



International
Labour
Organization



Inter-Agency Group on

Technical and Vocational Education and Training (TVET)

Newsletter - June 2020

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

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What is the IAG-TVET group?

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

The IAG-TVET comprises the United Nations Educational, Scientific and Cultural Organization (*UNESCO*), the International Labour Organization (*ILO*), the Organisation for Economic Co-operation and Development (*OECD*), the United Nations Industrial Development Organization (*UNIDO*), the World Health Organization (*WHO*) and the World Bank (*WB*). Regionally-based members include the African Development Bank (*AfDB*), the Asian Development Bank (*ADB*), the European Commission (*EC*), the European Training Foundation (*ETF*), the European Centre for the Development of Vocational Training (*Cedefop*) and the Inter-American Development Bank (*IADB*).

IAG-TVET's cooperation

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

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

Working Groups

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

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

national TVET systems. A report on Proposed Indicators for Assessing TVET has been prepared and the indicators are being piloted. Additionally, the working group is addressing the issue of skills mismatch by considering mapping current policy measures and their effectiveness across countries.

- The Working Group on Greening TVET and Skills Development advocates for international cooperation to promote capacities for a rapid and equitable shift to greener economies and more sustainable societies. It supports initiatives for greening TVET and skills development by raising awareness and sharing and disseminating good practices, knowledge and expertise.
- The Working Group on Work-based Learning (WBL) has agreed on a common understanding of WBL (that is, as referring to all forms of learning that takes place in a work environment which provides individuals with the knowledge, skills and competences needed to obtain and keep jobs and progress in their professional careers) and has been conducting collective work in three areas: (i) develop a policy framework for identifying and promoting policy levers for quality WBL and related improvement of employability of learners, (ii) establish analytical framework of agencies' methodologies on country reviews of WBL (iii) create advocacy tools to promote joint key

messages on WBL and on career guidance and (iv) develop a set of indicators to measure access and quality of WBL.

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

As of 2019, a policy brief on using big data for skills policy has been under preparation and will be published in early 2020 under the coordination of Cedefop. The policy brief aims at policymakers, formalizing, to the extent possible, a common stance of the group in relation to the advantages and disadvantages and overall implications of big data analysis for skill needs identification and the formulation of skills policies.

Recent and future publications, events and initiatives

ADB

1. Publications

Jayasundara, S.A. December 2019. *Enhancing Work Skills of Young People in Sri Lanka (Case Study)*. <https://development.asia/case-study/enhancing-work-skills-young-people-sri-lanka>

Asian Development Bank. January 2020. *“Education, Skill Training, and Lifelong Learning in the Era of Technological Revolution.”* ADB Economics Working Paper Series no. 606. <https://www.adb.org/publications/education-skill-training-technological-revolution>

Asian Development Bank. January 2020. *Skills Gaps in Two Manufacturing Subsectors in Sri Lanka: Food and Beverages, and Electronics and Electricals*. <https://www.adb.org/publications/skills-gaps-two-manufacturing-subsectors-sri-lanka>

Asian Development Bank. January 2020. *“Enhancing Gender Responsiveness of Technical and Vocational Education and Training in Viet Nam.”* ADB Briefs no. 126. <https://www.adb.org/publications/gender-responsiveness-tvet-viet-nam>

Stanley, Julian. February 2020. *Upskilling Vocational Teachers through Workplace Training (Case Study)*. <https://development.asia/case-study/upskilling-vocational-teachers-through-workplace-training>

Hong Cheng, Hongbin Li, Tang Li, and Zeyu Wang. March 2020. *“Returns to Education of Manufacturing Workers: Evidence from the People’s Republic of China Employer–Employee Survey.”* ADBI Working Paper Series. <https://www.adb.org/publications/returns-education-manufacturing-workers-evidence-prc>

Kye Woo Lee. March 2020. *Making SMEs Competitive through In-Service Training (Case Study)*. <https://development.asia/case-study/making-smes-competitive-through-service-training>

Young-Hwan Jun. March 2020. *Ensuring Persons with Disabilities Get a Decent Job (Case Study)*. <https://development.asia/case-study/ensuring-persons-disabilities-get-decent-job>

2. Initiatives / Special initiatives related to Covid19

Xu, Jeffrey Jian, Sungsup Ra, and Brajesh Panth. April 2020. *Lessons learned from the massive shift to online learning due to COVID-19 (Blog)*. <https://blogs.adb.org/lessons-learned-from-the-massive-shift-to-online-learning-due-to-COVID-19>

British Council

1. Publications

New Research: Systemic TVET Reforms and their Impact on Employment Outcomes

There is concern amongst some that investment in TVET projects does not represent value for money, particularly related to employment outcomes. Is this because poor evidence, or the inefficiency of some direct and supply driven training programmes, have dominated the conversation and less emphasis has

been given to understanding the effectiveness and efficiency of more holistic systemic interventions? This independent study was commissioned to help understand better which systemic reform projects in TVET have been most effective at improving employment prospects for graduates and what characteristics they have. It has found some evidence that reaffirms that investing in TVET can have a positive impact on employment as well as wider benefits, but highlights that there is much more for the TVET community to do to improve the evidence base and shape TVET programmes to demonstrate their effectiveness.

<https://www.britishcouncil.org/education/skills-employability/what-we-do/research-reports-briefings>

New Research: Developing Skills Programming Through a Gender Lens

Fewer women participate in the labour market than men, they are more likely to be unemployed, have higher risk of vulnerable employment and are less represented in higher paid and senior roles. These issues are both reflected in, and impacted by, gender biases in TVET systems. This review aimed to identify good practice and learning from our own programmes and that of others to help us identify practical frameworks and tools to ensure our work is not reinforcing gender inequalities. The document provides an overview of the research conducted and recommendations relevant to other organisations seeking to mainstream gender equality. In addition to case studies the report includes tools for assessing and addressing gender equality in skills programmes.

<https://www.britishcouncil.org/education/skills-employability/what-we-do/research-reports-briefings>

2. Events

Going Global: Global learners, Global Innovation, June 2020

Going Global is a conference for leaders in international education to debate the future of further and higher education. This year the conference is going digital.

Registration for live events: <https://www.britishcouncil.org/going-global/live-events>

Recordings of each session: <https://www.britishcouncil.org/going-global/recorded-events>

Two sessions of particular relevance include:

- **How best can we shape education reform to improve employment outcomes in a changing world?**

18 June, 09.30 – 11.00 am (BST)

- **Comparing Apprenticeship Systems against each other and a global standard.**

22 June, 14.00 – 15.00 (BST)

3. Initiatives / Special initiatives related to Covid19

Apprenticeships Benchmarking Initiative

As part of our I-WORK project funded by the UK Government we have developed, in consultation with ILO and GAN, an Apprenticeship Benchmarking Tool which allows policy makers to compare their apprenticeship systems against a global standard and with their peers around the world. Practically it also helps them identify priority areas for action. We piloted the comprehensive benchmarking tool in five countries; India, Ghana, Malaysia, South Africa and the four nations of the UK (benchmarking only) and supported development projects based on assessments in each. The combined data provides insight into the differences and similarities between systems and the key challenges facing Apprenticeship system development globally. Building on feedback from our March workshop in London we have developed an online version of the tool and are keen to work with others to help more countries to use the tool and submit their analysis in order to understand and drive Apprenticeship system development nationally and globally.

Details of the project impact, tool development and access to the online tool are available at <https://www.britishcouncil.org/education/skills-employability/what-we-do/i-work-project>

CEDEFOP

1. Publications

Empowering adults through upskilling and reskilling pathways - Volume 1: adult population with potential for upskilling and reskilling

This study is the first volume of Cedefop research on empowering adults through upskilling and reskilling pathways.

It estimates the magnitude of the low-skilled adult population according to a broader conceptualisation which goes beyond educational attainment levels, and considers digital skills, literacy and numeracy, as well as skill loss and skill obsolescence. The study also identifies

different subgroups of adults most at risk of being low-skilled, by skill dimension. Better understanding the magnitude of the low-skilled adult population and recognising different and specific target groups within the heterogeneous group of adults with potential for upskilling and reskilling, is crucial to better design and implementation of effective upskilling pathways for those most in need.

<https://www.cedefop.europa.eu/en/events-and-projects/events/enhancing-european-cooperation-vet-looking-back-planning-ahead>

On the way to 2020: data for vocational education and training policies: Indicator overviews: 2019 update

European policy-making in vocational education and training (VET) needs to be supported by sound evidence. In this report, Cedefop has selected a set of 36 indicators to quantify some key aspects of VET and lifelong learning.

The selection was based on the indicators' policy relevance and their importance in achieving the Europe 2020 objectives. This publication should be regarded as a tool to help policy-makers better understand and assess VET developments in each country. While this set of indicators does not claim to assess national systems or policies, they could be used to reflect on country situations and progress towards the strategic objectives set for Europe.

The indicators present statistical information about all European Union Member States as well as Iceland, North Macedonia, Norway, Switzerland and Turkey. The report selects and presents developments over time to the best possible extent at the time of its preparation.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/5576>

Briefing note - On the move but not there yet

European policies on international mobility of students in initial vocational education and training (IVET) are working but more is needed. Young people in IVET today have more opportunities to do part of their training abroad than their peers of a decade ago.

In most EU Member States they tend to receive better information, support and funding to cover a learning stint in another country; in many cases there is also better recognition of what they have learned when returning home. This briefing note presents the results of the 2019 update compared to the 2017 version.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/9145>

Vocational education and training in Europe, 1995-2035

This synthesis report summarises the findings of the Cedefop project 'The changing nature and role of vocational education and training (VET) in Europe (2016-18)'. Research aimed at taking a step back and painting a comprehensive picture of VET developments in Europe, identifying challenges and opportunities.

The summary shows that European VET varies between countries and is changing in various fundamental ways. It is becoming more diverse in its programmes and qualifications and also expanding into higher levels, challenging the perception of higher education as exclusively academically oriented.

In some countries, this reflects a step towards making lifelong learning a reality; in others, traditional VET is coming under pressure from declining youth cohorts and a growing preference for general education and training. Such negative developments can be seen as a forewarning of future challenges.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/3083>

European qualifications framework: Initial vocational education and training: focus on qualifications at levels 3 and 4

The European qualifications framework (EQF), with its eight levels, serves as a translation grid between qualifications acquired in different European countries.

Part of Cedefop's work to make qualifications easier to understand and compare, this study takes a closer look at those acquired through initial VET and assigned to EQF levels 3 and 4 via national classifications and frameworks. It explores what they have in common and in what way they differ. It looks at their purpose and value on the labour market or for further learning, and how they are assigned to the national qualifications frameworks (NQFs) and EQF levels. It also sheds light on the different weighting of occupational and transversal skills and competences and levels of complexity, and between qualifications at both levels within the same occupational area; these issues are not that often examined. While it confirms that describing the intended outcomes of learning improves understanding and eases comparison of vocational qualifications, the study highlights other aspects that are equally important, such as their currency and value on the labour market and in further learning.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/5577>

EU jobs at highest risk of Covid-19 social distancing: Is the pandemic exacerbating the labour market divide?

The first paper of the new Cedefop working paper series employs a skills-based approach to identify individual and job factors most likely to be impacted by social distancing measures and practices due to the Covid-19 pandemic.

Using data from the Cedefop European skills and jobs survey, a new Covid-19 social distancing risk index (COV19R) was created based on skills descriptors that categorise jobs by their level of physical proximity to others and their digital intensity. It is conservatively estimated that about 45 million jobs in the EU-27 labour market (23% of total EU-27 employment) are faced with a very high risk of Covid-19 disruption and another 22% of the EU workforce – mostly medium- to lower-skilled service provision – is exposed to some significant risk. The burden of the Covid-19 social distancing risk falls disproportionately on vulnerable workforce groups, such as women, older employees, non-natives, the lower-educated and those employed in micro-sized workplaces. The findings call for immediate and targeted policy responses to prevent ongoing job losses and widening of labour market and social inequalities due to the pandemic.

2. Events

Enhancing European cooperation in VET – Looking back planning ahead: Joint Cedefop – ETF virtual conference - POSTPONED - New dates: 30 June and 1 July 2020

Originally scheduled for 4 and 5 June 2020 in Thessaloniki, the conference will now be held virtually on 30 June and 1 July 2020.

The COVID-19 pandemic has changed our lives and disrupted education and training processes and employment globally. Reacting fast to this unprecedented situation the conference changes format allowing participants to follow it and actively participate from their offices or homes safely.

Hosted under the Croatian and the German Presidency of the EU in cooperation with the European Commission, the joint virtual Cedefop-ETF conference, on 30 June and 1 July, will review achievements made on the joint priorities in European cooperation in VET during 2015–20. It will also debate Cedefop's and ETF's overall evidence, data and intelligence on the key challenges for VET in a forward-looking perspective.

The event, organised on the eve of setting new priorities for VET, will bring together high level

representatives of the European Commission, the Croatian and German Presidency of the EU, policy-makers, social partners and experts from all participating countries and international organisations to discuss and reflect on:

- findings from Cedefop and ETF analysis on VET policy developments and implementation during the latest policy cycle agreed in 2015 (Riga Conclusions);
- key challenges and future priorities for VET.

<https://www.cedefop.europa.eu/en/events-and-projects/events/enhancing-european-cooperation-vet-looking-back-planning-ahead>

Virtual annual meeting of Cedefop community of apprenticeship experts

The 2020 annual meeting of Cedefop community of apprenticeship experts will take place in the form of a virtual event on Wednesday 16 September. The main objectives of this year virtual annual meeting are to take stock of the 2020 activities and look forward to the strategic orientation of the community for 2021 onwards. Participation is restricted to the members of Cedefop community of apprenticeship experts.

<https://www.cedefop.europa.eu/en/events-and-projects/events/virtual-annual-meeting-cedefop-community-apprenticeship-experts>

Third Cedefop policy learning forum (PLF) on apprenticeships - Virtual event

Cedefop third Policy Learning Forum on apprenticeships will take place in the form of a virtual event on Thursday 17 and Friday 18 September 2020.

Participants will have the opportunity to discuss with representatives of all the countries involved in Cedefop Thematic and flash Thematic Country Reviews on apprenticeships, i.e. French Speaking Belgium, Croatia, Cyprus, Greece, Italy, Malta, Lithuania, Slovenia and Sweden. Cedefop invited also representatives from Belgium-Flemish Community and Romania, which are currently participating in the bench-learning process promoted by the European Commission, together with French Speaking Belgium, Malta and Greece. This reflects Cedefop intention to open up this peer learning opportunity to a wider range of countries who are undergoing an exercise to reflect and improve their apprenticeship systems and schemes.

Like the 2017 and 2018 PLFs, the objective of the 2020 virtual PLF is to offer participants the possibility of peer learning, by sharing knowledge and reflecting on the experience of other countries. This virtual event is also a chance for the PLF community to keep in contact

and get in touch with new countries working on apprenticeship. The focus of the 2020 virtual PLF will be on apprenticeship governance and in-company training design and deliver.

<https://www.cedefop.europa.eu/en/events-and-projects/events/third-edefop-policy-learning-forum-plf-apprenticeships-virtual-event>

Fourth CareersNet annual meeting

This year, Cedefop is organising its CareersNet annual meeting in cooperation with the German Federal Employment Agency. CareersNet, Cedefop's network of independent national experts for lifelong guidance and career development, will convene on 8 and 9 October 2020. Unlike in previous years, due to uncertainty surrounding restrictions on travel and health-related issues, this year's meeting will be held online. Interactive online meeting features designed for small-group and plenary formats are being explored to ensure we deliver the best experience for all participants.

This year's well-placed theme is 'Rethinking professionalism of career practitioners in the digital context'. Around 40 participants will meet, including the core national experts of the network, invited speakers from the German Federal Employment Agency and others.

The meeting will involve discussions following presentations by CareersNet experts' and others focused on the meeting theme, particularly considering its relevance following the COVID-19 pandemic and the Europe-wide closing of many on-site guidance services, in school-based, employment and other settings, and the sudden shift to ICT-based delivery of guidance services. This creates an ideal opportunity to revisit the subject of professionalism and practitioner competence profiles in the digital context.

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

3. Initiatives / Special initiatives related to Covid19

How European countries manage apprenticeships to respond to the coronavirus crisis

Cedefop's community of apprenticeship experts launched an internal consultation on how European countries are managing apprenticeships in the current health emergency due to the coronavirus pandemic.

Twenty five experts contributed to this exercise from: Austria, Belgium (fr, fl, de), Bulgaria, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Lithuania, Malta, the Netherlands, Norway, Poland,

Portugal, Romania, Slovenia, Spain, Sweden, UK-England and UK-Wales. A synthesis of the information shared was produced. The experts expressed their individual professional opinion, not that of their institution or Cedefop's.

<https://www.cedefop.europa.eu/en/news-and-press/news/how-european-countries-manage-apprenticeships-respond-coronavirus-crisis>

Cedefop creates Cov19R social distancing risk index: which EU jobs are more at risk

A new Cedefop index – Cov19R – identifies workers with a higher risk of coronavirus exposure, who need greater social distancing, affecting their current and future job performance capacity.

The coronavirus pandemic has resulted in an unprecedented labour market shock and unemployment crisis, with millions of jobs at risk following the social distancing measures enforced across EU countries. These measures have had an asymmetric impact not only on different economic activities but also on diverse workforce groups, accentuating inequalities between workers, exposing the vulnerability of some unprotected groups, such as gig workers and accelerating past trends towards job automation and remote working.

The overall impact of the coronavirus pandemic on EU jobs will depend on several factors, including how 'essential' their services are in terms of meeting basic population needs, the extent to which they can be carried out remotely and their pre-existing employment and institutional structure. Changed consumer preferences following the pandemic, such as increasing reliance on e-commerce, will also play a role.

Some recent estimates have already highlighted the considerable cost in terms of lost economic output and employment. As European societies are struggling with the trade-off between losing lives versus losing jobs, identifying the sectors, occupations and population groups faced with a higher risk of coronavirus disruption is critical for designing appropriate job activation and reskilling, as well as employment support and industrial policies.

<https://www.cedefop.europa.eu/en/news-and-press/news/edefop-creates-cov19r-social-distancing-risk-index-which-eu-jobs-are-more-risk>

Coronavirus pandemic leads to fall in Europass CVs generated

Cedefop analysed recent Europass activity to glean information on the impact of the coronavirus pandemic on national labour markets. Results show a correlation between the number of CVs generated online and the seriousness of the coronavirus crisis in each country.

Europass is a portfolio of five documents, designed to make skills and qualifications clearly and easily understood across Europe; the online CV is one of them. The analysis included the EU Member States, the UK, candidate countries and EEA/EFTA countries. Findings showed an average 36.5% fall in the number of online CVs generated in March 2020 compared to one year earlier.

The lockdown measures implemented by governments in response to the pandemic seem to have had a direct impact on Europass CV generation, with numbers falling to unprecedented lows, especially in Portugal (-75%), Greece (-73%), Spain (-73%) and Italy (-72%). There also seems to be a correlation between the fall in CVs created and the spread of the pandemic, i.e. the number of coronavirus cases announced in each country. Results show that countries which were more severely affected, such as Italy, France and Spain, recorded a sharper fall in the number of CVs generated online. This is indicative of the current state of the job market in these countries, showing that businesses have put their recruitment procedures on hold during the lockdown.

Enabel – The Belgian Development Agency

1. Publications

Tool on how to establish a Sectoral Skills Council

In the framework of the VET Toolbox, the British Council and Enabel developed an easy-to-use manual on how to establish a Sector Skills Council. The tool guides you through the different steps to set up a Sector Skills Council, clarifies the roles of the different stakeholders, and presents some funding models.

<https://www.vettoolbox.eu/en/resources/how-establish-sector-skills-council>

App on Soft Skills Development in Uganda

Enabel Uganda and Close The Gap are investing in Soft Skills Development through the use of technology. In cooperation with the Ugandan Sectoral Skills Council on Tourism and Hospitality, a mobile application is being developed to collect reviews and ratings on (soft) skills of employees in the Tourism and Hospitality sector. The collected data will be used to develop tailor-made training services to businesses and individuals in order to boost customer satisfaction in the Tourism and Hospitality sector.

Meta-analysis of the labour market in Palestine (forthcoming July 2020)

The study aims to provide insight in the needs of the labour market in Palestine, by giving an overview of sectors, trades and corresponding demand for vocational and 21st century skills, that hold potential for (self-)employment for youth in Palestine.

Skills for innovation in Palestine (forthcoming July 2020)

A mapping exercise of the innovation eco-system in Palestine is currently taking place. The study aims to review the eco-system of innovation hubs in Palestine, by providing data on existing hubs (type, services, facilities, ...), and analyzing their quality and effectiveness. Based on the findings, recommendations will be made on how to best fill the void and skills gap regarding innovation and 21st century skills in Palestine.

2. Events

Workshop on Work-Based learning in Jordan (august 2020)

With a view of promoting an effective Work-Based Learning approach, Enabel will convene a workshop in August 2020 to international insights and explore best practices internationally as well as within Jordan and the region, and to explore the roles and perspectives of government, training institutions and the private sector.

Bootcamp on 21st century skills in Palestine (Gaza and West-Bank) September 2020

The bootcamp aims at introducing 21st century skills to youth and civil society and emphasizing on the importance of these skills set for the future of work and life. The 2-day workshop will be implemented in collaboration with local and international experts in 21st century skills and organised simultaneously in the Gaza-Strip and in the West-Bank. A digital platform will ensure the connection between the two locations to stimulate interaction among youth, both during and after the event.

3. Initiatives

VET and Labour Migration in Morocco

Since 2019, Enabel implements a project on labour migration – together with public and private partners in Morocco and Belgium. This EU funded project pilots an innovative labour migration model linking the ICT sector in Morocco with labour market shortages in

Belgium and in Morocco, as part of the “Global Skills Partnership”. This model is based on the assumption that common labour market needs in can be addressed through adapted training delivered in the country of origin, preparing candidates for both labour markets (at origin and destination).

An intensive training program was designed in cooperation between Moroccan and Belgian employment agencies and private sector and carried out in Morocco. Through the training, 120 unemployed Moroccans were trained as Java Developers. In parallel, digital recruitment platforms are shared with the employers (both in Morocco and in Belgium) in order to connect the candidates to the labour markets. This initiative also aims at accompanying the job seekers to support their integration in Belgium.

Skills for employability of Syrian refugees and vulnerable youth in Jordan

In 2020 Enabel launched a new initiative in Jordan that aims at developing skills of Syrian refugees and vulnerable youth in Jordan. The project was granted by GIZ under the umbrella of a regional project on resilience for Syrian refugees and host communities (funded by EU & BMZ).

By developing the skills of Syrian and vulnerable Jordanian youth and women through demand-driven and work-based vocational training, Enabel will contribute to enhanced employment outcomes and income. This will contribute to mitigating the destabilizing effects of the protracted crisis and responding to the resilience needs of the refugees, internally displaced persons, returnees and host communities.

Support to TVET reform in Guinea-Bissau

On behalf of the European Union, Enabel is implementing an intervention aiming at revitalizing TVET for employment to increase the socio-economic opportunities for youth in Guinea-Bissau.

The initiative will contribute to TVET system reform, governance and coordination in collaboration with the public and private sectors. Particular attention will be given to improving the quality and relevance of skills training to respond to the needs of the labour market and the economic opportunities, and the economic integration of youth and young adults through employment and entrepreneurship services.

Skilled Young Palestine - improving resilience of Palestinian Youth

Since the beginning of 2020, Enabel Palestine has been implementing the Skilled Young Palestine project together with the Ministry of Labour, aiming at building resilience among Palestinian youth and supporting them in gaining economic autonomy. The project seeks to facilitate the transition to (self-) employment through promoting TVET and the development of 21st century skills. The private sector is put in the driving seat, applying a work-based learning scheme for vocational training, whereas training on 21st skills will be organised in attractive and accessible innovation hubs in collaboration with civil society.

Piloting a Skills Development Fund for demand-driven training in Palestine

Coaching trajectory and social dialogue from August 2020 onwards

A Skills Development Fund provides training for job-seekers or employees, in line with labour-market needs and is often managed by the Ministry of Labour in collaboration with the private sector and social partners. It has been proven effective in a demand-driven TVET-system, but lacking in Palestine. Therefore Enabel will support the creation of this funding and training mechanism: the structure and implementation modalities will be defined and piloted under the project Skilled Young Palestine, whereas the findings from the pilot will be integrated when establishing a sustainable Skills Development Fund at national level.

Skills for rural youth in Central African Republic

Enabel will extend its activities in Vocational Training to the Central African Republic with the support of the EU Békou Fund. The project ‘creating opportunities and perspectives’ will support the creation and development of agroclusters (or agropoles) in rural areas in order to boost agricultural production, off-farming activities, and arts and craftsmanship. This will be done by creating access to quality skills training, to renewable energy and to financial and non-financial services for employment and entrepreneurship.

From training to employment in Kinshada (KINEMPLOI)

Enabel is preparing a new intervention in Kinshasa (DR Congo) with the support of the Belgian Government. The project will contribute to the economic integration of youth and young adults,

particularly women, in Kinshasa into decent jobs. This will be done by building and strengthening the capacities for skills training, employment services, and financial and non-financial services for entrepreneurship, in close collaboration with the private sector.

ETF

1. Publications

Special initiative related to Covid19 – mapping developments

In March 2020, the ETF began a mapping exercise covering 27 countries of the EU neighbourhood and Central Asia, to identify the main responses put in place in education and training systems to cope with the social distancing measures in place in most countries. This mapping aims at tracking the evolution and emerging needs and good practices across countries. Initially conducted on a biweekly basis, future editions will be less regular and cover issues of socio-economic impact, adult training, longer term impact in education and training (all reports can be found here:

<https://www.etf.europa.eu/en/projects/learningconnects>)

The latest edition reports on measures countries are adopting for final-year and end of year assessments; the measures rushed into place to support teachers in providing distance learning; and the problems of uneven quality of, and access to, provision. It also describes how they are beginning to incorporate the new tools adopted, and methodologies developed, during the crisis, to apply longer-term in their VET systems.

https://www.etf.europa.eu/sites/default/files/2020-05/mapping_covid_180520.pdf

Mapping report on digital distance learning in the EU neighbourhood and Central Asia during COVID-19

The massive adoption of digital technology by public education systems, for years advocated by many, seems to have been achieved rapidly due to the COVID-19 outbreak. The ETF's latest mapping report documents the achievements in digital distance learning in the EU neighbourhood and Central Asia during this period, the methods used, and how it has been managed, regulated and implemented. It focuses on the uptake across compulsory public education systems, and, where possible, in vocational and work-based learning contexts.

https://www.etf.europa.eu/sites/default/files/2020-06/mapping_covid_ddl_050620_0.pdf

Country fiches on Work-Based Learning

Forthcoming country fiches documenting WBL in Eastern Partnership countries.

Continuing Professional Development

We will publish upgraded versions of country reports on Continuing Professional Development for teachers and trainers in June and July.

Factsheets on Digital Skills and Online Learning in Moldova, Bosnia and Herzegovina, Georgia and Kosovo

Digital factsheets published in English and local languages.

Quality Assurance fiches

Forthcoming fiches on quality assurance systems and measures in South Eastern Europe and Turkey and Southern and Eastern Mediterranean countries.

Torino Process reports

- Policies for human capital development Kazakhstan, an ETF Torino process assessment: <https://www.etf.europa.eu/en/publications-and-resources/publications/policies-human-capital-development-kazakhstan-etf-torino>
- Policies for human capital development Azerbaijan, an ETF Torino process assessment: forthcoming
- Policies for human capital development Ukraine, an ETF Torino process assessment: forthcoming

Practical training in three-year educational programmes (dual education) in Montenegro

Forthcoming report produced by ETF and ILO in cooperation with the Ministry of Education of Montenegro presenting the results from the evaluation of the three-year dual VET programme in Montenegro.

Regional analysis of skills demand and supply in North Macedonia

Forthcoming working paper presenting the results from the detailed analysis of labour market and skills demand in the three regions (South West, Polog and North East). It analyses current trends in employment by economic sectors and by regions and forecasts future values in order to estimate the skills needs in a medium to long-term perspective.

Youth study SEET

Forthcoming study assessing the situation of youth in relation to the changing labour market and social conditions and implications for skills development, taking into consideration the different characteristics of the SEET countries and focusing on the most vulnerable groups.

Youth situation in the SEMED countries

Forthcoming study on the situation of young people in SEMED countries, in particular those who are in employment (their situation, conditions, satisfactions, matching, etc) and those who are not in employment, education and training (NEETs).

2. Planned events / webinars

Centres of Excellence Network webinar

(Theme: sharing a self-assessment tool which guides provider members of the Network in gauging their progress). 6 May 2020.

Assessment webinar

(Theme: alternative measures for final-year and other end-year exams and assessments). 13 May 2020.

Vocational learning at a distance: supporting vocational teachers under the lock down (webinar)

(Theme: advice to teachers in distance teaching and learning). 26 May 2020.

Make it Match webinar: Big Data for Labour Market Intelligence (LMI): building the system with Online Job Vacancy data of two countries (Tunisia and Ukraine)

(Theme: skills intelligence; for stakeholders in Tunisia and Ukraine). 2 June 2020.

Quality Assurance Forum, webinar

(Theme: provider self-assessment, quality assurance). 19 June 2020.

Re-thinking the role of digital learning and the provision of digital skills in SEET economies - A regional perspective

(Theme: digital and online learning, digital skills). 17 June 2020

Re-thinking the role of digital learning and the provision of digital skills in SEET countries - EU policies initiatives and instruments

(Theme: digital and online learning, digital skills). 23 June 2020

VET Good Multilevel Governance approach for assessing effectiveness of VET system in Moldova

(Theme: Multilevel Governance in VET). 30 June 2020

Torino Process 2018-2020 and Skills for the future study

(Theme: Torino Process 2018-2020: National report, and Skills for the future: The Agritech sector Key findings and recommendations for action). 30 June 2020

Torino Process 2018-2020 in Kazakhstan

(Theme: Torino Process 2018-2020: dissemination of ETF assessment and national reports outcomes). 26 June 2020

Big data for labour market intelligence

(Theme: Big Data). 2 July 2020

Regional event "Building Skills for Youth"

(Theme: Skills Development, Youth). 2 July 2020

3. Initiatives / Special initiatives related to Covid19

Study on Platform Work in the Eastern Partnership region

The ETF would like to contribute to the international debate on the impact of digitalisation on the world of work by building more thorough and comparable evidence across different countries. The project investigates changing patterns of work triggered by digitalisation and the importance of platform work in the overall labour market context of the six Eastern Partnership countries. The research objectives of the study focus on opportunities and challenges driven by the online and platform work developments and their implications for the regulatory and institutional setting, aiming at quality job creation, inclusiveness, and skills formation and utilisation. The study analyses the scale and the nature of labour and skills demand, organisational models, profiles of online and platform jobs, profiles of online and platform workers and the career and in-work skills development options.

Special initiative related to Covid19 – skills for enterprise development

Skills for enterprise development will explore enterprise strategies to respond and manage the economic crisis generated as a result of the COVID-19 pandemic and their impact on skills development actions. It will also explore their skills needs to tap on emerging opportunities in the post COVID-19 era with emphasis on digital transformation and greening of economies. Under this initiative joint actions are foreseen with EBRD and UNIDO aiming at generating and sharing knowledge. The initiative will draw also on existing information sources (e.g. the IAG-WBL Survey on impact of COVID 19 on staff training and development in enterprises).

Special initiative related to Covid19 – Active Labour Market measures and labour market transitions

The objectives of the initiative are to (i) identify population groups especially vulnerable to the crisis in terms of labour market outcomes and their needs to adapt, enhance, and upgrade their skill sets, (ii) and reflect on the effectiveness of active labour market measures and PESs capacity to deal with crisis effects. The initiative will particularly focus on the innovation potential of employment services and activation programmes to support vulnerable population groups to adapt to the new labour market conditions. The initiative aims to share innovative practices from countries, promote knowledge sharing and encourage peer learning among practitioners and policy makers.

Special initiative related to Covid19 – The role of Civil Society Organisations

This survey will assess how civil society organisations are meeting countries' and individuals' skills needs and supporting learners during the current crisis and how these efforts complement or ally with government policies and actions. It will identify categories of CSO and individual organisations active in the crisis; examine which groups of learners they have been supporting during the lockdown e.g. adult learners, unemployed people, those with learning difficulties; and identify what measures they have been implementing or adapting e.g. programmes for non-formal learning or job search guidance.

This initiative will result in an understanding of the range of CSO activities and their capacities e.g. ability to address emerging demands; identify how they support/complement government responses and gaps; and establish the beginnings of a network of CSOs in the selected survey countries, so that the ETF may engage them as longer-term partners.

A daily exchange, sharing good practice and experts' input is provided through ETF OpenSpace <https://openspace.etf.europa.eu/> accessible upon registration.

All links to reports, surveys, webinars and stories from countries

<https://www.etf.europa.eu/en/projects/learningconnects>

- Webinars and blogs
- <https://openspace.etf.europa.eu/etf-open-space>
- <https://openspace.etf.europa.eu/events/etf-webinar-new-ideas-final-exams>
- <https://www.youtube.com/user/etfeuropa>
- <https://www.etf.europa.eu/en/news-and-events/news/digital-distance-learning-gateway-future>
- <https://www.etf.europa.eu/en/news-and-events/news/new-skills-industries-after-crisis-survey>
- <https://www.etf.europa.eu/en/news-and-events/news/employee-training-have-your-say-covid-19-impact-and-beyond>

European Commission

1. Publications

The European Commission has published two reports that highlight the benefits of graduate tracking system in preparing European education for tomorrow's challenges.

Mapping the state of graduate tracking policies and practices in the EU Member States and EEA countries

The mapping study presents the system-level approaches to higher education and vocational education and training graduate tracking across the European Union and the European Economic Area, and their progress towards achieving the requirements of the Council Recommendation on tracking graduates. <https://op.europa.eu/en/publication-detail/-/publication/5800325d-a66f-11ea-bb7a-01aa75ed71a1/language-en>

Eurograduate pilot survey

The European graduate pilot survey reached out to Bachelor, Master and tertiary short-cycle graduates one and five years after graduation in eight countries

(Austria, Croatia, Czechia, Germany, Greece, Malta, Lithuania and Norway), and indicates key factors to improve study outcomes

<https://op.europa.eu/en/publication-detail/-/publication/51f88c2e-a671-11ea-bb7a-01aa75ed71a1/language-en>

2. Planned events / webinars

Due to the pandemic, the following meetings have been postponed to 2021:

EaFA meeting: "The Learners Perspective meeting", Barcelona (Spain)

EaFA - ETF meeting: "Regional Seminar for candidate countries", Belgrade (Serbia)

EaFA meeting: "Role of Regions and Cities", Brussels (Belgium)

The Commission is still planning to hold its fifth European Vocational Skills Week in Berlin, at this point in time, however, most of the meetings will be online.

European Vocational Skills Week, 9 – 13 November 2020

<https://ec.europa.eu/social/vocational-skills-week/>

EaFA meeting on circular economy and European Apprentices Network meeting, 10 November 2020 in the framework of the European Vocational Skills Week, online meeting.

3. Initiatives / Special initiatives related to Covid19

Live Discussion on remote learning: Challenges and opportunities in the VET Sector posed by the COVID-19 pandemic

The European Alliance for Apprenticeships (EaFA) is running a new series of online training courses for everyone interested in learning about apprenticeship systems in the European Union. The online training modules provide good quality, easy-to-access, centralised training for EaFA members. They are developed by VET experts and explore specific aspects related to the implementation of apprenticeships.

First online training: Understanding apprenticeships in the EU

<https://ec.europa.eu/social/main.jsp?langId=en&catId=1475&newsId=9651&furtherNews=yes>

Second online training: Critical success factors for apprenticeships in the EU

<https://ec.europa.eu/social/main.jsp?langId=en&catId=1475&newsId=9688&furtherNews=yes>

Third online training: "Towards a New Generation: The role of VET in the post-COVID-19 recovery" is taking place on 15 July, 11:00 – 12:15 CEST.

Participants will explore how the Commission, social partners and regions are preparing themselves for the post-COVID 19 recovery and what is the expected role of VET in powering it up.

- How VET educational professionals, regions and businesses have been affected by pandemic and how they have adapted to the new reality
- Their vision for VET and VET provision in the post COVID-19 world
- Their opinion on the EU recovery package and what remains to be done to ensure an equal and fair recovery for all.

Please follow the [European Alliance for Apprenticeships EaFA LinkedIn group!](#)

New Cedefop working paper series!

A first paper employs a skills-based approach to identify individual and job factors most likely to be impacted by social distancing measures and practices due to the Covid-19 pandemic. **"EU jobs at highest risk of Covid-19 social distancing. Is the pandemic exacerbating the labour market divide?"**

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/6201>

Cedefop analysed recent Europass activity to glean information on the impact of the coronavirus pandemic on national labour markets. Results show a correlation between the number of CVs generated online and the seriousness of the coronavirus crisis in each country. The analysis included the EU Member States, the UK, candidate countries and EEA/EFTA countries.

The European Commission launched an **online survey** to capture the variety of initiatives that have been undertaken; a vast number of online courses/learning modules is available. However, they are mostly NOT VET specific. Ready-made material with VET specific content is less developed and there is a strong call for the Commission and national public authorities to create a database with existing resources to be shared for free around Europe

https://ec.europa.eu/social/vocational-skills-week/fight-against-covid-19_en

1. Publications

Proposition paper “New work and its impacts on vocational education and training in German development cooperation”; Authors: Marius Busemeyer, Lars Gaede, Melanie Stilz; Bonn: GIZ, 2019

This paper resulted from a consultation process with national and international experts initiated by the German Federal Ministry for Economic Cooperation and Development (BMZ) and supported by the GIZ Sector Project Technical and Vocational Education and Training (TVET). The propositions are intended as a dynamic basis which aims to give new impulses to the further exchange process and the conceptual further development of approaches to vocational education and training in development cooperation.

Available at: <https://mia.giz.de/qmlink/ID=246264000> (English Version) and <https://mia.giz.de/qmlink/ID=246263000> (German Version)

Toolkit “Learning and Working in the Informal Economy”; Krischewsky, Lena; Schmidt, Julia; Köhler, Verena; Jacobs, Fabian et al.; Bonn: GIZ, 2019

This publication from the sector project TVET provides a comprehensive overview of current research into TVET in the informal economy. It also includes practical methods, tools and approaches, backed up with case studies. The combination of a scientific approach and practical content makes the toolkit a valuable contribution to planning and implementing projects and to providing commissioning parties and partners with specialist advice.

Available at: <https://mia.giz.de/qmlink/ID=246837000> (English Version) and <https://mia.giz.de/qmlink/ID=246482000> (German Version)

GIZ's global project Build4Skills' publications on benefits of TVET for companies, trainees and employees from the construction sector in Mongolia

The brochure “Return on investment or an investment without return? - A cost-benefit ratio analysis of in-company training in Mongolia” enriches the first edition of the paper analysing costs and benefits of TVET for businesses in Pakistan with examples from Mongolia. [link](#) | [Mongolian version coming soon]

The leaflet “My Career in the Construction Sector” addresses Mongolian construction workers, TVET trainees and engineers. It gives guidance on how to

improve career prospects in the sector through on-site training, recognition of prior learning or becoming in-company instructors.

[link EN](#) | [link MO](#)

2. Initiatives / Special initiatives related to Covid19

The Federal Ministry for Economic Cooperation and Development (BMZ) is now funding a **global Emergency COVID-19 Support Programme** worth more than a billion euros, redirected from its own budget. Education is an important component of the programme and is systematically incorporated into various thematic areas: i.e. in the context of displacement and migration, where BMZ supports the continuation of education and the expansion of WASH measures in programmes promoting education and TVET. Moreover, German development cooperation strengthens existing TVET and employment promotion programmes making sure that trainees do not drop out of skills development due to the crisis. Via the Special Initiative on Training and Job Creation BMZ helps to maintain jobs and investments and increasingly promotes digital measures to continue training and skills development in its partner countries.

ILO

1. Publications

ILO Monitor: COVID-19 and the world of work. Fourth edition

According to the new ILO Monitor, youth are being disproportionately affected by the pandemic, and the substantial and rapid increase in youth unemployment seen since February is affecting young women more than young men. The Monitor calls for urgent, large-scale and targeted policy responses to support youth, including broad-based employment/training guarantee programmes in developed countries, and employment-intensive programmes and guarantees in low- and middle-income economies. It also looks at measures to create a safe environment for returning to work.

<https://bit.ly/2MG04DS>

Skills partnerships on migration

With a team of national and international experts, the ILO conducted 13 country studies and two sub-regional scoping studies identifying the potential for skills partnerships on migration between different countries

and skills institutions, including ministries, training providers, employment services, sectoral bodies and employers' and workers' organizations.

English: <https://bit.ly/30roZDs>

French: <https://bit.ly/3hhJmJh>

Brochure: Skills partnerships on migration results

What are skills partnerships? This brochure summarizes the concept and results achieved by the ILO so far through its work on skills partnerships in Central Africa, West Africa and the Sahel – in collaboration with UNESCO, IOM, ITUC and IOE. Skills partnerships between countries can contribute to tapping into migrants' potential more effectively, by creating more opportunities to be better prepared, protected and able to utilize their skills.

<https://bit.ly/3dOLUwf>

Research brief on lifelong learning in the informal economy

This research brief summarizes the current state of knowledge on lifelong learning in the informal economy, drawing on a recent literature review entitled 'Lifelong Learning in the informal economy: A literature review'. It also reflects on the COVID-19 pandemic and the particular vulnerability of informal economy workers requiring specific attention. It highlights evidence gaps and suggests new products and approaches regarding the ILO work on transition to formality.

<https://bit.ly/3dIGVwW>

Preventing exclusion from the labour market: Tackling the COVID-19 youth employment crisis

This policy brief highlights how youth, especially women, are being severely impacted by the COVID-19 pandemic. The crisis is likely to be particularly severe for youth across three dimensions: (1) disruptions to education, training and work-based learning; (2) increased difficulties for young jobseekers and new labour market entrants; and (3) job and income losses, along with deteriorating quality of employment. The brief calls for urgent, comprehensive and targeted policy responses to the global pandemic. <https://bit.ly/30w1WY9>

Distance and online learning during the time of COVID-19

The shift to online or distance learning during the pandemic should be seen first and foremost as an emergency response. However, the crisis also provides an opportunity for the development of more flexible

learning solutions that make better use of distance learning and digital solutions. This policy brief discusses how to ensure that the lessons learned from this experience will have a lasting and positive effect on TVET, skills development and lifelong learning.

<https://bit.ly/2UoNixF>

Learning online, teaching online and managing training during COVID-19 pandemic - ILO SKILLS

Resource notes for continuing learning and training during the COVID19 pandemic: for Students/learners/apprentices: <https://bit.ly/37dECzs>

TVET teachers and trainers: <https://bit.ly/3dPnBxZ>

TVET managers and policy-makers: <https://bit.ly/2MG1theo>

2. Planned events / webinars

Survey: The impact of COVID-19 pandemic on career guidance systems and policy development June-July

To better understand the impact of a pandemic such as COVID-19 and any measures taken, such as lockdown and social distancing, on the implementation of policies for career guidance, a global survey will be launched with the efforts of six international partners. The results from the survey will inform future policies and programmes related to career guidance at national level and those of international organizations. The survey will be available in June until mid-July.

MOOC on Quality Apprenticeships

29 June to 7 August 2020

The ILO is launching a MOOC on Quality Apprenticeships in collaboration with the ITCILO (the training arm of the ILO). The MOOC is designed to support policy-makers and practitioners in the design and implementation of quality apprenticeships. It features two learning paths: the first learning path targets policy-makers and highlights effective strategies and innovative solutions for developing apprenticeship systems and policies; the second learning path targets practitioners and focuses on the practicalities at the operational level, including the planning, designing, implementation, monitoring and evaluating of apprenticeship programmes. For further information, please contact Ashwani Aggarwal (aggarwal@ilo.org) and Cheryl Chan (chany@iloguest.org). Register here: <https://bit.ly/2MFxSBO>

Survey: Global survey on the impact of COVID-19 on staff development and training. Until 5 June

In order to examine the impact of COVID-19 on training and development of employees, apprentices and interns in enterprises and other organizations, a global survey was jointly launched by 10 key international and regional development partners. Deadline for responding: 5 June. <https://bit.ly/3h5cnaV>

E-Discussion: Continuing online learning and skills development in times of the COVID-19 crisis

The discussion invited government representatives, employers' and workers' organizations, education and training providers, NGOs, and individuals, among others, to share and discuss how to maintain continued learning and skills building for students and workers in times of the COVID-19 pandemic. Summary of discussion: <https://bit.ly/2MKOojm>

3. Initiatives / Special initiatives related to Covid19

Web page: COVID-19 and employment policies: Resources and tools

In response to the COVID-19 crisis, the Employment Policy Department has created a new webpage dedicated to providing timely, relevant and vital resources, including policy recommendations and good practices. <https://bit.ly/3dOX3No>

Web page: ILO SKILLS response to COVID-19 webpage

Working on addressing the specific challenges faced by countries, workers, enterprises and education and training institutions by facilitating distance learning solutions and encouraging skills development within the context of the current crisis. <https://bit.ly/2YI2EV5>

Campaign: Decent Jobs for Youth, #MYVOICEMYFUTURE campaign

Join the #MyVoiceMyFuture campaign—through videos, pictures, illustrations— to tell policymakers around the world how the crisis has affected you and how do YOU(TH) think they should respond? <https://bit.ly/2AWegWx>

News: Global survey on youth and COVID-19 received an overwhelming 12,700 responses from 176 countries. Initial findings from the survey to be shared: <https://bit.ly/30rrKnV>

News: The 1st ILO skills challenge innovation call draws 473 applications from almost 100 countries. <https://bit.ly/37e1uyM>

News: Empowering women victims of modern slavery through skills development in Niger

The International Labour Organization (ILO), with the support of the Norwegian Ministry of Foreign Affairs, have launched a project in Niger to empower victims of forced labour through skills development. <https://bit.ly/2MVMpZH>

Updated results: ILO-UNESCO-World Bank Group survey for TVET providers, policy-makers and social partners on addressing the COVID-19 pandemic

Most countries that participated in the survey have completely closed TVET colleges and centres in response to the spread of the pandemic. As of May 15, 2020, 1,349 respondents from 126 countries shared their practices and challenges for TVET provision in the context of the current crisis as well as useful tools and strategies to address the COVID-19 pandemic. <https://bit.ly/2UtlwPB>

Video: Webinar on COVID-19 and young people in the world of work: Impacts and policy framework

This webinar invited a dialogue about what works to support young people in labour markets hit by crises as well as innovative and potential approaches to safeguard young workers and young entrepreneurs jobs and livelihoods. <https://clck.ru/NuBEy>

OECD

1. Publications

Report: VET in a time of crisis: Building foundations for resilient vocational education and training systems

<http://www.oecd.org/coronavirus/policy-responses/vet-in-a-time-of-crisis-building-foundations-for-resilient-vocational-education-and-training-systems-efff194c/>

Blog: School-to-work transitions during coronavirus: Lessons from the 2008 Global Financial Crisis

<https://oecdeditoday.com/school-work-during-coronavirus-2008-global-financial-crisis/>

Blog: How Estonia is delivering online career guidance during the coronavirus crisis
<https://oecdeditoday.com/estonia-online-career-guidance-during-coronavirus-crisis/>

Blog: Can nursing thrive in the age of the coronavirus? What young people think about the profession
<https://www.oecd-forum.org/users/399120-anthony-mann-vanessa-denis/posts/can-nursing-thrive-in-the-age-of-the-coronavirus-what-young-people-think-about-the-profession-dce5a659-cc6d-4914-b412-42e994be8197>

UNESCO

1. Publications

Monitoring the impact of the COVID-19 pandemic on TVET systems and labour markets

UNESCO is preparing a study of the impact of the pandemic on TVET systems and labour markets. The study will recap evidence on the spread of the pandemic among young people and working-age adults across countries, and on labour market outcomes and growth prospects. It will analyse policy responses to the crisis, highlighting the extent to which the continuity of skills development can be ensured, and how TVET systems can contribute to the world of work that will emerge once the pandemic is over but the impact of the recession is still being felt. (Foreseen end of July 2020)

2. Planned events / webinars

UNESCOs weekly Covid-19 response webinars:
<https://en.unesco.org/covid19/educationresponse/webinars>

World Youth Skills Day 2020 (July 15, 2020)

To celebrate the strategic importance of equipping young people with skills for employment, decent work and entrepreneurship, the Permanent Missions of Portugal and Sri Lanka to the United Nations will co-organize the World Youth Skills Day 2020, together with UNESCO, ILO and the Office of the Secretary-General's Envoy on Youth. Owing to the COVID-19 situation, the event will have a virtual format. A panel discussion will bring together multiple stakeholders in skills development including: young people,

member States, TVET institutions, the private sector, workers' organizations, policy makers and development partners. An online discussion with the audience will follow. The event will take stock of the impact of the COVID-19 crisis on skills development, and explore how the sector can respond to the unfolding economic crisis. For more information contact: h.katayama@unesco.org

Upcoming Virtual Conference Skills for resilient youth 6-14 July 2020

UNESCO-UNEVOC and the Commonwealth of Learning Virtual Conference to mark World Youth Skills Day
<https://unevoc.unesco.org/home/Virtual+Conference+on+skills+for+a+resilient+youth>

Upcoming event 2020 UNEVOC TVET Leadership Programme - Special Edition

Due to the ongoing pandemic, UNESCO-UNEVOC has launched a special edition of the UNEVOC TVET Leadership Programme as a call for its alumni to move to action. The Programme's alumni were invited to submit proposals on activities that address issues related to the COVID-19 pandemic in their institutions. Selected proposals will be supported.

3. Initiatives / Special initiatives related to Covid19

Global Education Coalition

Global Education Coalition is launched by UNESCO to facilitate inclusive learning opportunities for children and youth during unprecedented educational disruption. More than 1.5 billion students and youth across the planet are affected by school and university closures due to the COVID-19 outbreak, and the Coalition Investment in remote learning should both mitigate the immediate disruption caused by COVID-19 and establish approaches to develop more open and flexible education systems for the future.

The Global Education Coalition is a partnership consisting of United Nations agencies, international organizations, private sector and civil society representatives engaged in advancing COVID-19 Education Response from around the world at global, regional and countries levels.

- New website with an overview of Coalition partners: <https://gloaleducationcoalition.unesco.org/>

Global Skills Academy

Members of the Global Education Coalition (including Cisco, Huawei, IBM, Microsoft, Orange, PIX and Festo) and UNESCO will pool their online training programmes into a Global Skills Academy. The aim is to make those programmes available to a large number of young people affected by the closure of TVET institutions and firms. The Academy will be launched initially through centres affiliated with the UNESCO-UNEVOC Network.

COVID-19 Educational Disruption and Response

UNESCO is closely monitoring the school closures and reopening globally through a virtual mapping and supports countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning.

- Overview of school closures: <https://en.unesco.org/covid19/educationresponse/>
- Distance learning solutions: <https://en.unesco.org/covid19/educationresponse/solutions>

Open Educational Resources (OER) on TVET

- OER in TVET: <https://unevoc.unesco.org/home/Open%20Educational%20Resources%20in%20TVET>
- OER in TVET resources: <https://unevoc.unesco.org/home/>
- OER in TVET "Handbook: Open Educational Resources for skills development": <https://unevoc.unesco.org/up/OER-in-TVET.pdf>

Education issue notes regarding responses to the Covid-19

- *TVET systems and labour markets*
- *Health & nutrition during home learning*
- *Nurturing the social and emotional wellbeing of children and young people during crises*
- *School reopening*
- *Crisis-sensitive educational planning*
- *COVID -19 crisis and curriculum: sustaining quality outcomes in the context of remote learning*

UNESCO-UNEVOC continues its discussion thread on the UNEVOC TVeT Forum on 'Moving to online TVET learning in response to the Coronavirus (COVID-19) outbreak – challenges and experiences', where forum members can share resources, discuss challenges and provide peer support.

<https://unevoc.unesco.org/home/TVeT+Forum/lang=en/action=threadlist/thread=4587>

Key information, including online resources, webinars and surveys, are constantly being added to UNESCO-UNEVOC's COVID-19 response page <https://unevoc.unesco.org/home/COVID-19%20disruptions>

JOINT SURVEYS

ILO-UNESCO survey for TVET providers, policy-makers and social partners on addressing the COVID-19 pandemic

In response to the global pandemic of the covid-19, UNESCO is initiating various efforts to support countries to ensure that education and training do not suffer. In this regard, ILO and UNESCO undertook an online survey aimed at TVET providers, policy-makers and social partners on addressing the COVID-19 pandemic, to study the immediate effects of and responses to the Covid-19 crisis on TVET provision around the world. The survey was conducted from April 3 to May 15, 2020. A report will be jointly published by ILO, UNESCO and the World Bank.

Links to the survey : https://www.ilo.org/skills/Whatsnew/WCMS_740668/lang--en/index.htm

Link to the preliminary results: https://www.ilo.org/skills/Whatsnew/WCMS_742817/lang--en/index.htm

Joint Global Survey on staff development and training in the context of Covid-19 pandemic, targeted at Public and Private Enterprises and other Organizations

Initiated by the ILO within the framework of the Inter-Agency Working Group on Work-based Learning (WBL) and in partnership with the Global Apprenticeship Network (GAN), UNESCO, European Commission (EC), European Training Foundation (ETF), European Centre for the Development of Vocational Training (CEDEFOP), Organisation for Economic Cooperation and Development (OECD), African Development Bank, Asian Development Bank and the World Bank Group. This survey aims to look at skills training situation in companies before the Covid-19 and in what ways and to which extent the Covid-19 crisis has impacted the skills development in the workplace, including through WBL and apprenticeship practices. The survey was conducted from April 27 to June 5, 2020 and its results will be published jointly by the 10 participating organizations.

Study on the responses to Covid-19 outbreak on levy-financed training funds

The objectives of this study is to map various policy responses taken by the selected member states of

UNESCO to respond to the consequences of COVID-19 outbreak on levy-financed training funds. A report will be available in July.

Joint global survey on the impact of COVID 19 on career guidance and counselling systems

Cedefop, the European Commission, the ETF, the ICCDPP, the ILO, the OECD and UNESCO have joined forces to undertake a survey to shed light on the current challenges of career guidance policies and practices around the world. The survey is aimed at professionals who develop and/or monitor the implementation of career guidance policy and provision, both in the public and private/non-governmental sectors. Guidance practitioners and researchers may also respond to the questionnaire. The survey was launched on 10 June and is available in English, French, Spanish, Vietnamese, Arabic and Russian and will remain open until the end of June. A first report on the results of the survey will be available in late August/September.

VET Toolbox

1. Publications

Two new tools were recently added to the VET Toolbox's e-library:

Inclusion of Refugees in TVET: *Self-Assessment Tool*. This tool is a practical and easy-to-navigate instrument for carrying out a systematic analysis of a country's approach to refugees' inclusion in TVET. It enables the tracing of progress in this area over time in a specific country or across different countries.

How to establish a Sector Skills Council? This tool has different shapes, which can be used in a cascaded way: the *animation* gives a first overview of the main insights, the *guide* can be downloaded for more depth and those who can use additional expertise on the topic can put in a *support request* with the VET Toolbox for tailor-made assistance.

VET Toolbox also published its results for year 2:

- Through this *animation*
- And the *annual report*

2. Planned events / webinars

Our planned events (support and monitoring missions, seminars and twinning exchanges, lunch&learn sessions) are currently either on hold and/or are being

(partly) reshaped into digital service delivery. E.g. we are exploring offering webinars on our core topics of labour market information, private sector involvement in VET (vocational education and training) and inclusion in VET instead of physical lunch&learn meetings; twinning exchanges are being done through video calls in a first phase; a regional seminar will most likely be offered through modular web sessions instead.

Initiatives / Special initiatives related to Covid19

VET Toolbox's 11 grant projects are all also faced with the challenges of Covid19. A knowledge exchange network is set up especially for the grantees, to facilitate learning from each other's approaches and to support them in dealing with the challenges.

World Bank

1. Publications

TVET Systems' Response to COVID-19: Challenges and Opportunities

This note focuses on the role of Technical and Vocational Education and Training in response to the COVID-19 pandemic. It provides guidance on reducing the adverse impact of the pandemic on TVET provision and enhancing the contribution TVET can make to mitigating the health, social, and economic impact of COVID-19.

<https://openknowledge.worldbank.org/handle/10986/33759>

Managing the Employment Impacts of the COVID-19 Crisis: Policy Options for the Short Term

This note discusses short-term policy options for managing the employment impacts of the COVID-19 crisis, paying attention to the labor market and institutional context of most low and middle-income countries where informality is large and where existing institutions often lack mechanisms to effectively reach businesses and workers in the informal sector. The authors argue that countries need to support the spending capacity of households who lose income and support firms to keep paying their workers and to start up production after the crisis.

<https://www.jobsanddevelopment.org/wp-content/uploads/2020/03/Managing-employment-impacts-Covid-19-30March2020.pdf>

Remote learning, distance education and online learning during the COVID19 pandemic: A Resource List by the World Bank's EdTech Team

This selection of resources and platforms, curated and organized by the World Bank's Edtech team, has been created to facilitate the rapid identification of helpful technological solutions that could be used to support remote learning.

<https://openknowledge.worldbank.org/handle/10986/33499>

The Learning Challenge in the 21st Century

This report discusses priorities for countries to invest in their people to prepare them to compete in the 21st century world of work and to be able to navigate the increasingly complex post-truth society.

<https://openknowledge.worldbank.org/handle/10986/33608>

Ready to Learn: Before School, In School, and Beyond School in South Asia

This report celebrates South Asia's success in skills acquisition and outlines its remaining challenges.

<https://openknowledge.worldbank.org/handle/10986/33308>

Demand-Driven Skills Training and Results-Based Contracting: Lessons for Youth Employment Programs

Demand-driven training (DDT) and results-based contracting (RBC) are two mechanisms used to enhance the effectiveness and impact of skill training programs. Aiming to identify the most effective ways to deliver these programs and provide general lessons on their design and implementation, this report presents a summary of the existing literature on international experiences and derives lessons for the design and implementation of both DDT and RBC.

<https://openknowledge.worldbank.org/handle/10986/33556>

Demand-Driven Youth Training Programs: Experimental Evidence from Mongolia

This study assesses the effectiveness of a vocational-training program on labor-market outcomes of disadvantaged youth in Ulaanbaatar, the capital city of Mongolia, following a standard randomized controlled trial design (hereafter, RCT). Results show short-term positive impacts on self-employment and skills match, while positive but uncertain effects emerge for employment and earnings.

<https://openknowledge.worldbank.org/handle/10986/33708>

Competency Standards as a Tool for Human Capital Development: Assessment of their Development and Introduction into TVET and Certification in Indonesia

This report reflects on the findings of two corresponding studies exploring mismatch of skills demand and supply, aimed to analyze the status quo and challenges in the development of the competency frameworks and understand challenges in the implementation of the competency frameworks by the TVET providers.

<https://openknowledge.worldbank.org/handle/10986/33558>

Adapting Skills Training to Address Constraints to Women's Participation

This Jobs Solutions Note identifies practical solutions for development practitioners to design and implement skills training programs that improve outcomes for women. This Note draws on rigorous evidence stemming from impact evaluations, systematic reviews, meta-analyses, and mixed methods. Focused on adaptations to address supply-side constraints, it acknowledges the importance of demand-side factors in influencing returns to skills training and labor market outcomes.

<https://openknowledge.worldbank.org/handle/10986/33694>

Fostering Skills for Young Women in Argentina

The World Bank team is discussing future partnerships with government units interested in adopting a skill-building approach for vulnerable female teenagers. A pilot project, funded by the Umbrella Facility for Gender Equality of the World Bank, was implemented in Argentina in an attempt to widen the options for teenage females by fostering life skills and improving the chances of obtaining a meaningful education and future economic participation.

<http://documents.worldbank.org/curated/en/736721587534719829/Fostering-Skills-for-Young-Women-in-Argentina>

A Field Experiment on the Role of Socioemotional Skills and Gender for Hiring in Turkey

This study seeks to address this question and further investigates whether socioemotional skill signals in job applicants' resumes have the same value for male and female candidates.

<https://openknowledge.worldbank.org/handle/10986/33359>

Job Creation and Demand for Skills in Kosovo - What Can We Learn from Job Portal Data?

Employers in Kosovo report significant skill shortages, which limits firm growth and job creation. To understand the labor market dynamics and employer needs in real time, this paper analyzes the content of job postings using data from major online job portals from 2018. The findings show that the skills that are most in demand are socioemotional skills (especially related to extraversion), foreign language skills, and computer skills. The importance of these skills is transversal, cutting not only across occupations and industries, but also universally demanded in all education fields.

<https://openknowledge.worldbank.org/handle/10986/33850>

2. Planned events / webinars

Skills Development During a Pandemic: Challenges and Opportunities. June 16, 2020

This webinar will bring together different stakeholders to present and discuss ongoing initiatives that are supporting skills development during the pandemic. A link to the live stream can be found on the World Bank's social media pages.



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