoVEs' and the 'Digitalisation of teaching and learning'.

More information on the conference can be found [here](#).

African Continental Qualification Framework Project:

African Continental Qualifications Framework – ACQF

The African Continental Qualifications Framework (ACQF) contributes to development of national and regional qualifications frameworks, in accordance with the objectives of the Continental Education Strategy for Africa (2016-2025). The establishment of the ACQF is a policy initiative of the African Union (AU), required by key continental integration strategies and initiatives in the fields of education and training, free movement of people and free trade. [ACQF website](#).

Darya project launched

DARYA is the European Union's first-ever regional project supporting young people in Central Asia through measures fostering inclusion and labour

market skills. This five-year project (2022–27), whose contract was signed in June 2022, will be implemented by the European Training Foundation. *DARYA – Dialogue and action for resourceful youth in Central Asia* | [ETF \(europa.eu\)](#)

The Eastern Partnership (EaP)

The European Training Foundation is to implement the first-ever EU regional education programme in five countries of the 27-member bloc's *Eastern Partnership* countries.

Education Reforms and Skills in Eastern Partnership

Education Reforms and Skills in Eastern Partnership programme, the €2.5 million, three-year programme is due to be launched in January 2024.

European Neighbourhood Policy and Enlargement Negotiations (DG NEAR)

Designed by the *European Commission's DGNEAR* – which has chosen the ETF as its implementation agency – the new programme will be formally launched at an international conference in April 2024 at the ETF's Turin headquarters.

The programme – which aims to support educational reform and build capacity in Armenia, Azerbaijan, Georgia, Moldova and Ukraine – will pivot around an evidence-based 'Rapid Education Diagnosis' methodology, where partner countries will work with DGNEAR, national EU Delegations and the ETF, to analyse key challenges and develop their education systems across all levels, from pre-school to post-graduate. *The ETF to implement the first-ever EU regional education programme in Eastern Partnership countries* | [ETF \(europa.eu\)](#)

Join our Networks

Skills LAB

Skills Lab Network | [Open Space \(europa.eu\)](#) focused on research on skills anticipation and matching

GLAD

GLAD | [Open Space \(europa.eu\)](#) focused on governance for life long learning

Community of Innovative Educators ETF

Community of Innovative Educators | [Open Space \(europa.eu\)](#) innovation in teaching and learning for youth and adult learners

GRETA

GRETA: The peer learning network helping vocational education go green! | ETF (europa.eu)

Stay connected

Podcasts!

Follow our podcasts on skills matters [Multimedia | ETF \(europa.eu\)](#)

Last releases

#32 - Impact of Artificial Intelligence on teachers: A blessing or a curse?

In this episode we discuss the impact of generative artificial intelligence on education system overall and on teachers in particular.

#31 - Platform Work and Artificial Intelligence

In this episode, the discussion revolves around the artificial intelligence (AI) and its potential impact on the labour market and education. We delve into various aspects, including societal fears towards AI in different countries, the historical context of automation in Japan, the potential for AI to address labor shortages, and the future of unpaid household work.

Download our newsletters and subscribe to [Newsletters | ETF \(europa.eu\)](#)

Join our OpenSPACE to interact with more than 6000 practitioners and be up to date with developments in the community [Home | Open Space \(europa.eu\)](#)

Gender

The ETF is soon releasing the Report on the Gender dimension of labour markets transition; a summary report has been released [ALMPs_gender_review_background_report_0.pdf \(europa.eu\)](#). The European Training Foundation (ETF) initiated research on the gender dimension of labour market transitions. Inequalities based on gender are major challenges to address. It looks at the gender sensitiveness, gender-responsiveness and the gender transformative approaches¹ of ALMPs and career guidance, national initiatives and donor programmes to enhance gender equality in labour market transitions, in particular the participation of women in the labour market, and to address root causes of the inequalities,

in a context of post-COVID-19 recovery, green and digital transitions and strategies to address emerging socio-economic risks and uncertainties, as well as significant security threats worldwide. The report is

based on reviewing available literature and data. Work was underpinned by a survey on active labour market programmes, involving mainly Public Employment Services of several ETF Partner Countries.

The summary report is released as part of the peer learning seminar on Gender and inclusiveness in Active Labour Market Policies [Peer-Learning Seminar: Gender & Inclusiveness in Active Labour Market Policies | ETF \(europa.eu\)](#)

International Labour Organization (ILO)

Publications

R208: The new Recommendation on Quality Apprenticeships ([Link](#)) The 111th International Labour Conference ([Link](#))

(ILC) successfully adopted a new Recommendation (R208) on Quality Apprenticeships, with the objective of supporting “opportunities for people of all ages to become skilled, reskilled and continuously up-skilled” in rapidly changing labour markets. Quality apprenticeships are a key tool for the future of work and enhance employability, productivity and decent work. They can support the transition to the formal economy, job creation, and the growth and sustainability of enterprises. They contribute to social inclusion and more equal labour markets and societies. All of these reasons highlight the importance of this new international labour standard.

The standard setting discussion succeeded in moving from taking stock of existing practices to formulating a global aspirational standard for quality apprenticeships. It outlines.

- a clear definition of apprenticeship
- the regulatory framework
- the rights and protection of apprentices
- the apprenticeship agreement
- equality and diversity in apprenticeships the promotion of quality apprenticeships
- as well as modes for international, national, and regional cooperation Find it [here](#).

The ILO strategy on skills and lifelong learning 2030

The ILO strategy on skills and lifelong learning 2030 presents the key steps the ILO - in collaboration with relevant development partners – will undertake in the period 2022-2030 to strengthen its global leadership

in skills development and lifelong learning systems. The strategy details a theory of change consisting of five core short- to medium-term targeted outcomes to enhance skills systems and promote lifelong learning, as well as the five components through which the ILO will channel its work to fuel this change. The targeted outcomes empower societies to meet wider socio-economic impacts dealing with the necessary digital and green transitions, increased resilience, social justice and decent work and contribute to key SDGs (4,5, and 8 in particular). [Link](#)

Building pathways to sustainable growth Strengthening TVET and productive sector linkages in Africa

This report was launched during the *19th ILO Regional Seminar for Labour based Practitioners in Kigali (RW)* on May 15th, 2023. The African Development Bank (AfDB) and the International Labour Organization (ILO) collaborated to jointly analyse TVET systems in Africa and formulated recommendations to guide increased investment in skills development and enhance stakeholder capacity to improve TVET performance. Based on survey results for 16 countries (Burundi, Cameroon, Chad, Cote d'Ivoire, the Democratic Republic of the Congo, Egypt, Eritrea, Ghana, Kenya, Mauritius, Namibia, Nigeria, Senegal, Tanzania, Tunisia and Zambia), the study identifies key recommendations supporting increased investments in skills development and in improving TVET performance. The report's findings and recommendations align with the AfDB's Skills for Employability and Productivity in Africa (SEPA) Action Plan 2022-2025 and the ILO's strategy on skills and lifelong learning for 2022-2030. The AfDB and the ILO will continue to support African Member States in implementing the report's recommendations to enhance the role of TVET systems in Africa's growth and development. [Link](#)

Statistical Brief - Apprentices in countries with large informal economies

The statistical brief compares country-level data on apprenticeships with an interest in countries with large informal economies. It investigates the possibilities and limitations of current labour force statistics to provide a snapshot on apprenticeships, with data compiled by the ILO from 27 countries (26 African and 1 South Asian countries). It also provides key findings and recommendations based on the comparative analysis. [Link](#)

Financing mechanisms for promoting social inclusion in skills and lifelong learning systems

First global study that analyses the effectiveness of existing financing instruments targeting individuals, training providers and enterprises in improving social inclusion in access and participation to skills development. It also recommends how these instruments should be contextualized and better applied in developed and developing countries to ensure that training reach those who need it the most. [Link](#)

Improving skills and lifelong learning for workers in the informal economy to promote decent work and enhance transitions to formality

This paper prepared for the 2nd meeting of the Employment Working Group reviews skills-related challenges of informal economy workers in non-standard forms of employment in BRICS countries. It showcases country examples as solutions for how to promote decent work and enhance transitions to formality for these workers. [Link](#)

The Education-Training-Work Continuums: Pathways to Socio-Professional Inclusion for Youth and Adults

The eight editions of NORRAG Special Issue (NSI), in collaboration with the ILO focuses on the discontinuities that currently exist between education, training and decent work, arguing that existing discontinuities between these three fields create and reinforce exclusions and inequalities for already marginalised groups. The authors argue that treating the three fields as a continuum would improve the inclusion of people who continue to be excluded from the "standard" journey between education, training, and work. [Link](#)

Skills harmonization and partnerships

This think-piece prepared for a side event at the 1st Employment Working Group meeting under the Indian presidency gives an overview of available instruments and mechanisms for regional and international partnerships on skills and qualifications transparency, harmonization and recognition. [Link](#)

- [Harmonized minimum occupational standards for poultry farming – Ghana, Nigeria, Togo](#)
- [Harmonized minimum occupational standards for assistant masons and masons – Ghana, Nigeria, Togo](#)
- [Harmonized minimum occupational standards for plumbing – Ghana, Nigeria, Togo](#)
- [The Education-Training-Work Continuums: Pathways to Socio-Professional Inclusion for Youth and Adults](#)

Planned events / webinars

ITC-ILO Academy on Skills Development (2-13 October 2023)

The Academy on Skills Development is the flagship programme of ITCILO's capacity building portfolio on Skills and Lifelong Learning. This intensive two-week experience will explore *ILO's new Strategy on Skills and Lifelong Learning for 2022-30*, providing participants with ideas to shape effective policies with best practices from around the world. Learn how to improve your skills systems in a fast-changing world of work.

Educaid.be International Conference 2023 - Education and Decent Work (17 October - 28 November 2023)

The conference will focus on examining, "How and under what conditions do education interventions contribute to access to decent work for youth".

[Information and registration](#)

Inclusive private sector development in forced displacement contexts (17-19 October 2023)

Join the ILO in Kampala, Uganda, for this important technical knowledge-sharing event aimed at engaging and developing the private sector in the humanitarian-development-peace nexus, providing an open forum for key actors to share and learn from different national experiences and experts to improve and sustain these efforts in the future.

[Learn more](#)

Initiatives / Special initiatives

ILO and KRIVET sign Memorandum of Understanding [Link](#)

ILO and Nomads Foundation sign Memorandum of Understanding [Link](#)

Empowering Cox's Bazar: Launch of a new ILO transformative Project for Women and Youth [Link](#)

Advancing Skills and Equality through RPL in Malawi [Link](#)

Organization for Economic Co-operation and Development (OECD)

Publications

Career talks with guest speakers: A guide to delivering an effective career development activity (May 2023)

Strong career guidance systems allow students to explore potential futures in work through authentic and frequent interactions with people in work and their workplaces. One form of career exploration that can be expected to be of particular value to young people is career talks with guest speakers. Typically undertaken through secondary education, career talks allow students to hear directly from people in work about their jobs, careers and their pathways through education and training. This new Policy Brief summarises available evidence on the impact of teenage career talks on adult employment outcomes; draws on the wider research literature and examples of practice in some countries to illustrate why and how career talks can be expected to benefit students; and, provides a step-by-step guide to the effective design of career talks in person and online. [Link](#)

Flexible adult learning provision: what it is, why it matters and how to make it work (June 2023)

This document provides insights for policy makers seeking to increase the flexibility of adult learning provision in their countries. It begins by highlighting the role that flexibility can play in increasing participation in and inclusiveness of adult learning. It then presents a framework of the different dimensions that should be considered when thinking about flexibility in adult learning provision. It finally highlights the policies that support such flexibility by a) diversifying the ways in which individuals can learn and have their learning recognised, and b) by increasing transparency and trust in the adult learning system. [Link](#)

Recognition of prior learning: a practical guide for policy makers (June 2023)

To disentangle the complex web of choices when establishing a validation framework and facilitate decision makers' understanding of the main milestones involved, this policy brief intends to provide a step-by-step guide on the key decisions that institutions must make to develop an effective RPL system. It relies on evidence gathered throughout

OECD countries using desk research, interviews with relevant stakeholders, peer-learning workshops and study visits.

While a broad literature exists on the importance of validation systems, this policy brief is, to the best of our knowledge, the first to provide a structured sequence of the decisions that institutions developing an RPL system must make. This hands-on guide can be used by any institution developing a validation system, either public or private, and takes as given some prerequisites of the system, such as the institutions governing and financing the system, the entities operationalising RPL, and the funding of the system. [Link](#)

Co-ordinating adult learning policies: mechanisms for inter-institutional and stakeholder co-ordination (March 2023)

This policy note explores: (i) at which level policy co-ordination on adult learning can take place; and (ii) which co-ordination mechanisms are most effective, based on good practice across the OECD. While the choice of co-ordination mechanisms will depend on the specific institutional context of each country and the division of responsibilities, this note describes different options that policy makers have at their disposal to foster formal co-ordination on adults' skill policies. [Link](#)

Assessing and Anticipating Skills for the Green Transition (September 2023)

Policies aimed at reducing the environmental impact of human activities have important consequences for labour markets, jobs, and skills. As employment is shifting towards more sustainable activities, workers are increasingly expected to have skills that support the transition to a greener economy. Assessing and anticipating emerging skill needs is crucial to avoid bottlenecks and sustain the green transition. This report sheds light on existing methods to measure changes in skill demand and supply related to the green transition through an in-depth review of practices in five OECD countries (Australia, Austria, France, Norway and Sweden). It also identifies best practice on how to feed information on changing skill needs into policies, notably in the areas of employment, career guidance, education and adult learning. [Link](#)

Building future-ready vocational education and training systems (July 2023)

The report "*Building future-ready vocational education and training systems*" was released in July 2023. It zooms in on four key dimensions of future-ready VET systems: i) responsiveness to changing skill needs; ii) the flexibility to make VET work for all; iii) the ability to support transitions into a changing labour market and further learning; iv) the potential of digital technology to innovate VET design and delivery. For each of these dimensions, the report presents a set of key questions that policymakers and other VET stakeholders should consider when re-engineering VET to make it more future-ready, as well as insights from data and international examples of policies and practices.

OECD Education at a Glance 2023 (Sept 2023)

The 2023 Education at a Glance report was released in September 2023. This year's edition has a special focus on vocational education and training, providing a wealth of new and updated VET indicators for OECD and partner countries.

Building a skilled cyber security workforce – Latin America (Sept 2023)

A second report in the series "Building a skilled cyber security workforce" was released in September 2023, focusing on Chile, Colombia and Mexico. The report analyses the demand for cyber security professionals in the three countries using information contained in online job postings. The report also looks at the supply side, zooming in on the landscape of cyber security education and training programmes in Colombia. It describes the different types of programmes provided in vocational and higher education, the profile of learners in these programmes and their outcomes. Finally, the report also looks at policies and initiatives adopted in Colombia to make cyber security education and training programmes more accessible and relevant. The release of the report was accompanied by a webinar.

OECD Skills Outlook 2023 (November 2023)

The OECD Skills Outlook 2023 was released on 6 November. It looks at how climate change impacts skill development and productivity and what skills are needed to promote a green transition and reduce environmental risk; the role of skills in promoting physical and mental health and how good health promotes skill development and use in the context of the COVID-19 pandemic; and the skills needed to decipher the veracity of information online and how countries can develop infrastructure for inclusive skill development.

Quality Assurance Models in Adult Education and Training (November 2023)

The paper “Quality Matters: A Comparative Analysis of Quality Assurance Models in Adult Education and Training in OECD countries” provides a comprehensive overview of different quality assurance mechanisms from a system-level perspective of the 38 OECD member countries. It proposes an analytical framework to characterise and compare the governance, processes and outcomes of different quality assurance mechanisms of quality assurance in adult education and training. The paper presents a visual cross-country mapping that classifies the existing quality assurance models. These results allow to gain a better understanding of how countries’ quality assurance systems compare with others internationally.

Developing skills for digital government: international good practices (October 2023)

Digital technologies are having a profound impact on economies, labour markets and societies. They also have the potential to transform government, by enabling the implementation of simpler and more effective services. To support a shift towards digital government, countries need to invest in developing the skills of civil servants. This paper reviews good practices across OECD countries to foster skills for digital government. It presents different approaches in public administration to organise training activities as well as opportunities for informal learning. It also provides insights into how relevant skills can be identified through competence frameworks, how they can be assessed across government, and how learning opportunities can be evaluated.

Planned events / webinars

OECD Southeast Asian Regional Policy Network on Education and Skills (22 November 2023)

The 13th Meeting of the OECD Southeast Asian Regional Policy Network (RPN) on Education and Skills will take place on 22 November 2023 at 8:30 CET (or 14:30 Jakarta/Bangkok time). How can countries in Southeast Asia develop the skills that support a shift towards greener growth and more sustainable development? How will the rapid rise of Artificial Intelligence (AI) affect education and skills systems? And what can countries do to further strengthen the digital skills of its people? These are some examples of topics that will be discussed, building on findings from the OECD Skills Outlook 2023; Job Creation and Local Economic Development 2023: Bridging the Great Green Divide; and other key OECD publications.

Register using this [link](#).

Building a skilled cyber security workforce – closing conference (Feb 2024)

A third and last report in the series “Building a skilled cyber security workforce” will be released in February 2024, this time focusing on a set of European countries. A closing conference will be organized in Paris to discuss the findings from this and the previous two reports with key skills and cyber security actors from around the world.

Making Adult Learning More Flexible - Panacea or Pandora's Box? - 19 September 2023, 9:30 CET

This webinar will provide key insights from OECD experts on what flexible learning provision is, why it is important and how to make it work from a policy perspective. The OECD will present a new innovative framework that illustrates how flexibility can be built into adult learning systems in different ways, and what safeguards need to be in place to ensure confidence in more flexible systems.

The webinar will also include an engaging panel discussion with experts at the forefront of innovation in adult learning to discuss the practical challenges of making adult learning provision more flexible and the advice they have to fellow policymakers.

Implementing Recognition of Prior Learning: A conversation with experts – 6 October 2023, 11:00 CET

Webinar focused on the Recognition of Prior Learning (RPL), a crucial policy instrument to increase flexibility in adult learning and broaden employment and training opportunities for adults affected by ongoing structural changes. The event will provide key insights from OECD experts on how RPL can contribute to increasing the flexibility of adult learning and to engaging lower skilled adults in training. An interesting conversation with RPL experts on implementation best practice will follow.

Initiatives / Special initiatives related to gender mainstream

International VET Assessment

The development phase of the OECD’s International VET Assessment started in September 2022. The framework for the assessment has been developed over the course of 2023 in collaboration with a wide range of national and international experts and has been discussed by the relevant committees in October-November. Work is starting now on the instrument development. The development phase will

run until the end of 2024, after which the initiative may enter its pilot phase – depending on the outcomes of the development phase.

VET and the green transition

The recently started “VET and the green transition” initiative looks at how typical VET occupations are changing due to the green transition, how VET curricula are adapting, and how VET stakeholders can be supported to make the most of the green transition. The project involves thematic analysis, as well as country-specific analysis.

Green guidance

A new project collates international practice on how guidance systems are enabling student understanding of, and progression towards, employment in green jobs. A working paper is expected in early 2024.

Career guidance and social inequalities

A new working paper is due in the autumn exploring the role of career guidance systems in responding to social inequalities (SES, gender, migrant status). The paper draws on PIAAC data to identify additional barriers faced by discrete social groups in converting human capital into successful employment and PISA data to identify systemic inequalities in receipt of guidance through schools. It concludes by sharing international practice examples that can be expected to respond to identified additional barriers.

Use of ICT in career guidance

Launched in May 2023, the OECD Observatory on the use of Digital technologies in Career guidance for Youth (<https://www.oecd.org/stories/odicy/>) curates examples of practice from around the world tagged by country, type of guidance intervention and technologies used. The Observatory is designed to highlight ways in which guidance can be made more effective, efficient and/or equitable through use of digital tools.

UNESCO

Planned events / webinars

Unlocking opportunities: Navigating informality, qualifications, and skills recognition

The webinar held on 27 September was an opportunity to exchange knowledge and experiences about initiatives connected to regional and

national qualifications systems. It also encouraged communication between international and regional stakeholders working on aligning certification standards and explored methods to progress towards a global framework.

Furthermore, the webinar shared findings and key messages from recent and forthcoming UNESCO publications, including the Global Inventory of National and Regional Qualifications Framework, a collaborative effort with Cedefop, ETF, and UIL and the Manual on the Recognition of Prior Learning.

Links:

- [Recorded webinar](#)
- [UNESCO presents recent work in the fields of qualifications and skills recognition](#)
- [Global inventory of regional and national qualifications frameworks, volume II: National and regional case studies](#)
- [Manual on the Recognition of Prior Learning \(available in French\)](#)

Formal dialogue on the Initiative of the evolving right to education in a lifelong learning perspective – 14th of December (13:30-17:30 CET) – Online and UNESCO HQ, Room X.

In commemoration of the 75th anniversary of the Universal Declaration of Human Rights (UDHR) and the 63rd anniversary of the UNESCO Convention against Discrimination in Education, UNESCO is partnering with the UN Special Rapporteur on the Right to Education and the Office of the High Commissioner for Human Rights. Together, they will organize a Formal dialogue on the evolving right to education in a lifelong learning perspective. The event aims to review findings, facilitate a global consultation, and chart a course for addressing equity and relevance challenges through the normative framework on the right to education throughout life. Join senior officials, international experts, UN agencies, civil society, and youth in discussing the initiative and its future steps!

- Event webpage: where you can find the concept note.
- To participate in person, please register here.
- To participate online, please register here.
- Interpretation will be available in English, French and Spanish

Initiatives / Special initiatives related to gender mainstream

Global Skills Academy (GSA)

The GSA is tasked with the mission of mobilizing the resources and programmes of Global Education

Recent publication

Update: Atlas of emerging trends in TVET

The BILT Atlas helps TVET stakeholders to reflect upon the challenges and opportunities facing TVET systems. The Atlas addresses new qualifications and competencies, specifically greening and digitalization, affecting the future of work and society in Africa, Asia and the Pacific, and Europe. A series of five articles have recently been added based on the 2021 BILT-commissioned scoping study of TVET trends in Africa. <https://atlas.unevoc.unesco.org>

Update: Innovative and Promising Practices in TVET

UNESCO-UNEVOC's Innovative and Promising Practices database now contains 100 TVET initiatives from around the world that promote sustainability, inclusion, entrepreneurship, digitalization and more. The most recent practices focus on e-Learning and partnership with industry. <https://unevoc.unesco.org/home/Promising+Practices+in+TVET>

UNEVOC Network Spotlight - Issue #1

The UNEVOC Network Spotlight is a bi-monthly snapshot that informs the TVET community about the activities of UNEVOC Network members and the Network Secretariat. This issue provides a round-up of activities undertaken in May and June 2023. <https://unevoc.unesco.org/i/895>

World Youth Skills Day 2023: Event report

To celebrate World Youth Skills Day 2023, UNESCO-UNEVOC and WorldSkills International, in collaboration with WorldSkills Germany, the German Federal Ministry for Economic Cooperation and Development (BMZ) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, came together to highlight the positive impact of youth skills development in an event titled 'Empowering youth for a sustainable future'. This report provides a compilation of inputs from various speakers and participants at the hybrid event, as well as the results of the UNESCO-UNEVOC youth survey. <https://unevoc.unesco.org/i/883>

Coalition Members (GEC) to help learners develop skills and competencies for employability and resilience. The GSA has collaborated with GEC Members to provide free learning and skill development opportunities, along with accreditation pathways, to learners and young individuals since its establishment in July 2020.

Building on the experience gained over almost three years of successful implementation partnerships between Coalition Members and institutions, the GSA is now working with Members to offer more nuanced and contextualized learning solutions. Furthermore, over the last twelve months, the GSA has extended its ambitions and currently seeks to equip 3 million young people by 2025 and 10 million by 2029 with the skills needed to adapt to and thrive in the increasingly prevalent context of digital and green transformation.

To achieve this bold target the GSA is working to extend partnerships around the world, building new bridges and associations to allow more learners to develop the skills needed in the modern labour market.

Link: <https://gloaleducationcoalition.unesco.org/global-skills-academy>

Better Education for Africa's Rise project (BEAR III)

The third phase of the UNESCO-Korea Funds-in-Trust (KFIT) project Better Education for Africa's Rise project (BEAR III) will focus on strengthening technical and vocational education and training (TVET) systems in four beneficiary countries in the Western African region: Côte d'Ivoire, Ghana, Nigeria, and Sierra Leone over the next five years.

The project contributes to global efforts to implement the *Education 2030 Agenda*, the *Continental Education Strategy for Africa (2016–2025)*, the Transforming Education Summit's Call for Action and the former *UNESCO Strategy for TVET (2016–2021)* and UNESCO Strategy for TVET (2022–2029).

The project's core focus is on enhancing TVET systems to make them more responsive to economic needs. This includes strengthening collaborations with both public and private sector industries and enterprises to create employment opportunities, with an emphasis on job-specific, digital, green, and transferable skills. BEAR III prioritizes the digital readiness of TVET systems, aiming to bridge the digital skills gap, especially among women and girls.

The official launch will be in February 2024 and will signify the transition from the Formulation to the Implementation Phase, marking a significant milestone in achieving the objectives of the BEAR III project.

Recent events

Empowering human teaching talent with digital skills, 9 November 2023

This webinar comprised of two presentations from Cedefop VET experts on Digital skill requirements and skills mismatched for teaching professionals, and EU member state policy responses to digital skills development for VET teachers and trainers. Taking place within the 2023 European Year of Skills, it was an excellent opportunity to engage in further discussion and debate on how to support VET institutions and businesses in offering work-based learning.

<https://unevoc.unesco.org/home/Webinar+November+2023+-+Digital-skills-training-for-vet-teachers>

Internationalizing vocational excellence: a new self-assessment tool for TVET, 7 November 2023

As part of UNESCO-UNEVOC's work to create a database of TVET toolkits, this webinar presented the work of the European Training Foundation (ETF) in developing an International Self-Assessment Tool for Centres of Vocational Excellence (ISATCOVE). Julian Stanley from the ETF presented the background to the self-assessment tool, its structure and how it will contribute to excellence in TVET.

<https://unevoc.unesco.org/home/Webinar+November+2023+-+ISATCOVE>

BILT Learning Forum: Shaping skills development and strengthening global collaboration in TVET, 24-26 October 2023

The global Bridging Innovation and Learning in TVET (BILT) Learning Forum on Striving for excellence: Shaping skills development and strengthening global collaboration in TVET concluded the two-year cycle of BILT Bridging Events in the focus regions of Europe, Africa, and Asia and the Pacific. This forum sought to build on the momentum established during the biennium and strengthen strategic partnerships and opportunities.

<https://unevoc.unesco.org/bilt/BILT+Learning+Forum+2023>

Webinar on reflections from capacity building programmes on greening TVET, 11 October 2023

UNESCO-UNEVOC, in collaboration with the Education University of Hong Kong (UNEVOC Centre), hosted a webinar on "Reflections from capacity building programmes on Greening TVET". The webinar took stock of the developments and steps taken in TVET to

support climate action and shared essential lessons and opportunities from implementation.

https://unesco-org.zoom.us/webinar/register/WN_rdBuH1IsSFS6to0Gb6i4Mw

Prioritizing rights, equity and inclusion for marginalized groups in TVET, 12 to 14 September 2023

At the UKFIET Conference 2023 on "Education for social and environmental justice: diversity, sustainability, responsibility", UNESCO-UNEVOC hosted a symposium featuring insights from institutions within its UNEVOC Network and the United Nations University.

<https://unevoc.unesco.org/i/894>

BMZ – UNESCO-UNEVOC Dialogue Forum "Green Skills for a Just Transition – What do we need?"

On 14 September 2023, BMZ and UNESCO-UNEVOC co-hosted a hybrid Dialogue Forum on "Green Skills for a Just Transition" at GIZ Bonn with more than 100 in-person participants and over 100 virtual participants.

The forum facilitated a discourse on preparing the workforce for a just transition to a green economy and on opportunities for transforming TVET systems to promote green skills. It brought together political decision makers, TVET experts, academics, and international development stakeholders across education, training and green sectors of the economy to exchange ideas and advocate for equipping TVET for the challenges of a green transformation.

UNESCO-UNEVOC spotlighted UNESCO's support for the global transition to inclusive green and digital economies and the required changes of TVET systems, institutions and programmes. The BMZ-commissioned study series on "Skills for a Just Transition to a Green Future" was presented, shedding light on the different opportunities for TVET in renewable energies, sustainable construction and transport.

For further information, please visit the [event page](#).

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Initiatives

Launch of the UNESCO-UNEVOC TVET Leadership Programme 2023

The 2023 TVET Leadership Programme was launched on 31 October 2023 under the theme of Managing change through transformative TVET leadership. From October to December 2023, more than 150 online participants are engaging in hands-on, interactive modules and activities designed to sharpen their strategic vision, strengthen their knowledge of current

developments in the TVET sector and build leadership skills that drive change.

<https://unevoc.unesco.org/home/TVET+Leadership+Programme>

Winners of the UNESCO-UNEVOC Skills in Action Photo Competition 2023

UNESCO-UNEVOC invited photographers from around the world to capture unique moments highlighting skills in action. More than 500 submissions showcased how TVET equips young people with skills for inclusive and sustainable societies. Here are the winners:

<https://unevoc.unesco.org/home/Skills+in+Action+Photo+Competition+2023>

BILT Expert Group releases preliminary results of its work

During the BILT bridging event at Temasek Polytechnic in Singapore, the Expert Group presented the preliminary results of its work to the TVET community on-site and online. This included a summary of current green and digital trends in the hospitality and tourism sector and the skills needs arising from them.

<https://unevoc.unesco.org/home/BILT+Expert+Group+releases+preliminary+results>

UNIDO

Planned events / webinars

LKDF Forum 2023: Skills for Sustainability in Global Supply Chains

This year's LKDF Forum investigated the critical theme of "Skills for Sustainability in Global Supply Chains." Organized in collaboration with the Forum on Globalization and Industrialization and the Research Network on Sustainable Global Supply Chains, this event invited a diverse group of experts, private sector professionals, and officials to discuss the role of skills development in achieving sustainability in supply chains.

The forum took place on 13 and 14 November at UNIDO's HQ at the Vienna International Centre (VIC), in Vienna, Austria. For more information, see the press release.

LKDF and Sida Celebrate Ten Years of PPDPs

To commemorate the Learning and Knowledge Development Facility (LKDF) 10th anniversary, an event took place at the headquarters the Swedish International Development Cooperation Agency (Sida) to acknowledge the facility's partners, its

accomplishments and explore prospective Public-Private Development Partnership (PPDP) ventures through an engaging workshop. Representatives from Volvo, FESTO, and HP, LKDF's longstanding private sector partners, took part by showcasing the successes of their PPDP projects with UNIDO.

[Click here to read more.](#)

World Health Organization (WHO) Academy

Initiatives / Special initiatives related to gender mainstream

Roll out of WHO Academy courses

The WHO Academy continues to build courses to reskill and upskill the health and care workforce. A phased roll out of modules began in July 2023 for targeted learners. The number of courses will continue to grow in the coming months with a planned Academy launch in October 2024, with the official opening of its campus in Lyon.

Partnership Initiative

The WHO Academy has announced a new initiative to partner with Universities, Academic institutions and WHO Collaborating centres to enrich the pool of learning resources and expand access through the WHO Academy eLearning platform. This partnership initiative will be guided by Quality Standards articulated in a Collaboration Framework.

WHO Academy Awards and Micro-credentials

The WHO Academy have launched the WHO Academy Awards and Microcredentials framework to guide assessment and ensure recognition of learning outcomes through awards, badges and certificates. This framework marks a key milestone building upon UNESCO's work Towards a common definition of Microcredentials (UNESCO digital library, 2022).

Leadership

David Atchoarena has officially been appointed as the Executive Director of the WHO Academy in May 2023. Prior to his appointment Dr. Atchoarena worked as the Director of the UNESCO Institute for Lifelong Learning (UIL). The WHO Academy looks forward to strengthening the collaboration with the interagency group towards our common goal of promoting lifelong learning.

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