



International  
Labour  
Organization



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

Newsletter - MAY 2023

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

MAY 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*) and the World Bank (*WB*). Regionally-based members include the African Development Bank (*AfDB*), the Asian Development Bank (*ADB*), the European Commission (*EC*), the European Training Foundation (*ETF*), the European Centre for the Development of Vocational Training (*Cedefop*) the Inter-American Development Bank (*IADB*), and European Bank for Reconstruction and Development (*EBRD*).

## IAG-TVET's cooperation

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

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

## Working Groups

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

- The Working Group on TVET Indicators was established to make recommendations on a set of indicators that would support countries in assessing the efficiency and effectiveness of their national TVET systems. A report on Proposed

Indicators for Assessing TVET was prepared and the indicators were piloted. Additionally, the working group addressed the issue of skills mismatch by considering mapping current policy measures and their effectiveness across countries. Additionally, the working group is addressing the issue of skills mismatch by considering mapping current policy measures and their effectiveness across countries.

- The Working Group on Career Guidance, established in 2021, advocates for lifelong career guidance in light of global developments that open doors to new opportunities for individuals, but also pose common challenges to education, training and labour-market systems. The Career Guidance focuses on three main objectives; exchange of plans and ideas, coordination of activities and messages, and developing and implementing joint activities and products.
- The Working Group on Future of TVET was established in 2021 to discuss links of TVET with changing economies and labour market including future of work debates. Concrete actions and deliverable of the joint work will be discussed by the group soon.
- The Working Group on Work-based Learning (WBL) has agreed on a common understanding of WBL (that is, as referring to all forms of learning

that takes place in a work environment which provides individuals with the knowledge, skills and competences needed to obtain and keep jobs and progress in their professional careers) and has been conducting collective work in three areas: (i) develop a policy framework for identifying and promoting policy levers for quality WBL and related improvement of employability of learners, (ii) establish analytical framework of agencies' methodologies on country reviews of WBL (iii) create advocacy tools to promote joint key messages on WBL and on career guidance and (iv) develop a set of indicators to measure access and quality of WBL.

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

A [policy brief on using big data for skills policy](#) has been published in early 2020. The policy brief aims at policymakers, formalizing, to the extent possible, a common stance of the group in relation to the advantages and disadvantages and overall implications of big data analysis for skill needs identification and the formulation of skills policies.

## Recent and future publications, events and initiatives

### Joint publications, events and initiatives

#### Joint publications

**Toolkits on future relevant skills: (1) Skills for the Green Transformation, (2) Strengthening Digital Competences and (3) Use of Extended Reality (XR) in VET development projects**

The three toolkits have been developed jointly by the EU and GIZ as member of the [VET Toolbox project](#). The VET Toolbox was created in 2017 and provides partner countries with know-how, tools and advice to improve the effectiveness and inclusiveness of VET reforms supported by the European Union.

Links:

- [Skills for the Green Transformation – VET Toolbox](#)
- [Strengthening digital competences in TVET and higher education – VET Toolbox](#)
- [Use of Extended Reality \(XR\) in TVET development projects – VET Toolbox](#)

Contacts:

Skills 4 Green Transformation: [anna.lazor@giz.de](mailto:anna.lazor@giz.de)  
Digital competences: [christian.wachsmuth@giz.de](mailto:christian.wachsmuth@giz.de); [sanja.kruse@giz.de](mailto:sanja.kruse@giz.de)  
Extended Reality: [nathan.lenzin@giz.de](mailto:nathan.lenzin@giz.de)

#### **ILO/OECD Technical paper: Global skills gaps measurement and monitoring: Towards a collaborative framework**

Strengthening the evidence base to inform skills policies requires accurate labour market information and intelligence. However, observing and measuring the actual skills that workers possess or require is difficult and expensive, therefore proxy indicators are usually used. This paper proposes a set of basic and extended indicators to facilitate the collection and improve the quality and comparability of the data on skills and skills imbalances across G20 countries.

Link: [wcms\\_867533.pdf \(ilo.org\)](#)

Contact: Olga Strietska-Ilina [strietska-ilina@ilo.org](mailto:strietska-ilina@ilo.org)

#### **Equipping Health Workers with the Right Skills: Skills Anticipation in the Health Workforce**

A joint report by the OECD and ILO, aims to enable more resilient health workforces by helping countries to assess future demand in terms of both numbers of health workers and skills needs, and to prepare appropriate policy responses. The report provides a comparative overview of practices in 16 countries to anticipate future skill needs in the health workforce, and of how such information is used by policy makers and social partners to foster a better alignment with labour market needs. [Link](#)

#### Joint events

**Joint BMZ/UNESCO-UNEVOC event on 14 September 2023: 'Green skills for a Just Transition – What do we need?'**

The Just Transition to a green (climate-neutral and resource-efficient) economy can generate millions of jobs, but these are conditional on the availability of relevant skills and up-to-date technical and vocational education and training. It is clear: there is no solar park without skilled engineers and there will not be green hydrogen without skilled chemical workers and plant mechanics. Leaving no one behind in this economic

and societal shift is a prerequisite to making this transition just and socially balanced.

The German Federal Ministry for Economic Cooperation and Development (BMZ) is inviting the TVET community to an event on 14 September 2023, to Bonn, Germany's UN city. We want to discuss what is essential to prepare the workforce for a Just Transition to a green economy, while addressing inherent challenges in current governance systems of TVET.

GIZ will launch a BMZ-commissioned study series on "Skills for a Just Transition to a Green Future", shedding light on TVET in renewable energies, sustainable construction and sustainable mobility sectors and presenting a vision to transform TVET for a greener future. UNESCO-UNEVOC will spotlight UNESCO's support for the global transition to inclusive green and digital economies and the required transformation of TVET systems, institutions and programmes.

Bringing together political decision makers, TVET experts, academics, and international development stakeholders across green sectors, this is a must-attend event for those who want to rise to the challenge and take concrete action to promote Green Skills for a Just Transition.

Contacts: [amelie.daas@giz.de](mailto:amelie.daas@giz.de); [annika.hornberger@giz.de](mailto:annika.hornberger@giz.de)

### Joint Cedefop/OECD symposium on 15-16 June 2023: 'Apprenticeships and the digital transition'

Cedefop and the OECD are organising their third joint symposium on 'Apprenticeship and the digital transition', on 15 and 16 June 2023 in Thessaloniki.

The event will explore the links between apprenticeships and the digital transition, and their implications for policy-making, bringing together policy-makers, social partners, practitioners and researchers from around the world.

The event will be built around papers that present new evidence or offer analysis on the challenges and opportunities that digitalisation already brings or may bring for apprenticeships in the future. Paper presentations will be complemented with presentations by Cedefop and the OECD, panel discussions and Q&A sessions with participants.

Digital technologies have the potential to boost more inclusive and sustainable growth by spurring innovation, generating efficiencies and improving services. Digitalisation and automation, underpinned by advances in robotics, artificial intelligence and other digital technologies, have an impact on employment, changing skill needs and potentially resulting in skill mismatch. They also support the development of new

forms of work and learning, such as platform or gig work, remote ICT-based work, distance or blended learning, and crowd learning.

As new or redefined skills may be required, apprenticeships - being closely linked to the labour market - can provide opportunities to develop the right skills for the digital transition, both for young people in initial education and for adults in need of upskilling or reskilling. They can support and encourage the transformation processes triggered by digitalisation, at least in terms of new or redefined training content/learning outcomes. At the same time, digitalisation presents an opportunity for apprenticeships to adjust to new forms of training that are enabled by new technologies.

The symposium will explore the link between apprenticeship and the digital transition in two strands.

(a) What is the impact of digitalisation on the demand for apprenticeship training (e.g. in terms of new or redefined skills, occupations, programmes, curricula, etc.)?

(b) What is the impact of digitalisation on apprenticeship training supply (e.g. teaching and training methodologies, training of teachers and trainers to use new technologies, etc.)? [Link](#)

### Joint activity

#### Reforming TVET in Africa: Joint launch of TVET mapping report by the ILO and African Development Bank

The African Development Bank and the ILO will jointly launch their report "Technical & vocational education & training and its linkage to productive sectors in Africa" in Kigali, Rwanda on 15-16 May 2023 (see detail of publication, above). This will be a high-level event with the participation of governments, workers' representatives, employers' representatives and international TVET experts.

#### UNESCO-UNEVOC and UNESCO's Global Skills Academy webinar: FESTO Lx Platform

UNESCO-UNEVOC and UNESCO's Global Skills Academy (GSA) will organize a webinar to present the **FESTO Lx Platform** for UNEVOC Centres and will be held on Tuesday, 16 May.

During this time, Festo will be presenting its new offer related to the Festo LX Platform, an online portal for teachers and learners to access and create a customized learning experience.



This webinar is specially designed for UNEVOC Centres currently providing training in areas related to mechanical or electrical engineering, water management, and renewable energy. During the webinar, Festo will present comprehensive information on the platform's functionalities and how the institutions can benefit from Festo's contribution.

## Joint initiatives

### ILO-GIZ collaboration: Podcast "Global Challenges - Global Solutions: The Future of Work"

The GIZ global project "Future of Work" produced 10 episodes for the ILO Employment Department's podcast "Global Challenges - Global Solutions: The Future of Work" (Link [Spotify/Apple](#)).

The podcast explores the current state and transformative changes that will affect the future of work. The topics of each podcast episode aim at both academics and the general listener, and are largely derived from megatrends such as digitalisation and technological changes that are impacting the world of work today, as well as labour market policies that are transforming economies for a new and better world of work.

The podcast series contributes to the international exchange of knowledge and experience on the Future of Work via new, digital formats, one of the tasks of the BMZ funded global project "Future of Work". It features the results of the global project "Future of Work" studies, which focus on the future of digital enabled work in our partner countries India and Rwanda and discuss them with international experts.

Latest episode:

*The technology paradox: Is it a great equalizer for some, but digital divider for others?* (Podcast) – 30.3.2023

Technology has made enormous strides over the past few decades, improving many people's lives, and creating incredible economic, scientific, and medical breakthroughs. For some, it has been "the great equalizer". But others are being left behind in a widening social and economic divide. How can we resolve this paradox in the future of work? We'll examine this question with ILO Employment Policy Department Senior Economist Dorothea Schmidt-Klau and recall some of the key observations on the impact of technology and digitalization.

Contact: [fabiola.frick@giz.de](mailto:fabiola.frick@giz.de)

### Joint programme on health and care worker skills and lifelong learning

The ILO, OECD, WHO and UNESCO are developing a new three-year joint programme on health and care worker skills and lifelong learning. Linkages, inputs and collaboration are most welcome with the IAG-TVET across the objectives of the programme, particularly given cross-cutting interests to advance data, tools, standards for credentialing and rural development agendas. The objectives of the programme will be:

1. To strengthen health and care workforce data and labour market analysis tools on skills and lifelong learning.
2. To develop global reference standards on competency-based credentialing of lifelong learning and recognition of prior learning for the health and care workforce.
3. To catalytically support the design, development, financing and evaluation of education and employment initiatives to expand the rural and remote health and care workforce to advance universal health coverage, health security, social protection, and decent jobs particularly for youth and women.

Contact: Dr Tana Wuliji, [wulijit@who.int](mailto:wulijit@who.int).

### LKDF and UNESCO-UNEVOC hosted training for greener and more resilient TVET systems.

On 26 January 2023, UNIDO's Learning and Knowledge Development Facility (LKDF) and UNESCO-UNEVOC hosted a virtual training workshop for TVET practitioners from Cambodia, Cameroon, Ethiopia, Gambia, Lesotho, Nepal, and Zambia. The workshop aimed to raise awareness of the **Market Systems Development (MSD)** approach and its potential for building greener and more resilient TVET systems.

The workshop used a variety of teaching methods, including presentations, worked examples and group exercises. During breakout sessions, participants discussed how various shocks, such as COVID-19, war, and changing market conditions, could impact the skills development system, and how MSD tools could be used to improve the resilience of TVET systems.

Contact: [lkd-facility@unido.org](mailto:lkd-facility@unido.org)

### UNIDO delivered a session on Building resilience of TVET to prepare for market-relevant, green economic and inclusive growth at the UNESCO-UNEVOC Project Learning Forum

On 4 April 2023 in the occasion of the UNESCO Project Learning Forum of UNEVOC's global project "Greening TVET for a just and green transition", UNIDO delivered a

session to showcase the technical assistance package aimed to equip TVET schools and managers with the necessary skills to enhance their organizational resilience, their financial sustainability and their market system analysis. The package also provided innovative green and entrepreneurial learning tools for teachers and trainers to better support young and disadvantaged youth in building resilience and be better prepared to the green transition. The technical assistance package was piloted at the Selam Vocational College in Ethiopia.

Contact: [lkd-facility@unido.org](mailto:lkd-facility@unido.org)

### Enabling success: Supporting Youth in MENA in their Transition from Learning to Decent Work, Published April 2023

This report is a result of collaboration between the ILO and UNICEF, with expertise contributions from the European Training Foundation, and technical work conducted by Legacy Social Development, as part of a joint effort to seek young people's voices and inputs, along with other stakeholders' suggestions, to find ways to address the bottlenecks that young people face in their transition to the labour market. Gender is an important component throughout the study.

*Enabling success: Supporting youth in MENA in their transition from learning to decent work | ETF (europa.eu)*

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

### Publications

#### New series of studies of the Sector Project TVET 'Skills for a Just Transition to a Green Future'

The most effective way to realise sustainable economic activity and leverage green technologies is with needs-based TVET provision.

How must TVET be structured to address the needs of a green or greening economy in partner countries so that young persons can participate in the transition to a sustainable economy? This issue raises new questions and further development needs that must be addressed in the context of TVET activities in Development Cooperation. The Sector Project TVET is therefore preparing five studies on this topic which will be completed and published by summer 2023.

The first study is a discussion paper that examines current research and the latest approaches to this topic. Further three studies take a closer look at renewable energy, sustainable mobility and green building transition and summarise recommendations for action. Their geographic focus is on selected African and Asian countries. The fifth study is designed as a vision paper on qualifications for an economically sustainable future and jobs for a green transition.

Link to the discussion paper: [Skills for a Just Transition to a Green Future](#)

Contacts: [amelie.daas@giz.de](mailto:amelie.daas@giz.de); [annika.hornberger@giz.de](mailto:annika.hornberger@giz.de); [anja.speicher@giz.de](mailto:anja.speicher@giz.de)

#### RESEARCH SPRINT: Value of micro-credentials for platform workers

Micro-credentials are becoming increasingly relevant to the gig and platform-based economies. Their short, flexible, and industry-focused nature makes them useful in a labour market characterized by variability, competition, and specific skillsets. However, there is limited research available on how these credentials can be utilized to provide value to the expanding gig workforce and economies worldwide.

To address this knowledge gap, GIZ has partnered with the Skills Consulting Group to conduct a rapid exploration into the value of micro-credentials for the gig economy and work through digital labour platforms. This timely initiative has generated valuable insights from around the world on how micro-credentials are being developed and used in a gig economy context. The exploration has utilized national case studies from around the global south to provide a deeper understanding of this emerging phenomenon.

The findings from this study are of critical importance to policy and other TVET and platform economy stakeholders. The exploration has yielded several recommendations that can guide stakeholders in developing policies that support the effective use of micro-credentials in the gig economy. The study will be published in May 2023.

Contacts: [pooja.gianchandani@giz.de](mailto:pooja.gianchandani@giz.de); [carole.benda@giz.de](mailto:carole.benda@giz.de)

#### Studies on different aspects of the topic "Platforms and Online Workers in India and Africa: Challenges and Opportunities for Decent Work"

A series of studies focuses on online workers in the Global South, looking at workers in India and selected African countries, locations that are – to different extents – meeting the global demand for online labour and are home to a growing number of technology firms and online platforms.

The studies examine various relevant aspects, such as the income situation of platform workers, the job search, the main work contents and opportunities, situation of female workers and weaknesses of work in this area for people in partner countries. The jobs of the workers range from high-end IT service tasks to simple services, e.g. ghostwriting for science, programming or the operation of call centers. Overall, it is critically worked out that online platforms, contrary to high expectations, do not fulfil the hope of generating new long-term jobs. The work for online platforms is often a dead end, since the activity in many cases does not meet decent work standards, but is characterized by completely unregulated working conditions, e.g. lower pay than in non-platform work, complete planning uncertainty, difficulty to be recruited, etc. In the course of AI optimization (e.g. ChatGPT), many of these jobs will be in danger of being rationalized away on a large scale. Presumably, platform jobs in many cases do not lead to sustainable employment and do not contribute to securing the livelihood by generating an income but may instead promote the outflow of added value to the client countries. Development cooperation might ask whether it is useful to strengthen governance institutions of partner countries to take more active responsibility for country-specific employment promotion. [Link](#)

Preliminary publications:

- [Good gigs if you get them: analysis of working schedules and wages of platform workers in India](#)
- [The 3 a.m. Phone Call: A Gendered Perspective on the Working Conditions of Kenyan Online Writers](#)
- [Platform Work as an Opportunity for Aspiring IT-workers? Evidence from four Sub-Saharan African Countries](#)

Contact: [sandra.flicke-loetzsch@giz.de](mailto:sandra.flicke-loetzsch@giz.de)

## Events/Webinars

### 16th eLearning Africa - Conference & Exhibition on ICT for Education, Training & Skills Development, 24-26 May, 2023, Senegal

At this year's eLearning Africa, GIZ will participate with numerous inputs on topics that cover the ICT in the education, training and skills development landscape. Presentations from the GIZ team will include future-focused inputs on topics such as "Digital development of vocational training in the informal sector" (study based on a field research conducted in Ghana, Kenya and Senegal), "Unlocking the Potential of African Youth in the Digital Era: Perspectives on Digital Skill Building from African Government and Innovation Hub Leaders", "Micro-Learning: Addressing the growing

need for in-demand skills for the gig economy", and "Building the Fempreneur of Tomorrow" which focuses on the imperative of empowering women to become successful entrepreneurs". Find our team in the exhibition area at the Atingi/GIZ booth.

Contact: [carole.benda@giz.de](mailto:carole.benda@giz.de)

## Initiatives/Special initiatives

### Germany continues work in the frame of the G7 commitment on "Green Jobs & Skills"

At the Elmau summit 2022 under German presidency, G7 leaders committed to "increase the share of ODA employment and skills promotion programmes that is directed specifically towards green sectors and greening traditional sectors [until 2025], in alignment with our emerging and developing partner countries' strategies and subject to our budgetary processes".

On behalf of BMZ/GIZ, [ILO](#) is developing a tracking mechanism for G7 Official Development Assistance (ODA) commitments on 'green jobs and skills' and a harmonized monitoring and evaluation system for reporting on the impact on green jobs and skills country level programmes. The project involves three pilot countries and a series of knowledge sharing workshops to discuss policies related to green jobs and skills with international expert stakeholders from the G7 and beyond.

Contact: Green Jobs - [laura.nieweler@giz.de](mailto:laura.nieweler@giz.de)

Green Skills: [anja.speicher@giz.de](mailto:anja.speicher@giz.de); [annika.hornberger@giz.de](mailto:annika.hornberger@giz.de)

### MICRO-LEARNING COURSES for Gig Workers: Navigating the Gig Economy

The gig economy has become a topic of intense policy debate due to the rapid emergence of digital platforms that intermediate labor on a per-task basis. The advent of these platforms has triggered discussions about the potential economic and social implications of this new form of employment, and the need to fill the skills & knowledge gaps. According to 2019 estimates from OECD, gig economy platforms currently contribute to 1-3% of overall employment, with their growth being most pronounced in professional services industries characterized by a high prevalence of own-account workers.

The gig economy offers several attractive features, including flexibility, low entry barriers, and ease of access to basic digital infrastructure, making it an appealing alternative to more traditional forms of employment. Many informal Technical and Vocational Education and Training (TVET) learners and adult

workers from developing countries are leveraging the digital boom to get started on these platforms. However, they often encounter challenges in navigating the gig economy or transitioning in and out of gig work.

To address these challenges, GIZ on behalf of BMZ is developing e-learning courses under the umbrella of its global programme on digitalisation and gig economy flagship. These courses are designed to inform and orient gig workers on the in-demand skills and working conditions necessary to succeed in the gig economy. TVET institutions working with adult learners and life-long learners who are part of the digital economy are encouraged to share the course registration information with their learners.

Link: [Navigating the Gig Economy \(atingi.org\)](https://www.atingi.org)

Contact: [pooja.gianchandani@giz.de](mailto:pooja.gianchandani@giz.de)

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

### Publications

#### **Too good to waste; Tapping the potential of vocational education and training in the waste management sector**

Better and smarter waste management is essential to achieving European Green Deal (EGD) ambitions. Stricter regulation, increased investment, and innovation in materials processing technology and circular economy solutions boost employment and transform skill needs in the waste management sector and beyond.

This policy brief reports on a Cedefop skills foresight study which looked at the occupations and skills that are central to greening waste management and the role vocational education and training (VET) can play in developing them. [Link](#)

#### **Briefing note - Looking back to look ahead: what is the future for VET in Europe?**

In the current, fast-changing education and labour market landscape, there is a need to promote more learner-centred strategies and to build bridges between initial and continuing vocational education and training (VET).

Cedefop's briefing note on the future of VET provides insights into how training content and provision are changing to respond to labour markets' rapidly evolving skill needs. [Link](#)

#### **Expected early leaving among native and migrant students: evidence from PISA for EU Member States**

Early leavers from education and training become generally disadvantaged socially and economically in later stages in life, so it is important to understand better the motivations for early leaving and provide adequate policy solutions.

This study analyses the factors that are most strongly related to the likelihood of leaving education and training early. It places special attention on migrant status, given the recent migration waves within and outside Europe, which are further exacerbated by the continuing war in Ukraine. To this end, we use the OECD most recent PISA data for 2015 and 2018 in a number of two-level logit regression models, including student- and school-level variables. The results show that migrant students do not differ structurally from EU natives in their likelihood of expected early leaving, implying that it is more important to focus on common factors. [Link](#)

#### **Setting Europe on course for a human digital transition**

Achieving a just digital and green transition is at the heart of the European Union's policy ambitions. The COVID-19 pandemic accelerated the digital transformation, abruptly transforming the way we live, work and learn.

The digital transition is all around us, but not all workers benefit equally. Many are not exposed to digital technology or are employed in low-skilled, routine and non-complex jobs. This report presents valuable evidence from Cedefop's second European skills and jobs survey (ESJS2), covering over 46 000 adult workers in 29 European countries. It illustrates the impact of the pandemic, maps the use of different types of digital technology and reflects on their implications for changing tasks, skills needs and skill mismatches. The wealth of new evidence supports the EU's digital and skills agendas and their ambitious targets. In this report Cedefop makes the case for placing worker wellbeing and quality jobs at the core of Europe's digital transition. [Link](#)



## The future of vocational education and training in Europe: volume 3

This report focuses on the role played by assessment in the delivery of VET. A key question is whether the objectives set in national curricula, by qualifications standards and in programme descriptions are improved or undermined by dominant assessment approaches. [Link](#)

## Microcredentials for labour market education and training

This study examines the emerging relationship between microcredentials and qualification systems.

Information gathered through an online survey among European VET providers, national authorities, employee and employer organisations was complemented by in-depth country case studies and interviews with Cedefop's ReferNet network. Questions of whether and how microcredentials should be related to established qualification systems are at an early stage of consideration in most countries; the focus is on better defining and standardising their role within national qualifications systems. Existing trends towards modularisation and the recognition of prior learning provide potential avenues for realising the benefits of microcredentials in terms of flexibility and responsiveness, while also ensuring their quality for learners and employers. There is still significant debate over how to deal with microcredentials, and how to avoid potential negative effects, such as encouraging a shift away from holistic education towards short-duration learning based around reduced skill sets. [Link](#)

## The future of vocational education and training in Europe

This report presents a holistic approach to understanding and comparing vocational education and training (VET) systems.

The approach has been developed jointly by a group of interdisciplinary VET researchers over a 5-year period as part of Cedefop's research on the future of VET and has been reviewed several times. The framework introduces 50 dimensions for analysing VET systems, as well as parts of them, structured according to three overlapping main perspectives: epistemological and pedagogical, education system, and socioeconomic or labour market. The framework is particularly suited to 'clearing the ground' for policy work and provides a model for how research can support policy. This model can be flexibly adapted and applied in any comparative research or international policy learning activity related to VET. [Link](#)

## Fostering skills use for sustained business performance

Human resources contribute to the success of an organisation through their skills. According to the ability, motivation, opportunity (AMO) model, employee contributions to organisational performance depend on their skills, their motivation to draw on their skills, and the opportunities to do so.

Organisations can adopt managerial approaches cultivating ability (A) by facilitating learning, creating opportunity (O) by providing employees with autonomy, and encouraging motivation (M) by leveraging monetary and non-monetary motivational drivers.

This report is based on the 2019 European Company Survey (ECS 2019). It shows that managerial approaches cultivating AMO are positively linked to establishment performance, and that these approaches are driven by an organisational culture that values employees as an asset to the organisation. People-centred managerial approaches that harness workplace wellbeing are central to the mechanism linking human capital utilisation to business outcomes. [Link](#)

## The future of vocational education and training in Europe: volume 4

This study compares the way the initial vocational education and training (IVET) and continuing vocational education and training (CVET) sub-systems interact to support the learning of adults, and thus facilitate lifelong and life-wide learning.

By comparing the interaction between IVET and CVET sub-systems in the countries covered, the study analyses the extent to which IVET systems are opening up to adults, and questions whether national and regional policies and practices support or prevent a closer link between CVET and IVET. The study builds on concrete national case-studies, allowing for an in-depth, qualitative comparison and analysis of practices and policies. This allows for a better understanding of obstacles and opportunities in this complex area, directly supporting the stakeholders and policy-makers responsible for taking lifelong and life-wide learning in Europe forward. [Link](#)

## Thematic country review on upskilling pathways for low-skilled adults in France

This report summarises the outcomes of the first (micro) phase of the thematic country reviews (TCRs) on upskilling pathways in France, which reflect the points of view of both the beneficiaries of the

outreach and guidance schemes and services under investigation, and the professionals involved in their implementation.

The TCR on upskilling pathways for France highlights outreach and guidance for low-skilled adults, and the crosscutting dimensions of governance and financial and non-financial support in relation to the two areas of focus.

Cedefop's work on the thematic country reviews on upskilling pathways aims at supporting Member States in the development of systematic, coordinated and coherent approaches to upskilling pathways for low-skilled adults. The aim is to undertake in-depth reviews of countries' national approaches to the implementation of the upskilling pathways Recommendation, with the support of key national stakeholders. France and Italy were the first two countries that undertook this TCR exercise in 2021; implementation is expected to last until the end of 2023. [Link](#)

## Events/Webinars

### Onsite conference - New scenes for career guidance (31 May – 01 June 2023)

During the Swedish EU Presidency in the first half of 2023, Cedefop is partnering with the Swedish Council for Higher Education, The National Agency for Education, and the Swedish Public Employment Service as well as the Swedish Association of Guidance Counsellors in organising an event to promote lifelong guidance in Europe: New Scenes for Career Guidance.

The event will be held on 31 May and 1 June 2023 in Stockholm. Cedefop is part of the organising committee and will contribute with a presentation and share its latest work during a dedicated parallel workshop.

The conference aims to discuss the significance of the new scenes for lifelong guidance across different arenas in education, training and the labour market and the surrounding society undergoing many transformations. Participants will discuss what these changes mean for the career guidance profession, for policy development, and for the content of guidance practices, particularly with technological developments, demographic shifts, and a global energy crisis and war in Ukraine, on the heels of the COVID-19 pandemic onset.

Invited national, European, and international stakeholders - policymakers, researchers, trainers, practitioners, social partners, and others operating in the field of lifelong guidance in Europe will be

welcomed to Stockholm in the Scandinavian early summer for fruitful discussions and the exchange of ideas and experiences.

Lifelong guidance stands as a key component in skills development and supports effective labour market participation and access to learning opportunities. It intends to support individual and collective skills and competence development by enabling acquisition of career management skills (CMS) while also providing services and learning opportunities to individuals of any age, to reflect and act on their ambitions, interests, qualifications, skills, and talents – and to relate this knowledge about who they are to who they might become in life and work. [Link](#)

### Microcredentials – a labour market megatrend (22-23 June 2023)

The conference will present the findings of Cedefop's project *Microcredentials for labour market education and training*. The event will be an opportunity for policy-makers, stakeholders, experts and researchers from education and training, industry and beyond, to be informed on the emerging role of microcredentials in supporting labour-market-related and employment-relevant education, training and learning. The conference will offer participants insights on the perceived added value of microcredentials for end users, as well as create a space for reflection and discussion of microcredentials' broader uptake and function. Building on research carried out by Cedefop in recent years, the conference complements the ongoing political discussion on tools and initiatives supporting people in their lifelong learning pathways as described in the *July 2020 Skills Agenda*, the *Council Recommendation on vocational education and training (VET)* and the *2020 Osnabrück Declaration* as well as the *European Union Council Recommendation on a European Approach to Microcredentials*. [Link](#)

## Donor Committee for dual VET (DC dVET)

### Initiatives/Special initiatives related to gender mainstreaming

#### Online Guide on Gender & Social Inclusion 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 BarCamps are documented on

the DC dVET website: [Webinars & Workshops](#)

Based on the BarCamps, DC dVET is elaborated an online guide that in addition to the resources from the BarCamps contains more information and resources on the respective (sub-)topics. The online guide can be found [here](#) (more topics will follow).

## European Commission

### Publications

#### Bridging projects and policy: Blueprints for sectoral collaboration

Introduced in 2016 by the Skills Agenda for Europe, the Blueprints for sectoral cooperation on skills represent a flagship EU initiative to support skills development, upskilling and reskilling in specific sectors/ecosystems, and is funded through the Erasmus+ programme. The report showcases the progress made under 21 selected Blueprints for sectoral cooperation on skills since their set up. The Blueprint summaries included in this paper provide an overview of the main outputs, results and impacts achieved to date, as well as Blueprints' current efforts to build synergies with the Pact for Skills, and their plans to ensure sustainability over time. [Link](#)

#### Green Deal Industrial Plan

The European Commission presented its Green Deal Industrial Plan on 1 February 2023 to enhance the competitiveness of Europe's net-zero industry and support the fast transition to climate neutrality. The Plan aims to provide a more supportive environment for the scaling up of the EU's manufacturing capacity for the net-zero technologies and products required to meet Europe's ambitious climate targets. It is based on four pillars: a predictable and simplified regulatory environment, speeding up access to finance, enhancing skills, and open trade for resilient supply chains. To develop the skills for a people centred green transition the Commission will propose to establish Net-Zero Industry Academies to roll out up-skilling and re-skilling programmes in strategic industries. It will also consider how to combine a 'Skills-first' approach, recognising actual skills, with existing approaches based on qualifications, and how to facilitate access of third country nationals to EU labour markets in priority sectors, as well as measures to foster and align public and private funding for skills development. [Link](#)

#### The digital education and skills package adopted by the Commission on April 18

On **April 18**, the Commission adopted a package on Digital Education and Skills. The package includes two proposals:

- A proposal for a "[Council Recommendation on the key enabling factors for successful digital education and training](#)" calling on all Member States to ensure universal access to inclusive and high-quality digital education and training. The proposal calls on all Member States to ensure universal access to inclusive and high-quality digital education and training, to address the digital divide, which has become even more apparent in the light of the COVID-19 crisis. This could be achieved by creating a coherent framework of investment, governance and teacher training for effective and inclusive digital education. It proposes guidance and action that Member States can pursue to implement a whole-of-government and multi-stakeholder approach as well as a culture of bottom-up innovation and digitalisation led by education and training staff.
- A proposal for a "[Council Recommendation on improving the provision of digital skills in education and training](#)" in every sector and at each level of education and training. It calls on Member States to start early by providing digital skills in a coherent way through all sectors (formal education, HE and VET) and levels of education and training. This can be ensured by establishing incremental objectives and setting up targeted interventions for specific 'priority or hard-to-reach groups'. The proposal calls on Member States to support high quality informatics in schools, to mainstream the development of digital skills for adults, and to address shortages in information technology professions by adopting inclusive strategies.

The package also included the launch of a Pilot for the European Digital Skills Certificate (EDSC). The EDSC will support the transparency, acceptance and mutual recognition of digital skills. The Pilot will aim at testing building blocks for minimum quality requirements for the EDSC (such as minimum requirements for digital skills, accreditation systems of certificate issuing bodies, guidelines for certificate issuing bodies, financial sustainability). The Member States participating in the pilot will be Romania, Finland, Spain, Austria and perhaps Germany. Work on the pilot will continue until October 2023 and will feed into the final operational model. The results of the pilot will be

presented as part of a feasibility study on the *European Digital Skills Certificate* towards year-end. The final European Digital Skills Certificate will be rolled out in 2024 based on the pilot's outcomes and the study's findings.

## Events/Webinars

### 2022 Forum on Vocational Excellence

In **November 2022**, the Forum on Vocational Excellence took place in San Sebastian, Autonomous Community of the Basque Country, Spain. The Forum discussed the latest developments on the European initiative on *Centres of Vocational Excellence (CoVE)*. Participants were partners from the ongoing CoVE projects, as well as other Vocational Excellence initiatives currently being developed in Europe and beyond. The forum discussed some of the most pressing issues going from smart specialisation to social inclusion. More information and key findings of the forum can be found [here](#).

### Webinar on European Year of Skills (EYS) and European Vocational Skills Week 2023 (EVSU)

On **29 March 2023**, DG Employment, Social Affairs and Inclusion organized a webinar for VET stakeholders to explain how the European Vocational Skills Week (EVSU) will unfold in the framework of the European Year of Skills (EYS). Over 100 VET stakeholders (labour market actors, public authorities, education and training providers, Directors General for VET and Advisory Committee on Vocational Training) joined the webinar. During the webinar the following topics were touched upon: context and objectives of EYS, including some flagship policy initiatives, like the open public consultation on Learning Mobility Framework; 2023 edition of EVSU, and its website; how VET stakeholders can be involved in the EYS and EVSU; main events during the EYS and EVSU, in particular the Spanish Presidency presented the initial plans for the Conference on **23-24 October**.

Contact: [EMPL-VOCATIONAL-SKILLS-WEEK@ec.europa.eu](mailto:EMPL-VOCATIONAL-SKILLS-WEEK@ec.europa.eu)

### Webinar on apprenticeships in the care sector and social economy

On **4 May**, from 11:00-12:30 CEST, the *European Alliance for Apprenticeships* (EAfA) will organize an online webinar on the topic of apprenticeships in the care sector and social economy. The webinar will draw attention to the new European Care Strategy and will explore how apprenticeships can contribute to the

care sector in the EU, help address its challenges while identifying ways social economy actors can contribute. The session will include an expert-led presentation from Cedefop, followed by a mixed panel representing policy makers, education providers, NGOs and cooperations across the EU. If you would like to attend this webinar, please register [here](#).

Contact: [empl-eafa@ec.europa.eu](mailto:empl-eafa@ec.europa.eu)

### Peer Learning Activity on graduate tracking in VET

DG EMPL is organising the third Peer Learning Activity on graduate tracking in VET. The event will take place online on **23 – 24 May 2023**. The event will be about 'Making effective use of graduate tracking surveys at system and local level' and it will be hosted by Sweden.

The topics to be discussed at the PLA are:

- Effective practices in using graduate tracking surveys at system and local level.
- How surveys and administrative datasets can complement each other.
- How national and provider-level graduate tracking systems can work together and how to increase the value of provider-level surveys.

More information: [Link](#)

### The 2023 Call for Centres of Vocational Excellence (CoVE)

The application deadline for the 2023 Erasmus+ call for Centres of Vocational Excellence is on 8 June 2023. This is the third call under the Erasmus+ Programme 2021-2027 and has a budget of €56 million to support 14 projects. The Centres of Vocational Excellence initiative has an indicative budget of €400 million to fund 100 CoVE projects in the period 2021-2027. See more: [Link](#)

### EAfA' High Level Event

On **26-27 June**, in Brussels, the *European Alliance for Apprenticeships (EAfA)* will organize a High-Level Event to celebrate 10 years of the Alliance and 5 years of the European Framework for Quality and Effective Apprenticeships. The event will bring together stakeholders who have contributed to the Alliance, to reflect on what has been achieved, and use these experiences to pave the way forward. Four panels are foreseen at the event on the following topics: quality and effective apprenticeships, apprenticeships as a means to secure skilled employees, adult apprenticeships, apprentices as agents for a sustainable future.

Contact: [empl-eafa@ec.europa.eu](mailto:empl-eafa@ec.europa.eu)



## The 2023 Forum on Vocational Excellence

On **25 and 26 September** the 2023 Forum on Vocational Excellence will take place in Amsterdam, the Netherlands. The Forum will discuss the latest developments on the Erasmus+ flagship initiative on *Centres of Vocational Excellence (CoVE)*. During this second Forum on Vocational Excellence, professionals working on Vocational Excellence will exchange best practices, co-create solutions for common challenges and expand their network to ensure that Europe's workforce is ready and has the right skills to meet the economic and societal challenges. The event is jointly organised by the *Community of Practice on CoVEs, Katapult* and *Tknika*, in cooperation with the European Commission. It will include the participation of the partners of ongoing CoVE projects, as well as other Vocational Excellence initiatives currently being developed in Europe and beyond, that form part of wider partnerships and networks in VET. The event will be an opportunity to mobilise the participation of different VET centres and relevant stakeholders, to reach the European target of establishing at least 100 networks of vocational excellence by 2027. The Forum is a hybrid event with the option to participate on site or online, with dedicated program elements for each target group so everyone gets the most out of the event. This means that not the entire onsite programme will be available for the online participants, and vice versa. The Forum website will provide updated information about the programme: [www.copcov.es/forum-2023](http://www.copcov.es/forum-2023)

## European Training Foundation (ETF)

ETF welcomes Dr Pilvi Torsti as the new director of the European Training Foundation (ETF). An expert in education policy with extensive experience in the public sector, academia, and civil society, prior to her appointment Torsti served as a State Secretary in three ministries in Finland: The Ministry of Education and Culture 2013-2015, and Ministry of Employment and Economic Affairs & Ministry of Transport and Communications 2019-2023. From 2017 to 2019, Pilvi Torsti was an MP and a member of the education and future committees of the Finnish parliament. Pilvi Torsti joins the ETF as new Director | ETF (europa.eu)

## Publications

### Embracing the digital age | ETF (europa.eu)

Technological change has a huge impact on economies, labour markets and societies. The Covid-19 pandemic has accelerated digitalisation trends, which in turn have increased labour flexibility. New economic and employment models match labour and skills demand and supply more efficiently, and provide online employment opportunities. This report highlights how young people in the Western Balkans take up those opportunities, which often become an alternative to migration as they open up new markets and new ways of working and learning.

The report consolidates the analysis of today's landscape and the future of work for young people carried out in Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia and Serbia.

Our research on the changing patterns of work – which started in 2020/21 in the Eastern Partnership region – will now be extended to the Southern and Eastern Mediterranean, and to Central Asia (under the DARYA project).

### Living, working and COVID-19 in the European Union and 10 EU neighbouring countries | ETF (europa.eu)

The fifth round of the Eurofound survey, which was implemented in spring 2022, also sheds light on a new uncertain reality caused by the war in Ukraine, record-high inflation and sharp rises in the cost of living. As a pilot survey, a shorter version of the questionnaire was fielded by the European Training Foundation (ETF) in 10 European Union (EU) neighbouring countries (Albania, Georgia, Jordan, Kosovo, Lebanon, Moldova, Morocco, North Macedonia, Palestine and Tunisia). This joint Eurofound-ETF paper presents a selection of results from the survey covering both the EU-27 and the 10 selected EU neighbouring countries.

The results reveal at least one clear commonality across respondents from all countries: serious concerns about the rising cost of living. At the same time, the results point to a large divergence in living and working conditions between respondents in the two groups of countries, but also show large differences within the EU itself and amongst the selected EU neighbouring countries.

## Multilingual terminology of skills development | ETF (europa.eu)

This paper presents the key / the most common and widely used terms in education, training and skills development policy areas – in English and the languages of the Western Balkans. It may be revised and/or expanded as terminology and comprehension evolve.

Policy brief Skills for the Green Transition. *Skilling for the green transition* | ETF (europa.eu)

Policy brief Crafts sector and future skills. *The future is in our hands* | ETF (europa.eu)

Country fiches updated on VET and Employment. *Resources* | ETF (europa.eu)

Forthcoming!

'ETF Network for Excellence. GRETA – Greening Responses to Excellence through Thematic Actions. Greening of vocational education and training: Processes, Practices and Policies'

Future of Skills: Energy in Egypt

## Events/Webinars

[Complete list of Events/webinars available at Events](#) | ETF (europa.eu)

## Initiatives/Special initiatives related gender mainstream

### New! 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.

The ACQF development process (2020-2022) involved over 40 African countries in different types of activities, from the initial mapping study to the programme of capacity development and knowledge-sharing, and support to countries. Comprehensive information on ACQF development process and outputs is accessible on [ACQF website](#).

## DARYA project

DARYA was launched and 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 international dimension of Centres of vocational excellence: Building a strong international cooperation dimension on Vocational Excellence”.**

Centres of Vocational Excellence *The International Dimension of Centres of Vocational Excellence* | [Open Space \(europa.eu\)](#) (CoVEs). The European Commission Directorate-General for Employment, Social Affairs and Inclusion signed an agreement with the ETF for the implementation of the project.

**This project is part of the EU's strategy to make CoVEs an engine for the development of vocational excellence** for innovation, cooperation and improving the attractiveness and relevance of vocational education and training and ensuring that it contributes to current priorities, in particular, the digital and green transitions. This project will build on the successful work of the *ETF Network of Excellence (ENE)* launched in 2020.

### 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 \(europa.eu\)](#)

### Awards

Green Skills award *Take a chance to become the next winner: Apply now!* | [ETF \(europa.eu\)](#) shortlisted practices will be announced in June and public voting will open to select the winner of the 2023 edition!

### Podcasts!

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

## Latest releases

- **#27 - Education on the brink: Why a global vision is crucial** In the 27th episode of the Skills Factory podcast series, Pilvi Torsti, Director of the European Training Foundation, discusses the global crisis facing education today and the urgent issues that educators and learners need to address.
- **#26 – Demystifying green skills** In this 26th episode of our Skills Factory podcast series, the ETF's expert Romain Boitard highlights the importance of green skills in our lives, as well as the misconceptions we hold about them

## Gender related initiatives

### Webinar: Career Guidance and Counselling for Gender Equality, 22 June 2023

Actions to combat gender stereotyping in early childhood education and care can help to improve educational achievement for all learners. But what can be done at later stages of education? More policy attention and concrete initiatives are needed to attract people to pursue non-gender stereotyped and traditional education and work pathways. This on-line peer learning event will provide an opportunity to discuss some initiatives and inspirational practices from the EU Member States and the ETF partner countries. The objective of the event is to raise awareness, exchange experience and inject new ideas between and among the EU and EU neighbourhood policy makers and practitioners in the field of career guidance and counselling, and gender equality.

### Study and PLA: Gender Dimension of Labour Market Transitions

In 2022, ETF launched a multiannual initiative with the aim of (i) capturing developments in the areas of active labour market policies (ALMPs) and transition to work, in particular skills implications, and (ii) enhancing knowledge sharing on innovative policy solutions, particularly in employability and skills sets in a lifelong learning approach. The work includes reviews of activation, reskilling and upskilling policies and programmes; fostering policy learning and exchange among ETF partner countries and EU Member States. The current review of the gender dimension of labour market transition and implications for policy making is part of this work. The study is to be ready in Q3 2023 and a policy learning seminar organised in November 2022 in cooperation with UfM.

### Migrant Women as Learners: Individual Pathways and Prospects

The study addresses how to better value/use the skills and qualifications that migrant women with low and medium skill levels have acquired, while understanding how to provide them with the skills they might need as a result of their migration trajectories. The study will formulate recommendations for education and training eco-systems in partner countries to better address the skills and qualifications' needs of migrant women for their better economic integration in their destination countries, including possible returning itineraries. Case study countries are Georgia, Morocco and Tunisia. First recommendations will be formulated in June 2023, and final policy paper will be available at the end of the year.

### Living and working in ETF partner countries (e-survey), jointly with EuroFound

The survey covers both EU-27 and EU neighbouring countries. The results are comparable across participating countries and contribute to addressing the shortcomings in producing up to date and relevant evidence on social, labour and skills aspects in several EU neighbouring countries. A joint report is foreseen in 2023 as well as several by-products focused on ETF partner countries, including short country fiches based on the survey results and thematic short analyses on gender and youth.

## International Labour Organization

### Publications

#### ADULT project reports

Under the ADULT (Apprenticeships Development for Universal Lifelong Learning and Training) project funded by the Government of Flanders, research has been carried out on different aspects of Apprenticeships. This project aims to generate new ideas and policy options to modernize apprenticeships to meet the needs of all segments of the population in existing and new economic sectors, including the digital and green economy for countries at various stages of development. Research conducted explored how apprenticeship systems can equip both youth and adults with the skills relevant to the future of work, thereby facilitating their access to and transitions in the labour market. The two main outputs of the

project are 7 Global policy research reports and 1 final report, and 4 Country-level research reports. [Link](#)

Contact: Ashwani Aggarwal [aggarwal@ilo.org](mailto:aggarwal@ilo.org)

### Greening TVET Tool

The ILO has developed a step-by-step guidance tool for greening TVET and skills development, building on the recent findings of the ILO publication, Skills for a greener future: A global view, as well as earlier research, experience and lessons learnt from development cooperation projects in different Member States.

The tool provides “how-to” guidance on designing competency standards and curricula for greener jobs, adapting training delivery and assessments to support greener learning, adapting practices to maintain a greener campus, greening the professional development of teachers and in-company trainers, and sensitizing enterprises. The tool also looks at how to support the greening of skills for the informal economy, as this is particularly relevant for developing countries. Finally, the tool discusses how to mainstream green practices throughout the whole system of initial and continuing technical and vocational education and training. Each section includes key learning points, a theory component, self-assessment tools, inspiring practical examples, hints and tips, checklists and links to useful resources. [Link](#)

Contact: Hae Kyeong Chun [chunh@ilo.org](mailto:chunh@ilo.org)

### Skills development for a Just Transition

This policy brief is intended to present the linkages between just transition and skills development, providing stakeholders with information and recommendations for implementation. The broad implementation of just transition across all policy areas and cross-cutting thematic topics requires careful consideration of the guidance provided in the ILO Just Transition Guidelines, taking into account the needs, priorities and circumstances of each country. This policy brief draws on recent findings and projects, including the report, Skills for a Greener Future: A Global View<sup>1</sup> and the policy brief, Skills for a Greener Future: Challenges and Enabling Factors to Achieve a Just Transition<sup>2</sup>. [Link](#)

Contact: Olga Strietska-Ilina [strietska-ilina@ilo.org](mailto:strietska-ilina@ilo.org)

1 ILO, Skills for a Greener Future: A Global View, 2019.

2 ILO, Skills for a Greener Future: Challenges and Enabling Factors to Achieve a Just Transition, 2019

### Harmonized minimum occupational standards developed with three countries in Africa

Occupational standards were developed by tripartite technical committees in Ghana Nigeria and Togo with the support of the ILO during the period 2021–2022 as part of the SKILL-UP Project financed by the Norwegian Agency for Development Cooperation in an effort to promote skills partnerships on migration in the West African region. Occupational standards have been developed for the following occupations: Poultry farmer, Plumber, and Mason (French and English versions for each). The harmonized occupational minimal standard can help countries that are developing standards or reviewing existing national standards through comparison and consideration of similar standards available in the region. It can also be used in technical vocational education and training for the development of standards-based curricula, and assessments. The standards can also support skills partnerships on migration in the region by being used in mechanisms of recognition of prior learning of migrant workers.

Links:

- [https://www.ilo.org/skills/pubs/WCMS\\_878527/lang--en/index.htm](https://www.ilo.org/skills/pubs/WCMS_878527/lang--en/index.htm)
- [https://www.ilo.org/skills/pubs/WCMS\\_878530/lang--en/index.htm](https://www.ilo.org/skills/pubs/WCMS_878530/lang--en/index.htm)
- [https://www.ilo.org/skills/pubs/WCMS\\_878531/lang--en/index.htm](https://www.ilo.org/skills/pubs/WCMS_878531/lang--en/index.htm)

Contact: Christine Hofmann [hofmann@ilo.org](mailto:hofmann@ilo.org)

### Combatting forced labour through quality skills and lifelong learning

This policy brief provides an overview of the work ILO is doing in the prevention of forced Labour through skills development and Lifelong Learning. While highlighting how forced labour remains a prevalent issue at the global level, this policy brief discusses some of the main challenges faced by countries in countering forced labour and how to combat it through quality skills and lifelong learning and help people access decent work.

Link: [Policy brief: Combatting Forced Labour Through Quality Skills and Lifelong Learning \(ilo.org\)](#)

Contact: Christine Hofmann [hofmann@ilo.org](mailto:hofmann@ilo.org)

### 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: [Employment Working Group: Skills harmonization and partnerships \(ilo.org\)](#)

Contact: Christine Hofmann [hofmann@ilo.org](mailto:hofmann@ilo.org)

### TREEpedia in French

The “Training for Rural Economic Empowerment” (TREE) is an ILO flagship methodology to foster inclusive community-based vocational training and employment creation in rural settings. With its national partners, the ILO provides training to empower vulnerable women and men to have greater control over their lives in rural areas.

A “TREEpedia” gathering all relevant information to understand how the methodology works, is now available in French as well.

*Formation pour le renforcement de l'autonomie économique des populations rurales- outil numérique (TREEpedia) (TREEpedia) (ilo.org)*

Contact: Christine Hofmann [hofmann@ilo.org](mailto:hofmann@ilo.org)

### Technical vocational education and training and its linkage to productive sectors in Africa

This joint report by the African Development Bank (AfDB) and the International Labour Organization (ILO) aims to support stakeholders in Africa in improving TVET performance. It identifies common challenges and proposes recommendations to address them, based on a synthesis of findings from existing literature on TVET in Africa and a series of stakeholder surveys, including governments, workers' and employers' representatives. Surveys look into stakeholders' activities and perceptions on the state and performance of TVET policies and practice, emphasising the scope and nature of linkages between TVET and productive sectors.

Forthcoming in May

Contact: Ashwani Aggarwal [aggarwal@ilo.org](mailto:aggarwal@ilo.org)

### Aligning skills development and national social protection systems

This discussion paper has been developed to stimulate discussion and exchange among skills and social protection experts and project managers, regarding the improvement of coordination of skills and social protection programmes. It provides a basis for reflection on the development of global, regional and national methodologies, tools and actions, highlighting social protection outcomes of skills interventions. Levels of alignment between skills

and social protection programmes are discussed, incorporating a reflection on eligibility of beneficiaries, delivery of services and financing mechanisms.

Contact: Pedro Moreno da Fonseca [morenodafonseca@ilo.org](mailto:morenodafonseca@ilo.org)

Forthcoming in May

### Events/Webinars

#### Apprenticeships Recommendation: International Labour Conference 2023

The 111th Session of the International Labour Conference will be held from Monday, 5 June to Friday, 16 June 2023. In addition to the standing items, this year's Conference also contains a standard-setting discussion on apprenticeships in the agenda. A provisional text for a Recommendation on Quality Apprenticeships was adopted at last year's Conference. Governments were invited to communicate to the Office any amendments or comments after consulting the most representative organizations of employers and workers. Comments received are reflected in the report prepared by the Office for the consideration of the Conference at its 111th Session (2023). The Recommendation is expected to be adopted at the Conference this year, and it will be followed by an implementation strategy which will be submitted to the ILO's Governing Body in November 2023. [Link](#)

#### Global knowledge sharing event on apprenticeships (ITCILO)

The Global Knowledge-sharing Event on Apprenticeships will take place in November 2023 and will bring together representatives of governments and employers' and workers' organizations from all over the world to debate the topic of apprenticeships. The event will be informed by the outcomes of the 2023 International Labour Conference, which will conclude the standard-setting process to develop a new International Labour Standard on the subject. Participants will be at the heart of this high-level policy discussion and will explore the implementation of the proposed outcomes.

Link: [Global Knowledge-sharing Event on Apprenticeships | ITCILO](#)

#### Strengthening apprenticeship systems in the informal economy in Africa

The ILO's Skills and Employability Branch is working with constituents to upgrade existing informal apprenticeship systems. Apprenticeship systems in the informal economy are widespread and in some African countries account for 90 percent of the national skills provision.

On 22 - 23 February 2023, a regional workshop took place in Cotonou to support policy dialogue and contribute technical reflections on how to preserve and upgrade existing apprenticeship systems in the informal economy. The workshop was co-organized by the Benin Technical Education Development Agency, the French Development Agency, the World Bank, the Swiss Development and Cooperation Department, the Network for International Policy and Cooperation in Education and Training and the International Labour Organization. [Link](#)

## Initiatives / Special initiatives

### Digital platform to sustain TVET education in Ukraine

Since 2020, the ILO has supported the Ministry of Education and Science in Ukraine in the development of digital TVET curricula, online simulators and teacher training in e-Learning didactics. On December 23rd 2022, amidst an air raid, the Professional Education Online Platform was officially launched. Every week since the launch, new digital training materials are being released. The online platform currently covers 29 occupations, with 60 more in the pipeline). General education items, such as languages and natural sciences, as well as learning materials for grades 5-11, can also be accessed by the 225,000 Ukrainian TVET students. These will soon be complemented by civic education resources, some of which were developed by ILO.

Link: [One year of war in Ukraine: "Professional Education Online" – a new and innovative digital platform to sustain TVET education in Ukraine \(ilo.org\)](#)

### ILO-IsDB Youth Green Skills Accelerator Challenge Call

To assist young people in further translating their activism, commitment and creativity into action, the ILO and IsDB (Islamic development Bank) in 2022 designed the "Youth Green Skills Accelerator Challenge Call", with the overarching goal of promoting youth participation and skills for green jobs for a just transition. The IsDB and the ILO launched the call in May 2022 and invited youth-led organizations, networks or coalitions based in IsDB – ILO common member states to propose new and innovative ideas and solutions that equip youths (15-35 years old) with the competencies required for supporting a just transition in their communities. After having received more than 120 applications, the three winning teams were announced in November 2022 at COP27.

A second edition of the challenge call will be launched in May 2023. [Link](#)

### Updated digital tool on assessing the inclusiveness of TVET and skills systems

This self-assessment tool targets skills policy-makers, representatives of workers' and employers' organizations engaged in skills development systems, TVET centre managers and staff, and development practitioners providing skills policy advice. It aims to improve understanding of potential barriers to access and participation, and provides a basis for reflection on how to redress inequalities to promote a diverse and inclusive skills development system. [Link](#)

### UK-Indonesia collaboration on vocational education

In October-November 2022, 35 delegates from five Indonesian polytechnic and university partners of the ILO-UK Skills for Prosperity Programme in Indonesia (SfP-Indonesia) visited their institutional mentors during a capacity-building visit to the United Kingdom (UK) following almost eighteen months of collaboration online. [Link](#)

### Upgraded infrastructure of TVET centres in Kenya

With the support of ILO PROSPECTS, vocational training centres are being equipped with the latest machinery and infrastructure facilities, while staff are being trained to deliver industry-relevant competency-based curricula. These investments will reduce the skills gap and improve employability of host and refugee community youth in the region. [Link](#)

### Podcasts | ILO EMPLOYMENT "Global challenges – Global solutions: The future of work" podcast series

- **Career guidance in challenging times:** An investment in the future  
In this episode, Pedro Moreno da Fonseca, ILO Technical Specialist on Lifelong Learning, and Glenda Quintini, a Senior Economist specializing in Skills and Employability at the OECD discuss the role of career guidance in helping individuals achieve their potential and making economies and societies more productive and inclusive.
- **Skilling, re-skilling, digitalization and the future of work**  
This episode explores labour market skills needs, and how education, training and lifelong learning can effectively skill and re-skill workers throughout their lives in an evolving and increasingly digitalized labour market. It features an interview with ILO Senior Skills and Employability Specialist and Team Leader on Skills Strategies for Future Labour Markets Olga Strietska-Ilina.

## New website: The Global Accelerator on Jobs and Social Protection for Just Transitions

The Global Accelerator on Jobs and Social Protection for Just Transitions, launched in September 2021 by the UN Secretary-General, signals the UN system's collective response for addressing the multiple challenges that threaten to erase development progress. The aim is to direct investments to help create at least 400 million decent jobs, primarily in the green, digital and care economies, and to extend social protection coverage to the over 4 billion people currently excluded. For more information about the Global Accelerator, visit:

<https://www.unglobalaccelerator.org/>

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

## Publications

### The Landscape of Providers of Vocational Education and Training

The report was published in December 2022, and looks at the VET provider landscape in Australia, Denmark, Germany, the Netherlands and Sweden. The report provides insights into the number of different providers by country, their focus areas and target populations. It describes how providers are different and how they overlap, as well as structures and initiatives to foster co-ordination between them. [Link](#)

### Building a Skilled Cyber Security Workforce in Five Countries (March 2023)

The report analyses the demand for cyber security professionals in Australia, Canada, New Zealand, the United Kingdom and the United States 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 England (United Kingdom). It describes the different types of programmes provided in further and higher education, the profile of learners in these programmes and their outcomes. Finally, the report also looks at policies and initiatives adopted in England to make cyber security education and training programmes more accessible and relevant. [Link](#)

## OECD Skills Strategy Southeast Asia: Skills for a Post-COVID Recovery and Growth

The report applies the OECD Skills Strategy framework to assess the performance of countries in Southeast Asia, identifies opportunities for improvement and provides recommendations based on in-depth desk analysis and consultations with stakeholder representatives. [Link](#)

### Fostering upskilling pathways through the recognition of prior learning (May 2023)

This report provides a step-by-step guide on how to set up effective recognition of prior learning systems that support personalised upskilling pathways for adults. In particular, it presents the sequence of decisions that institutions developing validation systems must make, suggesting various options and OECD best practices for each of the decisions.

### Joining Forces for Gender Equality: What is Holding us Back? (May 2023)

This publication tracks progress and provides policy recommendations for gender equality in 33 chapters that cover various policy domains, from education (including VET and adult learning), employment, and entrepreneurship to public life, development, trade, transport, and energy.

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

The publication provides insights for policy makers seeking to increase flexibility in their countries' adult learning systems. It begins by highlighting the role flexibility can play in increasing participation and inclusiveness in adult learning systems. It then presents a framework of the different dimensions that should be considered when thinking about flexibility in adult learning and highlights the policies that support such flexibility. The report addresses several elements of flexible adult learning systems, including modularity, micro-credentials, online delivery.

### Upskilling and reskilling for the twin transition: the role of social dialogue (May 2023)

The policy brief shows how social partners, together with governments, can design such effective up- and retraining systems. It highlights good practice in involving trade unions and employers' organisations along the policy cycle, namely in (i) assessing and anticipating skills needs, (ii) setting joint priorities in adult learning strategies, (iii) negotiating training rights, (iv) providing training, (v) financing adult learning, (vi) quality assurance, and (vii) creating a learning environment at work.

## Assessing and anticipating skill needs for the green transition (July 2023)

The report sets out to identify effective strategies for turning qualitative and quantitative information on skill needs emerging from the transition to a green economy into relevant policy actions. The report explores the methodological and governance innovations, the outcomes and the challenges encountered when carrying out skills assessment and anticipation (SAA) exercises for the green transition. Furthermore, the report examines the use of SAA information to guide policy development in the areas of employment, career guidance, adult training, formal education, industrial policies and migration.

## Events/Webinars

### Diversifying apprenticeship: learners, employers and sectors

The webinar organised by the OECD and the US Mission to the OECD will take place on 3 May 2023. It will include a brief presentation by the OECD on the key challenges in apprenticeship systems, followed by presentations of international examples of good practices in Ireland, Norway and Switzerland.

### Upskilling and reskilling for the twin transition: the role of social dialogue

The webinar launch is planned for end May 2023. The webinar will involve a presentation of the brief and a panel discussion with government (Spain), workers representatives and employers representatives on the role that social dialogue can play in upskilling and reskilling policies.

## Initiatives/Special initiatives

### 2023 OECD Skills Outlook

The OECD Skills Outlook will be launched in September 2023, focussing on skills for recovery and resilience. It will look 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.

## International VET Assessment

The development phase of the OECD's International VET Assessment started in September 2022. The framework for the assessment is currently being developed and will be discussed by the relevant Committees in autumn of 2023. 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 “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 will involve thematic analysis, as well as country-specific analysis.

## Swiss Agency for Development and Cooperation (SDC)

## Publications

### SDC Practical Guidance - Financing infrastructure and equipment in VET

Infrastructure and equipment of Vocational Education and Training (VET) are particularly expensive and VET systems constantly face financial limitations, in particular in countries of the global South. Investments in infrastructure and equipment for VET programs are therefore a recurrent topic in development cooperation.

This paper is a guidance to SDC officers and their implementers to make informed and appropriate decisions and to avoid or at least mitigate risks. [Link](#)

### SDC “how-to-do note” on interlinking vocational skills development and basic education

In order to strengthen the complementarity of basic education and vocational skills development projects, this programmatic and practical guide shows why a combination of basic education and vocational skills is needed for decent work and for inclusive and sustainable economic development, and how SDC officers and the implementers can operationalize these interlinkages in their concrete work. [Link](#)



## Publications

### Global review of training funds: Spotlight on levy-schemes in 75 countries

Globally, levy-financed training funds are an increasingly popular mechanism for financing technical and vocational education and training (TVET). This Global Review brings up crucial themes such as, training fund scope and purpose, fund effectiveness, fund governance and management, fund mobilization, fund expenditure as well as fund disbursement and allocation mechanisms targeting 75 countries, various TVET actors and beneficiaries.

It aims to engage analysis to categorize the training funds by fund scope (national, regional and sectoral); fund purpose; levy base; fund disbursement mechanism; and fund governance type. Furthermore, this Global Review reflects the main challenges, new trends and measures of the national, regional and a number of sector-based levy-financed training funds. [Link](#)

### Learner-centred Teaching in Technical and Vocational Education and Training: Perspectives and Reviews of Six Asia-Pacific Countries

A learner-centred approach to teaching in Technical and Vocational Education and Training (TVET) is based on learner engagement, autonomy and outcome-based activities to support professional development. This report analyses the status of learner-centred TVET teaching in six selected countries across Asia and the Pacific, including China, Republic of Korea, Samoa, Sri Lanka, Thailand, and Uzbekistan. The countries were selected because of their geographic diversity, access to national experts, and potential around learner-centred TVET. The first part of the study is a review of the theoretical background on the learner-centred approach and TVET teaching with an international scope. A total of 25 indicators were used to assess three components of TVET teaching in the region.

The analysis includes 17 examples corresponding to the selected indicators. The findings showcase lessons learned and recommendations for countries to self-assess their TVET teaching strategies. These examples will help to inform future projects and capacity building in each sub-region of Asia-Pacific. As a result, seven proposals are identified and discussed to promote the development of learner-centred TVET teaching in the region. These proposals include: 1) supporting national reform of the pedagogy based on the results of pilot projects; 2) increasing two-way communication

between students and teachers; 3) producing learning materials adapted to learner-centred methods; 4) using technology in the learning process; 5) implementing competency-based learning to support the learner-centred pedagogy; 6) integrating transversal and core skills; and 7) developing teachers' capacities by employing a learner-centred approach. These proposals (on reform, teaching method, use of materials, etc.) also address gender dimensions throughout the planning, implementation and review process. Conclusions from the study provide lessons learned as well as proposals for further research and implementation of learner-centred TVET teaching in Asia-Pacific. [Link](#)

### Enhancing TVET through digital transformation in developing countries

Technological advancements and digitalization are profoundly reshaping our work and lifestyle, business models and operations, and government policy choices. Digital transformation in technical and vocational education and training is the planned and structured introduction of automated and streamlined processes within institutions and national technical and vocational education and training (TVET) systems through digital technology, with the goal of enhancing their scope, scale, efficiency and effectiveness and ultimately, driving their more sustainable development.

The study was produced with the financial support of BMZ and the technical support of GIZ and provides overall perspective and five country case studies on *Digital transformation in technical and vocational education and training* (Brazil, India, Jamaica, Kenya and Tunisia). Most countries studied face similar enabling factors: the digital infrastructure available; legal and policy frameworks; focused institutional change to improve the acquisition of digital skills; and the promotion of equality and inclusivity. To understand how *Digital transformation in technical and vocational education and training* is occurring, the report analyses it at four levels: technical and technological development; curriculum and qualifications; teaching and learning using technology; and its contribution to the sustainability and resilience of societies. [Link](#)

### UNESCO's forthcoming publications

UNESCO, Cedefop and the European Training Foundation (ETF) will make a joint presentation at the forthcoming ASEM Senior Officials Meeting, taking place in Malta on 22-23 May 2023. The presentation will focus on the main outcomes of the cross country analysis of the NQF country reports that will be published as part of the Global Inventory of NQFs and RQFs later this year.

UNESCO is developing an operational manual for the design of Recognition of Prior Learning Systems (RPL) systems in developing countries, in collaboration with UNESCO CapED Programme. The manual builds on the main results achieved under the CapED programme in Madagascar, where an effective RPL system has been developed and is progressively scaled up to the whole country after a piloting and experimentation phase. The drafting of the manual was recently finalised, with an online deployment phase that is going to take place over the next months.

## Events/Webinars

### Webinar: Enhancing TVET through digital transformation in developing countries

UNESCO organized a webinar on 26 April around the report entitled 'Enhancing TVET through digital transformation in developing countries'. The study was conducted in partnership with GIZ and includes insights from five case studies: Brazil, India, Jamaica, Kenya and Tunisia. The report provides overall perspective and five country case studies on digital transformation. Most countries studied face similar enabling factors: the digital infrastructure available; legal and policy frameworks; focused institutional change to improve the acquisition of digital skills; and the promotion of equality and inclusivity.

To understand how digital transformation is occurring, the report analyses it at four levels: technical and technological development; curriculum and qualifications; teaching and learning using technology; and its contribution to the sustainability and resilience of societies. [Link](#)

## Initiatives/Special initiatives related to gender mainstreaming

### The Global Skills Academy

The GSA is tasked with the mission of mobilizing the resources and programmes of Global Education 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. For example, this year has seen a new partnership signed between GSA Member Telefónica and SENATI in Peru. [Link](#)

### CapED programme

UNESCO is developing an operational manual for the design of Recognition of Prior Learning Systems (RPL) systems in developing countries, in collaboration with UNEVOC.

The manual builds on the main results achieved under the CapED programme in Madagascar, where an effective RPL system has been developed and is progressively scaled up to the whole country after a piloting and experimentation phase. The objective is to capitalize and share the knowledge acquired in the context of RPL launch and implementation in the country since 2018. The manual will have an operational nature, aiming to be used by RPL practitioners at country level. It will provide a sort of "toolbox" and set of practical guidelines to follow, from advocating, to designing, launching and implementing an effective RPL system. The drafting of the manual was recently finalised, with an online deployment phase that is going to take place over the next months, in collaboration with UNEVOC. The first version of the online manual will be in French, while the English one will follow.

Capacity Development for Education (CapEd) programme: <https://www.unesco.org/en/caped>

### BEAR-III project

A scoping mission of BEAR-III project was conducted in Cote d'Ivoire, Ghana, Nigeria and Sierra Leone in April/May 2023. 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 BEAR III project will be implemented aligning with Education 2030, UNESCO Strategy for TVET (2022-2029), Global Initiatives of the Transforming Education Summit, Continental Education Strategy for Africa (2016-2025), as well as national plans and priorities of the four beneficiary countries.

The global objective of BEAR project is to give young people in beneficiary countries a better chance to access decent employment and/or generate self-employment, as well as to contribute to socio-economic rise of the countries. It aims more specifically to improve national TVET systems by focusing on three key areas of action:

- Making TVET relevant to the needs of the economy and labour market;
- Enhancing the quality of TVET programmes and institutions;
- Improving the perception of TVET among young people, enterprises, and society.

Links:

<https://www.unesco.org/en/skills-work-life/bear>

<https://www.aip.ci/cote-divoire-aip-lunesco-veut-ameliorer-le-systeme-ivoirien-denseignement-formation-technique-et-professionnelle/>

<https://www.google.com/amp/s/enews.com.ng/2023/05/restructuring-ministries-of-education-and-science-memo-to-tinubu/amp/>

<https://www.graphic.com.gh/news/education/enhancing-skills-training-in-ghana-unesco-to-undertake-5-year-tvet-project.html>

## UNESCO-UNEVOC

### Publications

#### Atlas of emerging trends in TVET

The new 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.

Link: <https://atlas.unevoc.unesco.org/>

#### New Innovative and Promising Practices in TVET

UNESCO-UNEVOC's Innovative & Promising Practices database now contains more than 95 TVET initiatives from around the world that promote sustainability, inclusion, entrepreneurship, digitalization & more. [Link](#)

#### UNESCO-UNEVOC relaunches TVETipedia

The new and improved TVETipedia contains more than 1,000 terms but also information on TVET actors, qualification frameworks, policies and strategies.

Link: <https://unevoc.unesco.org/tvetipedia>

### Events/Webinars

#### Planned events

#### Webinar on DigComp & DigCompEdu – How Europe is addressing the digital education challenge, 16 May 2023

This UNESCO-UNEVOC webinar will showcase two of the leading initiatives in the world aimed at the digital upskilling of both citizens and teachers – DigComp and DigCompEdu. Speakers from the European Commission will outline how the frameworks have been developed, their content and how they are being used in different countries to support TVET. [Link](#)

#### Kick-off webinar for the UNESCO-UNEVOC and HP Life partnership, 24 May 2023

UNESCO-UNEVOC and HP LIFE have partnered to promote innovation, employability and entrepreneurship among youth, with a focus on Africa. HP LIFE is a global training programme that gives people all over the world the opportunity to build skills for the future — whether they want to start or grow their own business, enter the workforce, or secure a better job — by providing access to free IT and business skills training courses in eight languages. [Link](#)

#### BILT Learning Lab: Fifty Shades Greener explores its entrepreneurial take on how to develop sustainable practices and curriculum, 15 June 2023

BILT Learning Labs are an opportunity for TVET stakeholders to explore specific 'Innovation and Learning Practices' from the regions of Africa, Asia-Pacific, and Europe. The Lab's focus is on the transferability of practices.

Link: <https://unevoc.unesco.org/bilt/>

#### BILT bridging event for Asia and the Pacific, 26 to 28 June 2023

UNESCO-UNEVOC and Temasek Polytechnic are co-hosting a hybrid BILT Bridging Conference in Singapore. The conference will provide a platform to outline trends in green and digital qualifications and competencies in the Asia-Pacific region, with a focus on the hospitality and tourism sector. [Link](#)

#### Recent events

#### Project learning forum on building TVET resilience, 4 April 2023

UNESCO-UNEVOC has been implementing the project on 'Building TVET resilience for a just and sustainable transition' to support TVET stakeholders and their

vision for achieving institutional resilience. The Project Learning Forum invited participants to share key takeaways from the programmes and discuss what these insights mean for future activities. [Link](#)

### **BILT spotlight on Africa - Making TVET governance fit for the future, 31 March 2023**

The BILT spotlight series highlights successful approaches at the institutional level in a specific geographical region. The first webinar of the series was presented by the Commission for Technical and Vocational Education and Training (CTVET), Ghana. [Link](#)

### **Young Africa – Embracing equal opportunities for women in TVET both online and offline, 8 March 2023**

On the occasion of International Women’s Day, a BILT Learning Lab was organized in cooperation with Young Africa to explore the theme of youth unemployment as it relates to women in TVET. [Link](#)

### **UNESCO-UNEVOC and LKDF host training for greener and more resilient TVET systems, 26 January 2023**

UNESCO-UNEVOC and UNIDO’s Learning and Knowledge Development Facility (LKDF) hosted a training workshop on the Market Systems Development (MSD) approach. [Link](#)

### **The future of VET in Europe: trends and lessons for a global debate, 25 January 2023**

Hosted by UNESCO-UNEVOC and the European Centre for Vocational Education and Training (CEDEFOP), this webinar presented the findings of the recent study on ‘The Future of VET in Europe’ to the international TVET community. [Link](#)

### **Advancing open and distance learning for TVET in the Caribbean, 5 to 9 December 2022**

UNESCO-UNEVOC and the Commonwealth of Learning organized a regional workshop for TVET principals and managers in Kingston, Jamaica to put the finishing touches on their plans for harnessing open and distance learning (ODL) to improve education provision at TVET institutions in the Caribbean. [Link](#)

### **Career guidance: A strategy to support girls’ participation in STEM-related TVET, November 2022**

UNESCO-UNEVOC supported 52 TVET trainers and managers from 22 TVET institutions in Africa, Latin America and the Caribbean to deliver post-pandemic

career guidance with a focus on STEM-related TVET and careers for young women and girls. [Link](#)

### **Going green and digital: TVET for hospitality and tourism, 7 to 9 November 2023**

From 7 to 9 November 2022, the BILT bridging event in Nairobi brought together TVET stakeholders to discuss trends in green and digital qualifications and competencies in Africa, with a focus on the hospitality and tourism sector. [Link](#)

## **Initiatives/Special initiatives**

### **BILT Expert Group on the dual transition in the hospitality and tourism sector**

In 2023, the BILT project has a new focus on the impact of the green and digital transition on skills needs for the hospitality and tourism sector and the TVET system. In this context, a BILT Expert Group, composed of 29 members from Africa, Asia-Pacific, and Europe, will investigate the implications of this dual transition. [Link](#)

### **TVET leaders ready to take action for a green transition**

The 2022 TVET Leadership Programme focused on ‘Rethinking TVET systems and programmes to anticipate demand, adapt and take action for a just and green transition.’ The four-month long online programme sought to address the knowledge gaps on system-level change by raising awareness and developing the capacities of TVET professionals to mainstream approaches that contribute to the green transition in their institutions. [Link](#)

## **UNIDO**

### **Publications**

#### **The outcome book of the UNIDO LKDF Forum 2022 is now available.**

Recognizing the importance of skills development and a resilient workforce, UNIDO’s Learning and Knowledge Development Facility (LKDF) held its third virtual edition of the LKDF Forum on 19 and 20 October 2022. This year’s theme, “Skills for Resilience: Are We Ready for a Skills Revolution?”, attracted a diverse audience, including high-level dignitaries, representatives of the public and private sectors, head of international organizations, civil society, academia, EU representatives, and young leaders.



During the forum, six expert panels discussed resilience in skills from individual, institutional, educational system (TVET), and private sector perspectives. To learn more, access the outcome book [Link](#)

## Initiatives/Special Initiatives

### UNIDO's PPDPxMSD Learning Brief Series

Over the last decade, UNIDO has been working with the private sector through Public Private Development Partnerships (PPDPs) to promote industrial skills development among young people in developing countries. Through these partnerships, UNIDO supports the establishment and upgrading of local vocational training centres to increase youth employment and to help meet the labour market's increasing demand for skilled employees. To catalyse systemic change in national TVET systems and scale up this successful approach, UNIDO is piloting a new type of PPDP that applies the Market Systems Development (MSD) approach.

A new Learning Brief Series has been launched to share knowledge on how UNIDO is experimenting with the MSD approach to maximise the scalability and sustainability of PPDPs. The first edition of the PPDPxMSD Learning Brief provides insights into recruiting an MSD team leader for a PPDP project and can be accessed. [Link](#)

# World Bank

## Publications

### EdTech - Transforming how People Engage with Vocational Training - February 2023 Edition Skills4Dev Knowledge Digest

This knowledge digest focuses on EdTech for TVET. EdTech is transforming how people engage with vocational training and has the potential to democratize education and training, by allowing individuals to learn anywhere, and any time. [Link](#)

### Career Guidance – Empowering people to make informed decisions towards better employment – March 2023 Edition Skills4Dev Knowledge Digest

This knowledge digest curates and shares resources on Career Guidance. In the context of changing labor markets, demographic and climate change, the need for lifelong learning, and career guidance services have become a critical piece of national labor and skills policies. [Link](#)

### Global Healthcare Workers: Education, Mobility, and Financing – April 2023 Edition Skills4Dev Knowledge Digest

This knowledge digest shares a curated repository of work on the diverse challenges for healthcare workers. It also presents the latest research concerning the education and skills aspects of the emerging global challenges of healthcare provision. Collaboration between health, education, and labor practitioners will become essential to address these challenges. [Link](#)

### Development of foundational skills for young people: A priority after the COVID-19 pandemic

This blog highlights the importance of developing foundational skills. While education systems have traditionally focused on helping students become proficient in an occupation, modern education systems must concentrate on assisting students in developing foundational skills necessary to exercise many professions during their careers and adapt to emerging technologies. [Link](#)

### How FTI has deployed e-Learning Management to enhance training of TVET programs

In an effort to minimize disruption to learning, the Federal TVET Institute in Ethiopia developed and electronic Student Information Management System (eSiMS) for the Institute and its 15 Satellite Campuses spread across the country. [Link](#)

### Mainstreaming disability in training students of building and construction technology students

In Kenya, the Meru National Polytechnic, through its disability mainstreaming committee took a bold step in training the polytechnic teaching staff on the importance of training the building industry staff who are sensitive to client needs that may include disability mainstreaming. [Link](#)

### Can VR training save lives?

This blog argues that virtual reality is a promising alternative to train workers to prevent work-related accidents. Available studies show that VR training can be more effective than traditional training in fields such as prevention of industrial risks. [Link](#)

### Can Virtual Reality simulators develop students' skills?

This blog describes how VR simulations to develop learning experiences that would otherwise not be easily accessible to students, have become a reliable source for educators. Educators are starting to rely on VR simulations to develop learning experiences that would otherwise not be easily accessible to students. [Link](#)

### **Coursera partners with IFC and the European Commission to publish global study on women and online learning in emerging markets**

This blog announces the report “Women and Online Learning in Emerging Markets” developed by IFC in partnership with Coursera, and the European Commission which shows how online platforms can support women in accessing job-relevant courses and credentials to advance their employment and entrepreneurship opportunities. [Link](#)

### **Artificial Intelligence in Emerging Markets: Opportunities, Trends, and Emerging Business Models**

This report explores the role of AI in emerging markets and developing countries—both across and within key sectors—both today and in the future. It also examines the issue of gender bias, and how Big Data can advance, rather than impede, equality. If managed well, AI solutions will expand opportunities and contribute to the achievement of the Sustainable Development Goals. [Link](#)

### **Breaking Barriers: Female Entrepreneurs Who Cross Over to Male-Dominated Sectors**

The report focuses on sectoral choice as one of the contributors to the gender gap in firm performance. It offers evidence-based programs and policies which can support women to cross over into more profitable sectors and contribute to their business performance more generally. [Link](#)

### **“MY SKILLS, MY CAREER SUPERPOWERS”: How ‘SkillCraft’ Helps Jobseekers to Self-Assess, Identify and Develop Skills for Jobs in South Africa**

SkillCraft is a task-based, digital, 21st century skills assessment and career guidance tool freely available to jobseekers through a computer, tablet, or mobile device. SkillCraft is currently undergoing adaptations and rollout. It is available on a trial basis on the national youth website, SAYouth.mobi, which reaches close to over 3 million South African youth. [Link](#)

### **The Future of Medical Work in Southern Africa**

This is the first analysis of the future of medical work in South Africa, which was conceived before COVID-19 disrupted health systems and economies around the world. This case study includes an analysis of the effect of the COVID-19 pandemic on the health workforce in South Africa. [Link](#)

### **A Global Skill Partnership in Nursing between Nigeria and the UK**

This case study – jointly done by CGD and World Bank – outlines how the Global Skill Partnership model could be applied to boost the number of skilled professionals in the health care sector in Nigeria and Europe, and to foster ethical and sustainable health worker migration between Nigeria and the UK. [Link](#)

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

This book uses empirical analysis to present recommendations for labor market and education policies and identify effective ways to address the various costs that migration induces among different skill groups, including healthcare professionals, within regions that send migrants and those that receive migrants. [Link](#)

### **The Economics of Health Professional Education and Careers: Insights from A Literature Review**

This study is a scoping review of the literature mainly covering the last two decades to seek evidence related to historical trends and globalization, specialty choice among health professionals and its health labor market determinants, the value and effectiveness of health professional education and the market for health professional education. [Link](#)

### **The Nurse Workforce in the Eastern Caribbean: Meeting the Challenges of Noncommunicable Diseases**

This report examines the status of the nurse workforce in the Eastern Caribbean, based on case studies conducted in four countries: Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines. The report explores possible best approaches to strengthen its capacity to respond to the growing burden of Noncommunicable diseases. Chapter 5 highlights the education and training system in each case country. The toolkit was also developed based on the findings of the study. [Link](#)

### **Migrating to Opportunity: Overcoming Barriers to Labor Mobility in Southeast Asia**

This report discusses the barriers that workers face when seeking to migrate for work. The report takes an innovative approach to estimate the costs for workers to migrate internationally and studies the implications of these costs for worker welfare under the increased economic integration planned for ASEAN. [Link](#)

## Initiatives / Special initiatives

### Past events

#### Dual Programs and Innovations in Technical Education: The Case of Ecuador

This webinar showcased some of the principles in Ecuador's recent technical and technological education reform. It also presented the work of Corporacion Formados, a leader in developing dual programs in Ecuador.

Register to receive the event recording and presentations here: [bit.ly/Skills4May](https://bit.ly/Skills4May)

#### Promoting the use of VR and AR for TVET instruction

The webinar, co-hosted by World Bank Skills GSG, Digital Development Partnership, and GCS Interactive Media Services, presented an overview of the potential for using VR and AR to foster skills development and will feature two examples currently using immersive training for TVET: (i) UPS's Immersive Tech Center, and (ii) Ecuador's system of public technical institutes. [Link](#)

#### Building Partnerships with the Private Sector to Develop the Skills of Healthcare Workers

In this event, Generations presented the organization's approach to training healthcare workforce through online platform in different country contexts globally, and share their experiences, including development of contents, implementation of the programs, engagement with governments, private sectors, training institutions and beneficiaries, and next steps. [Link](#)

#### Developing lifelong learning systems: lessons from OECD countries of relevance to World Bank clients

This seminar discussed the skills challenge of the global labor force based on available data and examine the emerging experience with building future ready systems of adult learning, as well as challenges to be overcome. Glenda Quintini shared the experience of the OECD's Employment Labour and Social Affairs Directorate providing advice to OECD and developing countries on workforce skills assessment and skills-related policies and adult-learning. [Link](#)

#### 21st Century Skills: Measurement and Returns in Developing Countries

The discussion provided a concise, manageable, and evidence-based guide to those life skills most worthy of targeting based on existing evidence, and shed light on the relevance of socioemotional skills in the labor market and to what extent people are compensated for having these skills.

<https://1930181.mediaspace.kaltura.com/>

## World Health Organization (WHO) Academy

### Publications

WHO has completed a modified study with regulatory experts in the health and care sector on the key principles and elements essential to the recognition of competency-based lifelong learning achievement and awards (including micro-credentials). The findings from this study will be used to inform further next steps to define standards for competency-based credentialing for the health and care workforce. The study will be published later in 2023.

### Planned Events/Webinars

#### 5th Global Forum on Human Resources for Health on 3-5 April

The WHO concluded the *5th Global Forum on Human Resources for Health* on 3-5 April 2023 at its Headquarters in Geneva, Switzerland. The Forum convened 4000 participants online and 200 high-level delegates in person. The key themes of the Forum were on protecting and safeguarding the health and care workforce; investing in their education, employment and retention; and working together across countries and sectors to tackle the health and care workforce shortage. Education and lifelong learning of health and care workers was a key area of focus explored in a plenary high-level Roundtable on Health Worker Education and Employment; as well as in roundtables on investment and financing. Recordings of sessions can be accessed online ([registration required](#)). UNESCO participated in the high-level health workforce investment roundtable and ILO and OECD presented findings from their joint report *Equipping Health Workers With the Right Skills* (December 2022) in a parallel session.

Design and layout by:  
UNESCO-UNEVOC/A. Mejia

