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

Newsletter - APRIL 2024

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

APRIL 2024

## What is the IAG-TVET group?

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

The IAG-TVET comprises the United Nations Educational, Scientific and Cultural Organization (*UNESCO*), the International Labour Organization (*ILO*), the Organisation for Economic Co-operation and Development (*OECD*), the United Nations Industrial Development Organization (*UNIDO*), the World Health Organization (*WHO*) Academy, the United Nations High Commissioner for Refugees (*UNHCR*) and the World Bank (*WB*). Regionally-based members include the African Development Bank (*AfDB*), the Asian Development Bank (*ADB*), the European Commission (*EC*), the European Training Foundation (*ETF*), the European Centre for the Development of Vocational Training (*Cedefop*), the Inter-American Development Bank (*IADB*), and European Bank for Reconstruction and Development (*EBRD*). National development agencies include the German Federal Ministry for Economic Cooperation and Development (*BMZ*), the *British Council*, the Donor Committee for dual VET (*DC dVET*), the Korea International Cooperation Agency (*KOICA*), and the Swiss Agency for Development and Cooperation (*SDC*).

## IAG-TVET's cooperation

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

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

## Working Groups

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

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

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

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

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

## Recent and future publications, events and initiatives

### Joint publications, events and initiatives

#### Joint publications

##### UNESCO-ETF joint leaflet "Investing in work-based Learning"

In the framework of the Inter-Agency Group on Technical and Vocational Education and Training (TVET), UNESCO and the European Training Foundation are closely working to publish a leaflet on work-based learning. The objective of the leaflet is to provide the reader with short and clear definitions of key concepts in the realm of skills and work-based learning. Concepts such as apprenticeships,

traineeships, and work-based learning are defined and illustrated by means of examples. The leaflet will be available soon.

##### UNESCO, CEDEFOP, and ETF published "Global inventory of regional and national qualifications frameworks, volume I: Thematic chapters" available online

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

Link: [Global inventory of regional and national qualifications frameworks, volume I](#)

## Asian Development Bank (ADB)

#### Publications

##### Build4Skills Handbook

This handbook outlines how ADB-backed infrastructure projects integrate traineeship requirements into project designs requiring contractors to provide work-based training opportunities to TVET students. It outlines how practitioners can integrate traineeships requirements into procurement documents, coordinate with contractors and institutions, and deliver effective training. Designed as a practical step-by-step guide, it includes various templates that support the approach's direct implementation. It explains how integrating traineeships into infrastructure projects requires marginal budget increases and leverages an untapped potential inherent to all infrastructure projects. The handbook is the result of the strategic cooperation between ADB and the GIZ implemented Build4Skills Project.

Link : [Build4Skills Handbook](#);  
Contact: [atsironis@adb.org](mailto:atsironis@adb.org)

##### ADB Brief - Low-Carbon Economy: A Closer Look at Green Jobs and Green Skills

This brief explores how the education sector needs to approach green workforce development for the low-carbon economy. It outlines different green job definitions to create greater clarity behind the concept, presents findings from green labour market

forecasts from various countries that highlight which specific jobs are anticipated to be in greatest demand, and outlines how green skills entail technical as well as transversal skills. Based on the findings, it provides 5 key recommendations for policy makers.

Link: [Preparing the Workforce for the Low-Carbon Economy: A Closer Look at Green Jobs and Green Skills](#)

Contact: [atsironis@adb.org](mailto:atsironis@adb.org)

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

### Publications

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

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

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

All studies will also be published in French.

Contact: [svnja.mueller@giz.de](mailto:svnja.mueller@giz.de); [annika.hornberger@giz.de](mailto:annika.hornberger@giz.de)

#### Sector Study Kenya

What's driving the construction industry in Kenya today? What's holding it back? The construction sector worldwide is volatile and affected by a variety of factors – and Kenya is no exception. Generally, construction in Kenya has huge potential for growth. One of the greatest factors limiting growth and profitability is a skills gap in the labour force and the need for more advanced and tailored training. This study provides valuable insights into the construction industry in Kenya, its trends, challenges and the role of Technical and Vocational Education and Training (TVET) in shaping the workforce to meet sector demands.

Link: [Sector Study Kenya](#)

Contact: [lina.friedrich@giz.de](mailto:lina.friedrich@giz.de)

#### Sector Study Senegal (French only)

In Senegal, the construction and public works sector is experiencing strong growth. It generates more jobs than the informal sector, which makes it one of the sectors for the development of training-employment schemes. In addition to meeting companies' skills needs, these schemes also promote the professional integration of young people. However, young people have limited access to technical and vocational training, especially in the construction sector. Moreover, the quality of training is sometimes insufficient to meet companies' skill requirements needs. Work-based training is a relevant solution. It helps to align training provision with companies' needs.

Link: [Sector Study Senegal French](#)

Contact: [lina.friedrich@giz.de](mailto:lina.friedrich@giz.de)

#### Sector Study South Africa

This report analyses the challenges, opportunities and successes within the Technical Vocational Education and Training (TVET) sector in South Africa, especially as it strives to meet the burgeoning demand for skilled labour in the construction sector. While TVET plays a key role in counteracting a critical shortage of skilled workers in South Africa, the system struggles to deliver graduates with the needed skills.

Link: [Sector Study South Africa](#)

Contact: [lina.friedrich@giz.de](mailto:lina.friedrich@giz.de)

#### Initiatives / Special initiatives related to gender mainstream

##### Atingi course "Gender sensitivity in construction"

Despite offering many opportunities for employment, the construction sector has been facing a global shortage in skilled workers. Especially women are reluctant to pursue a career in construction. Women face certain barriers to enter and advance in the sector, barriers that are formed due to deeply ingrained gender norms and stereotypes. Employers and instructors must therefore dismantle these barriers and advance gender equality to create an inclusive environment that attracts qualified talents. This course was especially designed for in company-trainers, TVET-instructors or teachers in TVET schools.

Link: [Course: Gender sensitivity in construction](#)

Contact person: [lina.friedrich@giz.de](mailto:lina.friedrich@giz.de)

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

## Publications

### **CEDEFOP published “Building a European qualifications map: Development of national qualifications frameworks (NQFs) across Europe”**

This policy brief contributes to better understanding of national qualifications frameworks (NQFs) in Europe by providing insights into their main characteristics, scope and coverage, along with a discussion on their impact and the extent to which they are used. The analysis is based primarily on information from Cedefop’s European inventory of NQFs, which was updated in cooperation with the European Commission, the ETF and the countries participating in the EQF process.

Link: [Building a European qualifications map: Development of national qualifications frameworks \(NQFs\) across Europe](#)

### **“Briefing note - Microcredentials: striving to combine credibility and agility”**

Microcredentials hold promise for connecting people’s skillsets with labour market demand in a rapidly changing world of work. They have proliferated in recent years across economic sectors and education levels, reinforcing European and national efforts to understand and develop them better.

They can increase the provision of labour-market-relevant vocational education and training (VET), supporting national, regional and sectoral upskilling and reskilling strategies, offering learners targeted training for better employment prospects, and helping employers improve employee retention and productivity. They support the modularisation of qualifications and the validation of prior learning, enabling the inclusion of the most vulnerable and lifelong learning at all levels.

Link: [Briefing note - Microcredentials: striving to combine credibility and agility](#)

### **“Next generation skills intelligence for more learning and better matching - Skills anticipation trends, opportunities and challenges in EU Member States”**

Collecting data and information on labour market needs and skills trends is not sufficient to design and sustain responsive and efficient vocational education and training (VET) programmes and skills formation systems. Economies and societies need robust skill anticipation methods and trusted skills intelligence to translate data into actionable insights that support the skills revolution.

This policy brief reviews trends in skills anticipation in Europe and explains how it contributes to more learning and better matching. It builds on Cedefop’s monitoring of national skills anticipation systems and practices in the EU-27, Norway and Iceland and input from Cedefop’s ReferNet partners.

Link: [Next generation skills intelligence for more learning and better matching - Skills anticipation trends, opportunities and challenges in EU Member States](#)

### **“Stemming the tide: tackling early leaving from vocational education and training in times of crises - Synthesis report of Cedefop/ReferNet survey”**

This synthesis report, based on a survey carried out during 2022 with Cedefop’s reporting network ReferNet, aims to provide a better understanding of the phenomenon of early leaving from vocational education and training (ELVET). Such understanding is a necessary precondition for designing effective responses to help individuals to equip themselves with the appropriate skills to cope with future transformations and to thrive in life.

The report has special focus on the mechanisms and support measures countries employ to measure and monitor the phenomenon at national and regional levels; the main factors leading to ELVET as reported by EU Member States, Norway and Iceland; and the support measures teachers, trainers, school principals and companies providing work-based learning received to overcome the challenges of the COVID-19 pandemic and the war of aggression against Ukraine. These challenges included carrying out distance learning during school and company closures and supporting Ukrainian refugees to integrate into the national VET systems of the host countries.

It is anticipated that findings will inspire policymakers to take actions to allow every single young student to celebrate successful learning and life pathways.

Link: [Stemming the tide: tackling early leaving from vocation education and training in time of crises - Synthesis report of Cedefop/ReferNet survey”](#)

### **“Microcredentials for labour market education and training: the added value for end users”**

This study examines the added value of micro credentials for end users. Current knowledge gaps in the perceived exchange value of micro credentials within the labour market raise the question of whether they can be sufficiently trusted by those acquiring them to become building blocks for lifelong learning, employment, improving professional status, and inclusiveness in education and training.

Study results show that trust, which shapes potential engagement, is underpinned by socioeconomic factors and an individual’s learning-work trajectory. Due to the different configurations of VET systems and how they are governed, extensive debate continues about the measures needed to support different groups of micro credential end users in varying labour market contexts.

Link: [\*Micro credentials for labour market education and training: the added value for end users\*](#)

### **“Thematic country review on upskilling pathways for low-skilled adults in Italy - Key findings of the first research phase”**

This report summarises the outcomes of the first (micro) phase of the thematic country review (TCR) on upskilling pathways in Italy. It reflects the perspectives of both the beneficiaries of the approaches considered and the actors involved in their implementation. The TCR focuses on outreach, guidance, tailored learning and on the crosscutting dimension of governance in relation to these three areas.

Cedefop’s work on the Thematic country reviews (TCRs) 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. In 2021, Italy and France were the first two countries to undertake this TCR exercise; implementation is expected to last until the end of 2023.

Link: [\*Thematic country review on upskilling pathways for low-skilled adults in Italy\*](#)

### **Towards European standards for monitoring and evaluation of lifelong guidance systems and services (Vol. II) - A preliminary list of indicators for quality frameworks**

This report is part of a Cedefop project on developing European standards for monitoring and evaluating lifelong guidance systems and services (measures and activities). It proposes indicators according to type (input and process, output, outcome, impact), target elements (such as practitioner competence, client satisfaction, increased knowledge, and skills of service users) and characteristics for each indicator.

The list is not exhaustive nor prescriptive, but a first attempt to present some of the most relevant and common indicators across the EU, based on the literature review and analysis of 40 measures in selected Member States. Also included is feedback from stakeholders, including field experts, which represents current discussions.

The indicator list is a tool for policy dialogue and reflection on how to create common European standards. It seeks to promote meaningful and innovative indicator use for evidence collection, building on existing research and prior work, in developing quality (assurance) frameworks for lifelong guidance.

Link: [\*Towards European standards for monitoring and evaluation of lifelong guidance systems and services \(Vol. II\) - A preliminary list of indicators for quality frameworks\*](#)

## **Planned events / webinars**

### **CEDEFOP launches virtual event “VET in action – Evidence from implementing EU priorities in national VET plans”**

**17 April 2024**

VET is crucial for equipping young people and adults with knowledge and skills to thrive in the labour market and society, embracing the digital and green transitions. What are European countries doing to make their VET systems agile, flexible, excellent, attractive, inclusive and quality-assured? How do different stakeholders contribute to making this happen and how do they overcome the challenges they encounter? Participants of Cedefop’s 9th virtual get-together, in the context of the European Year of Skills, will discuss these questions on 17 April 2024.

The EU VET policy agenda was renewed in 2020 when the first ever Council Recommendation on vocational education and training (VET) and the Osnabrück Declaration on VET had set common EU priorities on

VET for the following years. In 2022-23, EU Member States, Norway and Iceland developed their national implementation plans (NIPs) to address the common EU priorities. Cedefop analyses the measures countries have been implementing, using information collected annually by its European network of expertise in VET (ReferNet). In this virtual get-together, Cedefop will share its first findings on how countries implement their NIPs and will discuss opportunities for moving them forward. ReferNet Representatives from the countries will reflect on and illustrate the findings through their national examples.

Link: [VET in action – Evidence from implementing EU priorities in national VET plans](#)

### **CEDEFOP launches the workshop “Cedefop Skills Forecast - Preparing the 2025 release”**

**18 April 2024**

The preparation of Cedefop Skills Forecast is supported by a network of country experts (Individual Country Experts). The ICEs contribute to increasing the quality of the forecasts by commenting and validating the methods, tools, and results. Cedefop organises regular technical workshops to provide a platform for experts to meet and provide direct feedback to Cedefop. The aim of the workshops is to involve national experts in the process of preparing a Skills Forecast release, drawing not only on their knowledge and expertise in skills forecasting, but also on their country specific insights.

The workshop will provide an opportunity to bring together Cedefop, the research team, and the group of individual country experts.

Link: [Cedefop Skills Forecast - Preparing the 2025 release](#)

### **CEDEFOP co-organizes “5th VPL Biennale - People, validation and power: democracy in action?”**

**6-8 May 2024**

Cedefop is involved in the organisation of the 5th Validation of Prior Learning (VPL) Biennale that will take place on Kilkenny, Ireland from 6-8 May 2024, jointly hosted by organisations from Canada, Ireland and the USA. This Biennale asks us to consider whether an expansion in validation practice is evidence of democracy in action.

Inspired by the traditions of the Canadian Secwépemc Pelkwaílč-kt es knucwentwécw-kt and the Irish Meitheal, the conference invites participants to “gather”, to collaborate, and share, achieving more together than alone. The 5th VPL Biennale focuses on

validation, the individual, and empowerment. It will explore the question: is a growth in validation practice evidence of democracy in action? It seeks to explore and understand the various changes, consequences, and effects that come with empowerment through validation for individuals, society and institutions.

Link: [5th VPL Biennale - People, validation and power: democracy in action?](#)

### **CEDEFOP organizes the virtual workshop “The shift to learning outcomes; rhetoric or reality?”**

**24 May 2024**

The workshop on ‘the shift to learning outcomes; rhetoric or reality?’ will provide an opportunity for policy-makers, stakeholders, experts and researchers to discuss the interim findings of the study whose aim is to analyse the transformation of intended learning outcomes into achieved learning outcomes.

The discussions will focus on the influence of learning outcomes on pedagogical theory and tools as well as the impact of learning outcomes-based curricula on teaching practices (in school-based programmes). Research carried out by Cedefop demonstrates that while the learning outcomes approach is rapidly gaining ground across Europe, the diversity of interpretations and applications calls for further dialogue and sharing of experiences. The approach may be well known to some researchers and policy makers, but the awareness of teachers, trainers and learners is of particular importance in this context; the decisive question is whether the main principle of the approach is known and seen as relevant to their daily work.

Participation is by invitation only. If you are interested in participating, please contact the responsible people (see contact details). Please note that only a limited number of participants will be accepted.

Link: [The shift to learning outcomes; rhetoric or reality?](#)

## Publications

### European Education Area Working Group on VET and the Green Transition

In June 2023, the Working Group published a Compendium of Inspiring Practices on VET and the Green Transition. These practices were compiled from Working Group members and cover several thematic areas (skills intelligence; strategies and funding mechanisms; VET programmes and qualifications; greening VET at sectoral and regional levels; teaching and training staff; VET learning venues; green social goals; networks and platforms for collaboration; new ways of teaching and learning). Moreover, the document contains key lessons from these practices, including new directions for greener VET; foundational elements and emerging success factors and possible ways forward.

Link: [European Education Area Working Group on VET and the Green Transition](#)

### Erasmus+ Centres of Vocational Excellence

The *ETF Vocational Excellence* project is capturing lessons learned in the whole project (2021-2023) and in the specific thematic partnerships/ sub initiatives. Some key reports will be published during 2024. Furthermore, the ETF on behalf of the EC, has developed tools to support CoVEs within an international context. Tools like the international self-assessment tool (*ISATCOVE*); advice and guidance for conducting CoVEs awards /labels and research on CoVEs good practices supporting twin transition and CoVEs role in Applied research to VET.

## Planned events / webinars

### European Alliance for Apprenticeships (EAfA)

On 11-12 October 2023, the EAfA seminar for EU partner countries members took place in Turin, Italy, with 100 participants from 30 countries, including a wide range of stakeholders. In Q4 2024, ETF will organise the annual EAfA seminar for its partner countries. The new EAfA action plan for 2024 will have 4 EAfA communities on 1. Learning mobility 2. Social inclusion and gender 3. Green and digital transitions 4. Role of citizens and regions.

### Erasmus+ Centres of Vocational Excellence (CoVE)

The Erasmus+ CoVEs have established a *Community of Practice* among themselves. The Community of Practice has also taken upon itself to organise an annual Forum of Vocational Excellence to share their work and results. The 2023 Forum took place in Amsterdam in September, and France will host the Forum on 10-12 September 2024 in Lyon back to back with the 2024 Worldskills event.

### Meet the Champions of Excellence event

A very successful *Meet the Champions of Excellence* event took place on 23 February at the European Economic and Social Committee in Brussels. The aim of the event was to showcase excellence in VET – and it was tailored and targeted to young people when making their learning and career choices. The event was co-organised with the EESC. The half day event involved around 500 participants, out of which 400 youngsters from different MS. After an introductory session, there was an interactive discussion with Champions, a High-level panel (with the Commissioner Schmit and the President of EESC Oliver Röpke, and representatives of WorldSkills Europe & International and Champions). There were also 4 parallel sessions (gender stereotypes in VET, learning mobility, skills for today and tomorrow, green and digital skills). There were also around 20 stands at the venue, including skills demonstrations (Mechanical Engineering CAD, Robot System Integration, Floristry, simulator for Car Painting) + wall of ideas where participants could share their thoughts.

### Core profiles in VET

DG EMPL is pursuing work on Core profiles in VET. In this connection, the next event taking place is a workshop on 21-22 May 2024 and OECD will participate as well. The National experts to be invited to the workshop largely overlap with members of the ACVT and this Group of National Experts on VET. The event will focus on best practices and identification of a sustainable model for emerging initiatives on developing international content in VET e.g. Blueprints, CoVES, Skills Academies.

### Closing event on the EYS (30th April 2024)

The achievements of the *European Year of Skills* will be celebrated in a *large-scale closing event* to take place on 30th of April 2024 in Brussels. The event will bring together a wide range of actors and stakeholders to reflect on the implementation of the Year and its lessons learned for the future. This will help develop



ideas for further common endeavours in the field of skills. The event will include panel discussions and interactive sessions, with online participation open to everyone.

### Peer-learning activity on microcredentials for the labour market - A sectoral approach: manufacturing and retail

A *peer-learning activity* on microcredentials was jointly organised by the European Commission and Cedefop on 29 January. The event offered insights into the European policy framework on microcredentials, Cedefop's latest research in this field, as well as examples of the use of microcredentials in two labour market sectors. A variety of speakers and around 200 participants discussed the challenges and opportunities in manufacturing and retail.

### EQAVET peer-learning activity on quality assurance of democratic citizenship education (DCE) in VET

The European Commission will organise an EQAVET PLA on quality assurance of democratic citizenship education (DCE) in VET on 24 and 25 April 2024. The objective of the PLA is to analyse and discuss the challenges of DCE in the VET sector and to identify and discuss successful approaches to foster quality assurance of DCE with a view to increase the effectiveness of DCE in VET. At the PLA, four EU countries will present their policies in this field in addition to presentations of relevant initiatives at EU level.

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

*Launched* in April 2023, this Task Force is a high-level reflection group of the EU-US Trade and Technology Council (TTC). The goal of the Task Force is to exchange best practices and serve as a catalyst for innovative skills policies and approaches. At the end of its one-year mandate, the Task Force Members will present a Task Force statement to the TTC Co-Chairs at the 6th TTC Ministerial in Leuven, Belgium, on 4 April, summarising key messages that emerged from the discussions. The statement is accompanied by workstream activity reports, adopted by the workstream leaders, and three OECD papers on implementable solutions to skills shortages in the technology sector. The four workstreams have the following topics: *Training workers to meet business needs; Including women and underrepresented groups in technical jobs; Skills-based hiring; Credentials Including Microcredentials.*

## Initiatives / Special initiatives related to gender mainstream

### Regional Team Europe Initiative 'Opportunity -driven skills and Vocational Education and Training (VET) in Africa' (TEI OP-VET) 2024 - 2028

The TEI OP-VET, a €75 million five-year programme will be launched during the Global Gateway High-level Event on Education in Bruxelles on 11 April. The initiative will identify decent employment opportunities and required skills profiles created by investments, value chain development, and other market dynamics under the Global Gateway. The TEI seeks to orient VET interventions financed by the European Commission or Member States at country level towards these employment opportunities and reverse-engineer the VET offers from these concrete job opportunities.

The initiative consists of three building blocks:

1. A technical assistance facility that will assist in identifying employment opportunities, particularly for women, and related skills needs and translating these findings in targeted recommendations for VET provisions and VET system support.
2. Exchange at regional level including experiences from Erasmus+ financed actions on public-private-partnerships for VET.
3. A Competitive Funding Mechanism to finance regional and/or multi-country VET initiatives in support of (regional) value chains.

The TEI OP-VET will be implemented by ENABEL, EDUFI, EXPERTISE FRANCE and GIZ.

### Erasmus+ call 2024

An Erasmus + call in 2024 is supporting projects developing ways to overcome the obstacles preventing girls and women from pursuing a VET career in the green/clean technology sector and to increase the participation of women in the sector, through campaigns, mentoring programmes, career guidance and role models among other activities.

Link: [Erasmus+ call in 2024](#)

## Publications

### **The future of Skills . The future of skills in ETF partner countries | ETF (europa.eu)**

In an era marked by rapid global changes, the demand for new skills is evolving at an unprecedented pace, driven by both technological advancements and other transformative forces. Understanding and anticipating these emerging skill requirements is crucial for educators and training providers to ensure their programmes remain relevant and responsive to the shifting landscape. The question arises: How are different economic sectors and occupations being affected? And what technical skills will individuals need to acquire or enhance to excel in new roles or improve performance in their current positions?

To address these questions, since 2020, the European Training Foundation has embarked on a series of 'Future of Skills' studies. These investigations aim to shed light on how various change drivers are reshaping job roles and skill demands across selected industries and countries, as well as how educational and training systems are adapting to these changes. The findings have revealed emerging skill needs within specific sectors through a blend of conventional research methodologies and cutting-edge Big Data analytics. This innovative approach not only advances the analysis and utilisation of data but also bridges a significant knowledge gap by augmenting traditional research techniques.

Link: [The future of Skills . The future of skills in ETF partner countries | ETF \(europa.eu\)](#)

### **Crafting the Future. Crafting the future: Five squared [5<sup>2</sup>] | ETF (europa.eu)**

In an era of rapid technological development characterised by fast and mass production, craftsmanship is gaining appeal. Can the craft sector significantly contribute to providing income and employment opportunities for individuals, families and entire communities around the world? What does the future hold for the craft sector? What skills needs are emerging in the sector? Make a journey towards craftsmanship – its characteristics, limitations and potential. A publication building on research across the world, good practices and a joint foresight

In cooperation with UNESCO, UNIDO, the Union for Mediterranean and the Michelangelo Foundation.

Link: [Crafting the Future. Crafting the future: Five squared \[5<sup>2</sup>\] | ETF \(europa.eu\)](#)

### **Learning for Careers. Learning for careers | ETF (europa.eu)**

The United Nations Children's Fund (UNICEF) and the European Training Foundation (ETF) joined forces to explore young people's needs, sentiments, and experiences with career guidance and counseling. The purpose of this research is not only to give voice to young people but also to gain a better understanding of one of the populations that career guidance services are aimed to serve. By engaging directly with young people and understanding their needs, aspirations, and realities, policymakers and technical experts can design better, more responsive, and more efficient policies. When designed effectively and supported with sustainable funding, career guidance systems can help individuals reach their potential, economies become more efficient, and societies become fairer and more equitable.

This report covers 11 countries in the European and Central Asian region, consulting with over 9,600 adolescents and young people.

Link: [Learning for Careers. Learning for careers | ETF \(europa.eu\)](#)

### **New Forms of Work and Platform Work in the Southern and Eastern Mediterranean. New forms of work and platform work in the Southern and Eastern Mediterranean | ETF (europa.eu)**

Following the release of results for the Western Balkans and Turkey (2021) and Eastern Europe and Caucasus Countries (2022), the ETF continues to explore labor market transformations in its partner countries, with a new release of the research focusing on Southern and Eastern Mediterranean. Based on a comprehensive analysis drawing from extensive research, web scraping, data mining and interviews with stakeholders, this regional report focuses on the evolving trends, opportunities, and challenges shaping the digital economy, the future of work and the related skills requirements in Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine and Tunisia. In 2024 (forthcoming) the last release will cover Central Asian countries.

Link: [New Forms of Work and Platform Work in the Southern and Eastern Mediterranean](#)

## Scaffold: a card game to revolutionise teaching | ETF (europa.eu)

Scaffold is a tool, consisting of a deck of 102 cards, created to support educators in designing learning activities and guiding them step-by-step – from planning to assessment.

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

Link: [Scaffold: a card game to revolutionise teaching | ETF \(europa.eu\)](#)

**New Torino Process reports** available here Torino Process reports | ETF (europa.eu) last releases cover Algeria, Serbia, Armenia, Azerbaijan and Albania. [Torino Process reports | ETF \(europa.eu\)](#)

**New Working papers** focusing on Validation on Informal and Non formal learning, results of analysis of Working life, Active labor market policies, excellence in TVET and other topics [Resources | ETF \(europa.eu\)](#)

## Forthcoming!

ETF will publish soon:

- **Flagship report.** There is no transition without skills: an overview of skills actions and measures across partner countries
- **Thematic report.** Gender Dimension of Labour Market Transition
- **Thematic report.** results of the European Skills and Jobs survey in selected partner countries
- **Thematic report.** Career guidance in the Southern and Eastern Mediterranean (with UNIMED)

## Planned events / webinars

ETF Celebrates its 30th anniversary in 2024 with 30+ stories of cooperation across current partner countries, and countries that have been covered by the ETF in the past and are now EU member states. As part of its 30th anniversary ETF will host a series of high level conversations with stakeholders on several subjects to inform its future vision. Celebrations are planned for the month of November 2024 in Turin. A Do take a look at the stories and keep on following us for the next instalments. The newest releases include #Serbia and #Ukraine – both long-term important partner countries of ours and important countries in the EU neighbourhood.

Our story about [Serbia](#)

Our story about [Ukraine](#)

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

[Download our newsletter Newsletters | ETF \(europa.eu\) Link](#)

## Initiatives

[Join our Networks](#)

[ENE, Vocational Excellence Vocational excellence | ETF \(europa.eu\) Link](#)

[Skills LAB Skills Lab Network | Open Space \(europa.eu\) Link](#)

[GLAD GLAD | Open Space \(europa.eu\) Link](#)

[Community of Innovative Educators Link](#)

## Awards

[Green Skills award ETF Green Skills Award | ETF \(europa.eu\)](#) take a look to winners of 2021, 2022 and 2023 editions, and stay tuned for the public voting and announcement of winners for 2024. [Link](#)

## Year of Skills

ETF conducted a series of ideathons with stakeholders to identify the ideas and proposals that should shape the future of skills, and cooperation with partner countries. Results are available here [Our journey to shape tomorrow's green and digital skills | ETF \(europa.eu\)](#)

Link: [Year of Skills](#)

## Podcasts!

Follow our podcasts on skills matters

Multimedia | ETF (europa.eu) [Multimedia | ETF \(europa.eu\)](#)

## Latest releases

#38 – [Rethinking education](#)

#37 – [Which skills are most useful](#)

#36 – [AI revolution, the end of education as we know it?](#)

# International Labour Organization (ILO)

## Publications

### **Policy brief: Strengthening apprenticeships for transitions to formality**

Quality apprenticeships play a pivotal role in facilitating the transition from the informal to the formal economy. Key strategies for enhancing apprenticeships in the informal economy towards quality apprenticeships involve capitalizing on existing systems, promoting social dialogue, strengthening apprenticeship contracts, building the capacity of MSMEs and their associations, ensuring off-the-job learning opportunities, recognizing prior learning, and promoting equality, diversity, and social inclusion.

Link: [Policy brief: Strengthening apprenticeships for transitions to formality](#)

### **Vulnerable youth, digital skills and vocational training in Latin America**

This report aims to contribute to generating knowledge and practical inputs for reflection and action on the design of training policies so that young people can access labour markets in which digital skills are increasingly relevant with greater chances of success. It features empirical findings and theoretical reflections, as well as recommendations for public policy on vocational training and labour markets. It also outlines initiatives for institutional strengthening of skills providers in the region.

Link: [Vulnerable youth, digital skills and vocational training in Latin America](#)

### **Policy brief: How Skills and Employability initiatives contribute to peace in the framework of the Humanitarian, Development and Peace Nexus**

Skills development initiatives can help prevent conflict and strengthen peace in fragile and conflict-affected contexts. If designed or adapted appropriately, they can strengthen inclusive social dialogue and trust between groups and increase people's sense of inclusion and their resilience to disruption and violence, through increased employability. Peace can be achieved by adopting peace and conflict analysis,

conflict- and gender-sensitivity measures, a social dialogue- based approach, and a strong focus on fairness and inclusion.

Link: [Policy brief: How Skills and Employability initiatives contribute to peace in the framework of the Humanitarian, Development and Peace Nexus](#)

### **Solutions Book: Skills for a green transition**

This solutions book provides practical guidance for policymakers, program developers, and international development partners to support youth on the move, particularly those living in poverty or with low educational attainment, in accessing green skilling opportunities. It highlights the importance of including youth migrants, refugees, and forcibly displaced youth in discussions and efforts related to the green transition. The book emphasizes the need for tailored, context-specific solutions to address the unique challenges faced by youth on the move, recommending three main approaches: leveraging successful skilling programs, promoting access to green job opportunities, and fostering self-employment and entrepreneurship in green sectors.

Link: [Solutions Book: Skills for a green transition](#)

### **Guide - Mainstreaming gender equality, disability and social inclusion (GEDSI) and the prevention and response to sexual violence in vocational education and training institutions & Manual - Mainstreaming gender equality, disability and social inclusion (GEDSI) and the prevention and response to sexual violence in vocational education and training institutions**

The ILO Skills for Prosperity Programme worked on establishing new regulations in Indonesian TVET institutions to address sexual harassment and violence in higher education for the very first time. The work was completed with four state polytechnics, establishing a senior taskforce responsible, working with social partners to develop standard operating procedures (SOPs) that integrated investigations, prosecutions, and victim support with local services; and publishing and socialising the guidelines within the institution. In this context, this Guide and its corresponding Training Manual were published.

Link: [Guide - Mainstreaming gender equality, disability and social inclusion \(GEDSI\) and the prevention and response to sexual violence in vocational education and training institutions \(ilo.org\)](#)

Link: [Manual – Mainstreaming gender equality, disability and social inclusion \(GEDSI\) and the prevention and response to sexual violence in vocational education and training institutions](#)

## Planned events / webinars

### Global Skills Forum – 23-24 April 2024, Geneva and online

The Global Skills Forum is an opportunity for Government and Social Partner representatives from around the world to take part in a conversation about how to shape skills development in our ever-changing economies and societies.

Organized by the ILO in collaboration with the European Commission, the two-day forum will be a unique opportunity to discuss among high-level representatives of Ministries, Social Partners, International Organisations and Donors and to elevate worldwide attention towards greater investments in skills development and quality apprenticeships.

The forum will also provide an opportunity to spotlight the new Quality Apprenticeships Recommendation, 2023 (No. 208), as well as to celebrate the European Year of Skills.

Key topics that will be discussed include:

- Human-centred green, digital, and social transitions
- Quality apprenticeships
- Work-based learning

Link: [https://www.ilo.org/skills/events/WCMS\\_911936/lang--en/index.htm](https://www.ilo.org/skills/events/WCMS_911936/lang--en/index.htm)

### The SKILLS Bridge Masterclass

Innovations and Strategies for Recognition of Prior Learning in Africa

In view of the challenges faced by African countries in implementing RPL, the ILO organised 6th episode of the “SKILLS Bridge” Masterclass series titled “Innovations and Strategies for RPL in Africa”. It was co-organised with our partners, the Sub-Saharan African Skills & Apprenticeship Stakeholders Network (SASASNET) and the African Development Bank (AfDB).

Type: Seminar

When: 13 February 2024

Where: Online, 09:00 – 10:00 GMT

Link: [https://www.ilo.org/skills/events/WCMS\\_909157/lang--en/index.htm](https://www.ilo.org/skills/events/WCMS_909157/lang--en/index.htm)

## Publications

### Building a skilled cyber security workforce – Europe (Feb 2024)

A third report in the series “Building a skilled cyber security workforce” was released in February 2024, focusing on France, Germany and Poland. The report analyses the demand for cyber security professionals in the three countries using information contained in online job postings. The report also looks at the supply side, zooming in on the landscape of cyber security education and training programmes in France. It describes the different types of programmes provided in vocational and higher education, the profile of learners in these programmes and their outcomes. Finally, the report also looks at policies and initiatives adopted in France to make cyber security education and training programmes more accessible and relevant. The release of the report was accompanied by a hybrid event (recording available).

Link: [Building a skilled cyber security workforce](#)

### Skills Summit 2024 (Feb 2024)

Belgium hosted the Skills Summit 2024, bringing together ministers and senior officials from 36 countries and 8 international organisations. During the two-day event, participants engaged in discussions on “Skills for the future - Building bridges to new opportunities”. Discussions focused on finding opportunities in times of rapid technological, socio-economic, and ecological changes, as required skills will change and the importance of lifelong learning will continue to increase. The Skills Summit 2024 also emphasised the importance of partnerships between different policy domains, between training providers and employers, and between sectors to make the most of these opportunities. The issues paper and presentations are available on the summit website.

Link: [Skills Summit 2024](#)

### **PISA-VET framework (March 2024)**

At the heart of PISA-VET is a new framework, launched 19th March 2024, that will act as a roadmap for the assessment. It sets out guidelines for test design and data analysis, and defines the knowledge and skills required for vocational occupations and how they will be assessed. The test design builds on the experiences of successful professional skills assessments such as the ASCOT research programme in Germany and WorldSkills. It also makes the most of recent technological advances in assessment methods, such as the use of digital simulation to assess practical skills in the workplace.

Link: [PISA-VET framework](#)

### **Apprenticeships and the digital transition (April 2024)**

This publication originates from the third joint Cedefop/ OECD symposium on apprenticeships and the digital transition that was held on 15 and 16 June 2023 in Thessaloniki (Greece). The research papers in this collection explore how skill needs are changing due to the digital transition, how this impacts apprenticeships systems, how apprenticeships can support and promote the transition, and how apprenticeships can benefit from effective technology adoption and use in their delivery of the school-based and workplace components.

### **Challenging Social Inequality Through Career Guidance - Insights from International Data and Practice (February 2024)**

This report explores how school-level career guidance systems can more effectively respond to social inequalities. It draws on new analysis of PISA and PIAAC data and builds on the OECD Career Readiness Indicators to review the impact of inequalities related primarily to socio-economic background, gender and migrant status/ethnicity on the character of education-to-work transitions. The data analysis identifies additional barriers facing certain demographic groups in converting human capital into successful employment. It also finds that teenage access to career development is strongly patterned by the demographic characteristics of students. Consequently, the report highlights a range of career guidance interventions that can be expected to mitigate the negative impact of inequalities on student outcomes, enabling fairer access to economic opportunities. The report concludes by reviewing

how the innovative new Career Education Framework in New Brunswick (Canada) systematically addresses inequalities within K-12 provision.

Link: [Challenging Social Inequality Through Career Guidance - Insights from International Data and Practice](#).

### **Developing skills for digital government (February 2024)**

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

Link: [Developing skills for digital government](#)

### **Skill Needs in AI occupations (10 April 2024)**

Research so far has looked at AI occupations and the complementary skills needed in those occupations. However, most workers who will be exposed to AI will not have any AI skills themselves. They will work with the technologies and this, in turn, could have an impact on the skills used by these individuals. Understanding how exposure to AI changes skills demand at the occupational level is therefore crucial if governments want to ensure that the right skills are being produced by the education and training systems. Building on the work of the current AI-WIPS programme, this activity will use the new measures of AI exposure developed by the OECD Secretariat and combine them with big data (e.g., Burning Glass and the Cedefop database, Adzuna) to build a detailed picture of how AI is changing the skills composition of occupations most exposed to it. The latter would also include an analysis by gender, based on the gender composition of occupations. In addition, an attempt will be made to see whether the exposure of some occupations have “spill-over” effects on the skills needs in occupations that are either sectorally or geographically related to them.

## Skills for the green transition (June 2024 – Employment Outlook 2024)

Analysing skills in the context of the green transition is crucial as it helps identify mismatches between existing workforce competences and the demands of emerging green activities. Addressing these gaps through training and education ensures a smoother transition, but policies need to be carefully designed. To this end, this chapter explores the skill requirements of occupations playing a key role in the green transition and compares them with those of contracting jobs. Skill distances between different types of occupations are also examined to identify feasible job transitions and measure the required investments in training. Finally, good practices in designing and implementing targeted policies to foster skills for the green transition are examined.

**Skill-first approaches: the role of government, employers and training providers (June 2024):** This study explores the use of skill-first approaches in the workplace and sheds light on the need for relevant context policies and training provision. The study draws the link between skill first approaches, policies to make the adult learning systems more flexible through micro-credentials and initiatives to increase diversity in the workplace. The report draws from work that the OECD carried out for the Talent for Growth Taskforce, thanks to the support of the European Commission.

**Training provision and targeting for the twin transition (October 2024):** The successful implementation of AI solutions in the workplace as well as greening initiatives depends crucially on the availability of relevant training, targeted at those who need training the most. The report will use a combination of quantitative and qualitative approaches to assess whether existing training opportunities are adequate to meet the needs of the green transition. A review of country-specific training policies will capture what countries are doing to adapt training for the green transition, and how they are making training accessible for vulnerable adults (such as low-skilled adults working in high-emitting sectors).

## Planned events / webinars

### Future Dreaming: Career Guidance in the Age of Digital Technologies.

Free webinar. May 22nd, 2024. Registrations are open to join the first OECD Career Readiness 2024 Symposium “Future Dreaming: Career Guidance in the Age of Digital Technologies”. The one-day symposium is free to attend. It will include presentations from international experts on the implications of new

technologies for career guidance aimed at children and young people, informed discussions on how the positive benefits of digital technologies can be optimized, and a virtual fair will allow you to discover and engage with innovative online resources used in guidance delivery as featured on the OECD Observatory on Digital Technologies in Career guidance for Youth at <https://oe.cd/odicy>.

Link to register: [Future Dreaming: Career Guidance in the Age of Digital Technologies](#)

### Adecco-OECD webinar / Enabling skills first approaches: workplace changes (May 2024):

Adopting a skills-based hiring approach can help firms access previously underutilised talent. The removal of formal degree requirements for certain roles, recognising non-standard learning pathways and relying on skills-based assessments during recruitment increases opportunities for candidates from non-traditional backgrounds to apply for vacancies. This allows candidates with alternative credentials – who are more often than not from non-traditional backgrounds – to be considered equally to candidates with formal qualifications. Current skills shortages can act as a strong incentive for more firms to adopt a skills-based approach. With a skills-based approach, the increase in the global talent pool could be significant. Using a sample of 18 countries, recent estimates suggest as much as 100 million workers could be added to the global workforce through a skills-first approach (World Economic Forum, 2023). To operationalise a successful skills-based culture and support a lifelong learning mindset, organisations will need to make several changes. This webinar will focus on changes in the workplace needed to implement skills-first strategies.

## Initiatives / Special initiatives related to gender mainstream

### OECD Youth recommendation

To support the implementation of the OECD Youth Recommendation and provide hands-on practical guidance for Members to improve the design and implementation of their youth policies, a Youth Policy Toolkit is being elaborated – with an important focus on education and skills.

### International VET Assessment (PISA-VET)

Inspired by the Programme for International Student Assessment (PISA), a new international assessment is being developed by the OECD to measure the skills of learners completing vocational education and training (VET). PISA-VET will be the first attempt to

measure and internationally compare the abilities of students gearing up to be business workers, electricians, hotel receptionists, car mechanics and nursing assistants. The next steps involve developing assessment instruments guided by the framework and piloting them in four countries: Australia, Germany, Greece, Portugal, and the United Arab Emirates. This next phase aims to confirm the reliability, validity, comparability, and affordability of the assessment. After that, PISA-VET assessments will be piloted across a wider range of countries.

### Beyond Degrees: Empowering the Workforce in the context of Skills-First

The ongoing project aims to better understand the concept of a skills-first approach and its potential benefits, and to measure the use of such approaches. It also looks at policies and practices to foster a skills-first mindset among individuals.

### VET and the green transition

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

## SDC – Swiss Agency for Development and Cooperation

### Publications

#### Working Aid on Economic and Financial Analysis in VSD projects (2023)

Economic and Financial Analysis (EFA) is a widely used approach for assessing whether the benefits of a particular action are greater than its costs over a given period of time. This also applies to VSD: In the application and assessment of a new project idea as well as in monitoring and project evaluations we would like to know if the expected benefits (for example: higher incomes for graduates) are greater than the costs of the project.

Therefore, this working aid and a rather simple Excel workbook have been developed and updated. Their aim is to support SDC program officers, project implementers, consultants and other stakeholders

in assessing costs and benefits of VSD interventions, be it in the planning stage of a project (ex ante), for monitoring purposes (ex inter) or as part of a mid-term or end of phase evaluation (ex post).

Link: [SCD Website](#)

#### Meta-analysis Experience - Capitalisation of SDC in the area of Basic Education and Vocational Training in Mongolia (2023)

The Swiss Agency for Development and Cooperation (SDC) commissioned orange & teal to conduct an experience capitalization (CAPEX) of SDC's efforts with regard to improving Basic Education and Vocational Training (BVET) in Mongolia between 2013 and 2022. The CAPEX consists of two parts: First, a meta-analysis, and second, thematic deep dives leading to audio and visual capitalization products for dissemination. This report is the product of the first part. The purpose of the meta-analysis is to describe SDC's BVET interventions in terms of approach, results, and sustainability in a very condensed fashion. To this end, the interventions are captured in short “thematic narratives”. Taken together, they give a sectorial overview of SDC's achievements in the BVET domain. The narratives are oriented along SDC's Thematic Guidance<sup>1</sup> which comprises six mutually reinforcing strategic themes<sup>2</sup> and corresponding lines of intervention.

Link: [Meta – Analysis](#)

#### Capitalisation exercise - Working with VET Systems in Latin America (2023)- available in Spanish and in English

As part of the phasing out of bilateral cooperation by 2024, the SDC has launched a knowledge-sharing initiative to learn from its Technical and Vocational Education and Training projects (TVET) in Latin America. The objectives were to support knowledge management in Cooperation Offices, particularly with regard to the impact and sustainability of Technical and Vocational Education and Training (TVET) interventions at the systemic level, and to share best practices from Latin American TVET projects with SDC offices worldwide. This process involved four Latin American countries (Bolivia, Cuba, Honduras, Nicaragua) and included online workshops to identify and evaluate systemic project impacts. This brief summarizes examples of key elements for systemic impact in TVET systems from the four countries, as well as overall lessons learned from the capitalization process in Latin America.

Link: [Capitalisation exercise - Working with VET Systems in Latin America \(2023\)](#)



## A ticket up and a ticket out - Promoting and ensuring permeability in education system reform (2023)

In many countries, academic education and vocational training pathways evolve in silos. Consequences: academic and general education pathways are the only option to “climb the ladder” within the system; vocational and technical education and training are limited and devalued; non formal and informal learning are not recognised; the education system lacks inclusivity and faces difficulties to respond to the needs of the labour market.

This report examines the various permeability models and ways on how to increase the “permeability” of education and training systems by building more bridges and ladder at the different levels with case examples from Nepal, Serbia and Benin.

Link: [A ticket up and a ticket out - Promoting and ensuring permeability in education system reform](#)

## Planned events / webinars

### LELAM International TVET Conference (4-5 April 2024)

The **LELAM TVET conference** will be held at ETH Zurich on 4-5 April 2024, and promises to be a stimulating event with presentations and discussions of the biggest questions in education systems, TVET and educational reforms. It aims to provide a platform for leading scholars, practitioners, and policymakers to reflect and discuss the drivers of high-quality education and training and improving working conditions for youth, especially in developing countries. We invite contributions from economics and the social sciences that address the following topics:

- Factors encouraging the participation of youth in education
- Conditions enhancing decent work for youth
- The role of firms in improving education and skills for youth
- Firm incentives for providing decent work for youth
- Policies that improve access to quality secondary, tertiary education and vocational education and training
- Policies that improve working conditions for youth
- Policies linking education and labour markets
- Institutions and governance topics related to education and working conditions
- Success factors and barriers to education reforms

- Measuring the skills of youth in low-income countries
- Designing and implementing surveys measuring individual and firm outcomes

Link: [Online Registration for the Event](#)

### NADEL: VET between Poverty Alleviation and Economic Development (16-25 September 2024)

#### Course objective:

In recent years, international interest in vocational education and training (VET) has grown. The discussion about the success factors of VET and the extent dual VET can offer advantages to low- and middle-income countries is still ongoing. Switzerland, with its own unique and strong VET system, has a long tradition of implementing VET in low- and middle-income countries. Experts from the field will bring their experience to bear in the course, which provides an overview of the systems and process dimensions of VET, opportunities for VET implementation as well as implications and constraints. In the end, participants will have strengthened their competence in portfolio management for VET, skills development, and labor market policies.

Key topics:

- Basic VET concepts and terms
- Differences and commonalities between VET and related systems
- Planning and assessment of VET interventions with different objectives: economic development, poverty alleviation, creation of self-employment or systems development
- VET Governance
- VET Financing
- Dual VET approaches and their transfer into development cooperation background, potential use, and limitations of (national) qualification frameworks

Link: [Registration for the Event](#)

## Planned events / webinars

### Manuel opérationnel de la Validation des Acquis de l'Expérience (VAE)

UNESCO's CApED program elaborated a manual for the Recognition of Prior Learning (RPL). The RPL Manual is a practical tool for stakeholders involved in the planning, development, and implementation of an RPL system, as well as in the analysis of policy choices related to the initiation of the process. It will support countries in the planning and development of their RPL systems and can be adapted to different national contexts around the world.

The manual proposes a complete step-by-step process for setting up an RPL system, providing information on the associated costs and the different roles of the stakeholders. It also provides a detailed overview of the purpose, prerequisites, objectives, challenges, and anticipated impact of RPL on the education system. Currently, the report is only available in French.

Link: [Manuel opérationnel de la Validation des Acquis de l'Expérience \(VAE\) | UNESCO \(available in french\)](#)

### UNESCO-IFC joint report "Gender and Employability in Tertiary Institutions in Developing Countries"

UNESCO and the International Finance Corporation are collaborating to develop a joint study on "Gender and Employability in Tertiary Institutions in Developing Countries". This joint report utilizes insights, knowledge, and data generated from UNESCO and IFC's work at the intersection of gender, tertiary education, and employability to provide a nuanced exploration of graduate employability by gender. The study is informed by a dataset of over 14,000 tertiary education graduates from 51 institutions across the world that IFC has collected as part of its Vitae advisory initiative (the survey is further described in Section A). Using results from these "Vitae Surveys" the report provides fresh insights on gender disparities in employment outcomes in LMICs. The report will be published soon.

## Planned events / webinars

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

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

Link: [Initiative on the evolving right to education in a lifelong perspective](#)

## Initiatives / Special initiatives related to gender mainstream

### BEAR III official launch event in Abuja, Nigeria, on 16-17 April 2024

The official launch of the third phase of the Better Education for Africa's Rise (BEAR III) Project will take place in Abuja, Nigeria, on 16-17 April 2024. The official launch of BEAR III will mark the completion of the formulation phase of the BEAR III project and will inaugurate the beginning of its implementation phase. The objective of the event is to create a platform where representatives from BEAR II and BEAR III beneficiary countries, as well as representatives from the Republic of Korea, KRIVET experts, UNESCO personnel and key TVET stakeholders involved in the BEAR project will have the opportunity to exchange their experiences and expectations linked to BEAR, enhancing synergies and peer learning among BEAR III beneficiaries and technical and financial partners. Overall, discussions will focus on ways to increase the relevance, quality, and attractiveness of TVET, integrating the lessons learned from BEAR II beneficiary countries.

Link: [BEAR webpage](#)

## Global Skills Academy (GSA)

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.

Link: [Global Skills Academy](#)

# UNESCO-UNEVOC

## Publication

### **Elevating TVET for a just and sustainable future for all: UNESCO-UNEVOC medium-term strategy 2024-2026**

The UNESCO-UNEVOC medium-term strategy for 2024 to 2026 sets out a roadmap to elevate technical and vocational education and training (TVET) for a just and sustainable future and empower TVET institutions to address the demands of digital, green and inclusive societies and economies. In alignment with the 2030 Agenda for Sustainable Development and the UNESCO strategy for TVET 2022-2029, UNESCO-UNEVOC will support Member States to upgrade their TVET systems and equip all youth and adults with skills for employment, decent work, entrepreneurship and lifelong learning. By working alongside international organizations, governments, UNEVOC Centres and partners, UNESCO-UNEVOC will implement a transformative TVET agenda focused on building

flexible pathways for individuals to learn, work and live in a world that demands innovative solutions to complex, interconnected challenges.

Link: [Elevating TVET for a just and sustainable future for all: UNESCO-UNEVOC medium-term strategy 2024-2026](#)

### **UNEVOC Quarterly - Issue #17**

The UNEVOC Quarterly provides the latest information about UNESCO-UNEVOC's projects, programmes and activities. This issue shares highlights from the period January to April 2024.

Link: [UNEVOC Quarterly - Issue #17](#)

### **UNEVOC Network Spotlight - Issue #3**

The UNEVOC Network Spotlight is a bi-monthly snapshot that informs the TVET community about the activities of UNEVOC Network members and the Network Secretariat. This issue provides a round-up of activities undertaken in September and October 2023.

Link: [UNEVOC Network Spotlight](#)

### **Update: Innovative and Promising Practices in TVET**

UNESCO-UNEVOC's Innovative and Promising Practices database contains more than 100 TVET initiatives from around the world that promote sustainability, inclusion, entrepreneurship, digitalization and more. The most recent practice focuses on flexible learning pathways and microcredentials.

Link: [Innovative and Promising Practices in TVET](#)

**The database is also now available as part of UNESCO's SDG 4 Knowledge Hub.**

Link: [SDG4 Knowledge Hub](#)

## Planned events / webinars

### **BILT Learning Forum: UNESCO-UNEVOC's Bridging Innovation and Learning in TVET (BILT)**

A BILT Learning Forum was held from 24 to 26 October 2023 at the UN campus in Bonn. UNESCO-UNEVOC and the German Federal Institute for Vocational Education and Training (BIBB) organized the event titled 'Striving for excellence: Shaping skills development and strengthening global collaboration in TVET'.

Link: [BILT Learning Forum 2023](#)

### **BMZ-UNEVOC Forum: Green Skills for a Just**

### Transition - What Do We Need?

UNESCO-UNEVOC and the German Federal Ministry for Economic Cooperation and Development (BMZ) jointly organized a Dialogue Forum on 'Green Skills for a Just Transition - What Do We Need?' on 14 September 2023 at GIZ Campus in Bonn. The forum discussed the challenges in preparing for a just transition to a green economy.

Link: [BMZ-UNEVOC Forum](#)

### International Self-Assessment Tool Online Webinar

UNESCO-UNEVOC's Bridging Innovation and Learning in TVET project (BILT) hosted an online webinar on 7th November, titled "Internationalizing vocational excellence: a new self-assessment tool for TVET". This webinar was organized in cooperation with the European Training Foundation (ETF). The webinar showcased the self-assessment tool to monitor the organization excellence of vocational skills providers.

Link: [International Self-Assessment Tool Online Webinar](#)

### Webinar-Empowering human teaching talent with digital skills

UNESCO-UNEVOC's Bridging Innovation and Learning in TVET project (BILT) hosted an online webinar on 9th November with the topic "Empowering human teaching talent with digital skills". This event was organized in partnership with the European Centre for the Development of Vocational Training (Cedefop). Over 337 participants registered the event from Africa, Asia and Pacific and Europe regions. This event provided an online learning experience of facilitating leadership of VET institutions in technological improvement for future work-based learning.

Link: [Webinar-Empowering human teaching talent with digital skills](#)

### UNEVOC partners with HP Life and WorldSkills for the BeChangeMaker programme

6 March 2024

The 8th edition of BeChangeMaker, the annual social entrepreneurship acceleration programme presented by WorldSkills and HP LIFE, and supported by UNESCO-UNEVOC, is accepting applications until 25 May. Selected teams will receive dedicated coaching, mentoring, customized support and more.

Link: [UNEVOC partners with HP Life and WorldSkills for the BeChangeMaker programme](#)

### UNESCO promotes the Global Skills Academy

### mission at Mobile World Congress 2024

26-28 February

The Global Skills Academy, in collaboration with UNESCO-UNEVOC, delivered a presentation titled 'Skills development for inclusive and sustainable economies', as part of Huawei's Green Development Summit at MWC 2024.

Link: [UNESCO promotes the Global Skills Academy mission at Mobile World Congress 2024](#)

### The Greening TVET Institution Action Plan in Mauritius

12-14 February 2024

The Mauritius Institute of Training and Development (MITD), with the support of UNESCO-UNEVOC and its partner, Circulab, implemented the Greening TVET Institution Action Plan project from November 2023 to February 2024. The project enabled MITD to identify areas for greening TVET, renew curricula and upgrade teaching practices.

Link: [The Greening TVET Institution Action Plan in Mauritius](#)

### Data on TVET and skills development

6 February 2024

Ahead of the first UNESCO Conference on Education Data and Statistics, UNESCO-UNEVOC and the UNESCO Section of Youth, Literacy and Skills Development organized a pre-conference engagement session titled 'Data on TVET and skills development: Current state and options for future development'.

Link: [Data on TVET and skills development](#)

### UNEVOC and the Ethiopian Ministry of Labour and Skills discuss pathways to strengthen TVET

29 January 2024

UNESCO-UNEVOC welcomed high-level officials from the Ethiopian Parliament and the Ministry of Labour and Skills, led by Minister Muferihat Kamil Ahmed, to discuss strategies for strengthening technical and vocational education and training in Ethiopia.

Link: [UNEVOC and the Ethiopian Ministry of Labour and Skills discuss pathways to strengthen TVET](#)

### Launch of the 'TVET Innovation Framework:

## Promoting excellence in Brazil' project

23 January 2024

The project aims to create, frame and strengthen the innovation mechanisms of six members of the Brazilian Federal Network of Professional and Technological Education (RFEPCT), using UNESCO-UNEVOC's TVET Innovation Framework.

Link: [Launch of the 'TVET Innovation Framework: Promoting excellence in Brazil' project](#)

## Skills as an enabler for youth to participate in a just and green transition, 5 - 6 December 2023

UNESCO-UNEVOC, in collaboration with the Higher Colleges of Technology (UNEVOC Centre), the International Labour Organization and World Skills International, organized two sessions at COP28 to highlight the experiences of young people in acquiring relevant skills and knowledge to become agents of change for the green transition, and to present policy, practitioner and research perspectives.

Link: [Skills as an enabler for youth to participate in a just and green transition](#)

## UNEVOC supports green and gender transformation in South Sudan

7-8 February 2024

As an input to the TVET sub-sector annual review meeting within the project, Strengthening Technical Vocational Education and Training in South Sudan implemented by UNESCO, UNEVOC advocated for improving TVET institutions embedded with the principles of systematic integration of green and sustainability aspects that suit the contexts and challenges of South Sudan. The project, with support from the Government of Sweden, contributes to adopting the UNEVOC greening TVET guidance for institutions in South Sudan with the view to develop gender-responsive climate change adaptation and mitigation, and develop knowledge, skills and attitudes that can lead to the creation of green livelihoods. The project also supports enhancing the capacity of the TVET centers in decision-making that actively responds to environmental protection and sustainability of natural resources, among others.

From April until December 2024, UNEVOC in collaboration with UNESCO Juba and local institutions, agreed to implement a component of the project to support greening and gender-transformative TVET in South Sudan.

Link: [UNEVOC supports green and gender transformation in South Sudan](#)

## Initiatives / Special initiatives related to gender mainstream

### Transformative journey: UNESCO-UNEVOC TVET Leadership Programme 2023,

October to December 2023

The latest edition of the UNESCO-UNEVOC TVET Leadership Programme ran from October to December 2023. The programme focused on 'Managing change through transformative TVET Leadership' and was designed to sharpen leaders' vision, share up-to-date knowledge and provide a platform for skills development.

Link: [UNESCO-UNEVOC TVET leadership program](#)

## UNHCR – United Nations High Commissioner for Refugees

### Publications

#### Global Survey on Livelihoods and Economic Inclusion Report

In the December 2023 "Global Survey on Livelihoods and Economic Inclusion Report" by UNHCR, 57% of refugees now live in countries offering unrestricted TVET access. This positive trend signifies an improvement from 54% in 2021, across 132 surveyed countries. Despite these advancements, challenges in employment and economic inclusion persist, with many refugees facing barriers to full participation in host economies. The report calls for enhanced support in bridging legal rights and practical challenges for refugee entrepreneurship and stresses the importance of integrating refugees into national TVET systems, aligning training with market needs to tap into the untapped potential of refugees as contributors to economic development.

Link: [Global Survey on Livelihoods and Economic Inclusion Report](#)

## Publications

### Leveraging communications for systemic change in PPDP x MSD projects & Recruiting an MSD team leader for a PPDP project

UNIDO is exploring ways to improve the sustainability and scalability of its Public-Private Development Partnership (PPDP) projects. To do this, it has designed a new PPDP that applies the Market Systems Development (MSD) approach. UNIDO's Learning and Knowledge Development Facility (LKDF) published two Learning Briefs capturing UNIDO's experience in adapting the PPDP model.

Link: [Learning Briefs](#)

### The Strategic Role of Training for SMEs in Building Sustainable Supply Chains

The publication is part of a series developed by UNIDO dedicated to advancing the organization's work on fostering sustainability within supply chains. It builds upon UNIDO's efforts in skills development for SMEs (re-skilling and up-skilling) to enable them to transition and participate in sustainable supply chains.

Link: [The Strategic Role of Training for SMEs in Building Sustainable Supply Chains](#)

### Unpacking Skills for Sustainable Supply Chains: Empowering Upstream Suppliers for Fair Production

UNIDO's LKDF is publishing a white paper on "Unpacking Skills for Sustainable Supply Chains: Empowering Upstream Suppliers for Fair Production", the third publication in UNIDO's series about Sustainable Supply Chains. Informed by academic and policy research as well as insights from the LKDF Forum 2023, the paper outlines the importance of developing sustainability skills among suppliers for inclusive and sustainable industrialization. It identifies current constraints in this area, highlights necessary sustainability skills for suppliers and concludes with a call to action for lead companies, governments, and development partners to collaborate on systemic solutions. The publication will be available in May 2024 on [www.lkdfacility.org](http://www.lkdfacility.org)

## Initiatives / Special initiatives related to gender mainstream

### Learning and Knowledge Development Facility (LKDF)

To support industrializing countries to better comply with sustainability regulations, implement sustainability initiatives, and drive overall sustainable development, the LKDF and its partners designed a collection of educational materials to reskill and upskill workers in the area of sustainability. The six key thematic areas included in the material are: Circular Economy and Sustainable Business Models; Due diligence; Certifications and Standards; Environmental, Social and Governmental (ESG) data collection methods; Global sustainable supply chain management; Low-carbon development. The curricula will be launched in 2024 and be available on [www.lkdfacility.org](http://www.lkdfacility.org).

### International Women's Day initiatives

In light of International Women's Day, March 8th, UNIDO is highlighting the success stories from women graduates who found work in male-dominated sectors across its social media channels. During this time, we shine a spotlight on the women of UNIDO's PPDP projects. Stay tuned on the UNIDO LKDF's [LinkedIn page](#) and [X account](#).

## World Bank

### Publications

#### Some things to think about when conducting information experiments

This blog highlights key lessons from a working paper by Ingar Haaland, Christopher Roth, and Johannes Wohlfart that reviews methodological issues in designing information experiments. It covers aspects such as measuring beliefs, key design choices, and effect sizes.

Link: [Some things to think about when conducting information experiments](#)

#### Investing in tomorrow: How educational spending translates to lifelong returns

This blog discusses the benefits of education, both social and economic benefits. Each year of education for a person yields approximately a 10% rise in annual earnings, outpacing returns from the stock market.

Education broadens the spectrum of choices available to individuals, acting as a conduit for the transmission of social values across generations.

Link: [\*Investing in tomorrow: How educational spending translates to lifelong returns\*](#)

### **How to Improve Education Outcomes Most Efficiently?**

This paper proposes using learning-adjusted years of schooling (LAYS)—which combines access and quality and compares gains to an absolute, cross-country standard—as a new metric for reporting gains from education interventions. Authors find that information provision is one of the most cost-effective types of intervention to improve LAYS (see pg. 3)

Link: [\*How to Improve Education Outcomes Most Efficiently?\*](#)

### **Information Provision Interventions to Foster Educational Attainment of Adolescents and Young Adults – March 2024 Edition of the Skills4Dev Knowledge Digest**

This edition of the Skills4Dev knowledge digest is dedicated to interventions addressing information frictions to decrease the educational achievement gap. A significant educational achievement gap persists across various metrics, such as dropout rates, academic performance, and school completion rates, between adolescents and young adults in low- and middle-income countries and those in high-income countries

Link: [\*Information Provision Interventions to Foster Educational Attainment of Adolescents and Young Adults\*](#)

### **The Vital Role of Digital Skills in Building an Inclusive, Smart, Safe, and Sustainable Digital Economy – December 2023 Edition of the Skills4Dev Knowledge Digest**

This edition of the Skills4Dev knowledge digest is the go-to place for those interested in learning about digital skills and their current importance. This one-stop-shop presents a compilation of resources that highlight the broad definition of digital skills, and their role in the Digital Economy concept.

Link: [\*The Vital Role of Digital Skills in Building an Inclusive, Smart, Safe, and Sustainable Digital Economy\*](#)

### **VET Teachers are critical to ensure successful skills and workforce development – October 2023 Edition of the Skills4Dev Knowledge Digest**

This edition of the Skills4Dev knowledge digest is dedicated to the invaluable role of Vocational Education and Training (VET) Teachers. VET teachers are central to the quality workforce development programs. Nonetheless, VET teachers often do not receive proper attention from policymakers and are often left unsupported.

Link: [\*VET Teachers are critical to ensure successful skills and workforce development\*](#)

### **Getting Formal TVET Right: Building Relevant Skills for Today and Tomorrow's Jobs – September 2023 Edition of the Skills4Dev Knowledge Digest**

This edition of the Skills4Dev knowledge digest dives into the topic of formal TVET, exploring how to build relevant skills for today and tomorrow's jobs. It is a collection of resources and services curated by World Bank experts to support your work.

Link: [\*Getting Formal TVET Right: Building Relevant Skills for Today and Tomorrow's Jobs\*](#)

### **Knowledge Pack: Virtual and XR Laboratories for Workforce Development – Special Edition of the Skills4Dev Knowledge Digest**

This knowledge pack (KP) provides evidence and case studies showcasing the advantages and results of using the metaverse, notably virtual and extended reality (XR) labs, for workforce development and offers guidance on implementation and steps necessary to deploy this technology.

Link: [\*Knowledge Pack: Virtual and XR Laboratories for Workforce Development\*](#)

### **Teachers in technical and vocational education and training are critical for successful workforce development**

This blog focuses on the relevance of enhancing TVET teacher professional development. TVET teachers need a diverse set of skills and industry knowledge to carry out their various responsibilities and maintain a high professional profile.

Link: [\*Teachers in technical and vocational education and training are critical for successful workforce development\*](#)

## Transforming education and skills development in Africa

One of the most urgent issues to be tackled is the lack of foundational skills among African learners. Foundational skills are the basic skills in literacy, numeracy, and digital literacy that enable learners to acquire further knowledge and skills.

Link: [Transforming education and skills development in Africa](#)

## New tertiary education and skills program prepares youth and adults for the future of work and society

In the next decade, accelerating global trends like automation, climate change, and digitalization will transform over 1.1 billion jobs, demanding new skills from the workforce. In this context, the World Bank established the Tertiary Education and Skills (TES) Multi-Donor Umbrella Trust Fund, a new global financing and partnership mechanism designed to help governments reframe, reform, and rebuild tertiary education and skills systems for digital and green transformation.

Link: [New tertiary education and skills program prepares youth and adults for the future of work and society](#)

## Investing in skills development to confront Zambia's overlooked crisis - Youth economic disengagement

This blog shares relevant findings about youth economic disengagement in Zambia and offers options to build a better vocational skills system. Millions of youths in Zambia are facing barriers to skill acquisition and productivity and struggling with personal growth. A report launched by the World Bank finds that 90% of all youth in Zambia are not harnessing their economic potential.

Link: [Investing in skills development to confront Zambia's overlooked crisis](#)

## Shaping the skills and jobs of youth in Mozambique: Technical and vocational training

Mozambique faces the pressing challenge of equipping its young and rapidly growing population with quality education and technical skills. To address this skills gap, Mozambique has been working with the World Bank's and partners' support to professionalize its educators. The goal is to enhance teaching and practical skills, ultimately bridging the gap between the skills demanded by the job market and those possessed by the country's youth.

Link: [Shaping the skills and jobs of youth in Mozambique: Technical and vocational training](#)

## What is the World Bank Doing on Youth Employment? A Portfolio Review of World Bank Operations: 2013-2023

This report reviews the World Bank's lending portfolio of youth employment operations for the last decade, 2013-2023 and, answer the following key questions : How much is the World Bank investing in youth employment, through lending?; Which Global Practices are leading youth employment operations?; Which regions are youth employment projects being operationalized in?; and Given that youth employment is a cross cutting solution, are there any operational gaps for youth employment projects which could be addressed?.

Link: [What is the World Bank Doing on Youth Employment?](#)

## Planned events / webinars

### Abilities, Uncertainty and the Value of Tertiary Education

This event, organized by the Skills Global Solutions Group, will present findings from research that examines the ex-post net value of postsecondary schooling, factoring schooling costs, and how this varies across multiple dimensions of individual abilities. It will discuss policy implications including the role of financing and information interventions to encourage better tertiary education choices.

Link: [Click here to register](#)

### Academia industry partnership for more effective and sustainable youth skills development

The seminar shared the experience of a World Bank regional TVET project designed to promote academia and industry partnership for effective skills development in East Africa. It presented the key design principles of institutional autonomy and industry linkage, provided an in-depth case study of how such partnerships are being carried out in Tanzania at the Dar es Salaam Institute of Technology, which is one of the 16 regional flagship institutes supported by the project.

Link: [Academia industry partnership for more effective and sustainable youth skills development](#)



### **From Classroom to Career: The Transformative Potential of Apprenticeships**

The webinar will discuss apprenticeship models and offer key lessons for emerging markets aiming to establish practice-based learning ecosystems, drawing insights from the Switzerland's unique dual-track education system –the Swiss Dual System.

Link: [\*From Classroom to Career: The Transformative Potential of Apprenticeships\*](#)

### **Initiatives / Special initiatives related to gender mainstream**

#### **Tertiary Education and Skills (TES) Multi-Donor Trust Fund**

TES aims to prepare youth and adults for the future of work and society by improving access to relevant, quality, equitable, and resilient education and training. TES was established in December 2022 with the Mastercard Foundation as the first partner and administered by the World Bank's Education Global Practice. With the US\$15 million grant from the Mastercard Foundation, global public goods will be tested at the country level and will be scaled up by the World Bank country programs.

Link: [\*Tertiary Education and Skills \(TES\) Multi-Donor Trust Fund\*](#)

#### **Ethiopia Education and Skills for Employability (EASE) Project**

World Bank project focused on skills development opportunities to enhance employability of youth (particularly women and those from marginalized groups) in Ethiopia. 200 million USD financing agreement between Federal Democratic Republic of Ethiopia and the World Bank to strengthen the TVET system and equip its youth with labor market demanded skills to improve their employment prospects. This operation was approved on September 29, 2023, by the Board of Directors of the World Bank.

Link: [\*Ethiopia Education and Skills for Employability \(EASE\) Project\*](#)

#### **OECS Skills and Innovation Project**

Project that aims to promote transversal and advanced technical skills among youth, strengthen regional cooperation in post-secondary education, and foster collaborative innovation within Organization of Eastern Caribbean States (OECS) Member states. A \$36 million International Development Association (IDA) credit and grant to support Grenada, Saint Lucia and the OECS Commission for investments in post-secondary education and innovation. This operation was approved on January 11, 2024, by the Board of Directors of the World Bank.

Link: [\*OECS Skills and Innovation Project\*](#)

#### **The Bangladesh Economic Acceleration and Resilience for NEET (EARN) Project**

Multi-sectoral World Bank operation that aims to promote the economic inclusion of NEET youth in Bangladesh. 300 million USD financing agreement between the government of Bangladesh and the World Bank to equip about 900,000 economically disengaged rural youths with skills in demand and alternative education needed for employment and entrepreneurship. Out of the total number, about 60 percent would be female. This operation was approved on June 29, 2023, by the Board of Directors of the World Bank, the Financing Agreement was signed on August 27, 2023, and the Project became Effective on September 13, 2023.

Link: [\*The Bangladesh Economic Acceleration and Resilience for NEET \(EARN\) Project\*](#)

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