



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

Newsletter - SEPTEMBER 2024

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*), 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 proven to be an effective mechanism for strengthening international and regional cooperation by:

- 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 within the 2030 Agenda for Sustainable Development.

Working Groups

Working Groups are convened by the IAG-TVET as a mechanism to advance work on specific priority themes, 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 ETF (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

European inventory of validation of informal and non-formal learning 2023

This report is part of the 2023 update of the European Inventory on the validation of non-formal and informal learning provides a comprehensive overview of validation practices across Europe, covering 32 systems in EU-27 Member States and EFTA countries.

The European inventory is compiled in cooperation with the European Commission and ETF. The inventory was endorsed by the Council recommendation of

2012 on validation and works together with the European guidelines as a tool to support countries in developing and implementing validation arrangements.

A rich source of information, the inventory informs dialogue and learning between countries and stakeholders developing and implementing validation in Europe. Our key objective is to support Member States so that more learners and workers can acquire and make visible new skills, which will support their career and further learning and improve their quality of life.

https://www.cedefop.europa.eu/files/4217_en.pdf

Planned events/webinars

World Café on TVET in Fragile Contexts at the Africa Skills Week 2024: 16 October 2024

Finn Church Aid, GIZ (on behalf of BMZ), ILO and UNHCR have been working together since 2019 to specifically address the quality and access to Technical and Vocational Education and Training (TVET) for refugees and host communities. This year, at the 1st Africa Skills Week (14 to 18 October 2024) they are jointly organising a two-hour working session on how to enhance TVET and Higher Education for refugees and host communities. The event invites participants to discuss the integration of refugees and other displaced populations in national TVET systems, including impacts for host communities, current barriers, and potential benefits. The aim is to consolidate recommendations on TVET in fragile settings and for displaced populations for the revision of the Continental Strategy for TVET to Foster Youth Employment.

The event, in the format of a World Café, will take place on 16 October 2024 at the Africa Skills Week in Accra, Ghana.

[Program - Africa Skills Week 2024 \(skillsweek-au.org\)](#)
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The SKILLS Bridge Masterclass Revolutionizing Skill Development: India's Sector Skills Councils

The ILO in collaboration with The World Bank, UNESCO, and National Skill Development Corporation, India organised an episode of the “SKILLS Bridge” Masterclass series. The session delved into the crucial topic of sector skill councils (SSCs), exploring their role in bridging the gap between skills demand and supply and promoting innovation in the context of fast changing world of work. The Masterclass focused on exploring the success factors for SSCs and providing

policy guidance for countries planning to establish or strengthen their SSCs.

Type: Webinar

When: 28 May 2024

Where: Online

<https://www.ilo.org/meetings-and-events/revolutionizing-skill-development-indias-sector-skills-councils>

AI-Powered Skill India Digital Hub (SIDH) for a Future Ready Workforce

The ILO in collaboration with The World Bank, UNESCO, and National Skill Development Corporation, India organised an episode of the "SKILLS Bridge" Masterclass series. Speakers included Ministers from India, Armenia and Sierra Leone and other high-level experts. The episode zeroed in on the transformative force of digital evolution within Skills and Lifelong Learning (LLL) ecosystems. It delved into the myriad of opportunities and obstacles that accompany digital change.

Through illuminating case studies from India and other countries, participants gained invaluable insights into leveraging the digital revolution for the skilling, reskilling, and upskilling of the labour force as well as the management of skills systems including their integration with job matching services.

Type: Webinar

When: 4 July 2024

Where: Online

<https://www.ilo.org/meetings-and-events/ai-powered-skill-india-digital-hub-sidh-future-ready-workforce>

Initiatives/Special initiatives related to gender mainstream

First AfDB-GIZ Declaration of Intent: Jointly promoting practical skills development for all

GIZ and the African Development Bank (AfDB) signed the first Declaration of Intent on skills development at the AfDB's Annual Meetings in Nairobi on 27 May 2024. The declaration provides a broad basis for a formalized, cross-sectoral cooperation, as it is not tied to a specific project. Important global topics such as the promotion of women and disadvantaged groups, training for green and digital professions and for people in the informal sector are anchored in the declaration.

The process was initiated by GIZ Global Project Education. The TVET component "Build4Skills" promotes in-company training in Kenya, Senegal, South Africa and Pakistan in cooperation with regional development banks, including the Asian Development

Bank and the African Development Bank.

Impressions from the signing ceremony in Nairobi

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German Federal Ministry for Economic Cooperation and Development (BMZ)

Publications

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

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

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

All studies will also be published in French.

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Planned events/webinars

Build4Skills High-Level Roundtable – TVET by default: The German dual training model meets Multilateral Development Banks

9 October 2024

The BMZ-funded programme Build4Skills promotes in-company training in cooperation with regional development banks in Kenya, Senegal, South Africa and Pakistan by linking infrastructure investments of regional development banks with practice-oriented training.

To strengthen the cooperation and share important learnings, representatives of ADB, AfDB and international representatives from the TVET sector meet at a High-Level Roundtable in Hamburg.

With speakers like GIZ Managing Director Anna Sophie Herken and Martha Phiri, Director of the Skills Development Department at the African Development Bank, the event promotes discussions on what donors can do to promote green skills and practice-oriented TVET. The event will feature

experts on greening education, the just transition, and gender inclusive urban design. Beneficiaries and speakers from Kenya, Pakistan and Senegal will share their experiences with mentoring programmes and traineeships on infrastructure projects. Donors will have a chance to network and share their perspectives on emerging skills development challenges.

The in-person-event will take place on 9 October 2024 at the Hotel am Michel in Hamburg, Germany.

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Initiatives/Special initiatives related to gender mainstream

Empowering platform workers to calculate fair wages

Platformisation is redefining traditional business models and reshaping employment dynamics. The rise and growth of the platform economy promises flexibility and new work, but it also poses significant challenges for workers such as job insecurity, lack of social benefits, algorithmic management, lack of basic skills, unfair wages and income insecurity. Gig workers are also impacted by the unique challenges such as unpaid time on tasks, price fluctuations due to market forces, unpaid tasks etc.

Gig workers are classified as independent contractors, leaving them without the protection of minimum wage laws. Algorithms adjust payment rates based on supply and demand without transparency. Minimum wages and living wages database can only provide an overview to gig workers, however, only after they complete a job can, they assess the actual costs and revenues. It is just not clear what remains of this when you subtract occupational related costs, waiting time and a reserve for sickness and retirement from this amount. This is where the *concept of living tariffs* comes to play.

A first of its kind Living Tariff tool, which empowers workers to calculate what they would need to earn per day, week or month to earn a Living Wage has been developed. The tool is currently available in *Kenya, India, Indonesia, and Pakistan*. The LTT is developed by the *Global Gig Economy Initiative* at GIZ, supported by BMZ and in partnership with Wage Indicator Foundation.

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AI and Data Science Bootcamp for Women and minorities

A 20-week hybrid training program designed for women & minorities has been launched in South Africa, Ghana and Rwanda. The bootcamp recognizes the barriers women face and aims to support them in overcoming these obstacles. Our intent and priority is to upskill women irrespective of their academic background or coding experience. The core idea is anyone can learn Data Science and AI.

The bootcamp is designed around the principle of leaving no one behind and the training is tailored for persons with no coding experience; therefore, creating safe spaces to ask for help. Extra lessons are available to support participants with additional development opportunities. A sense of community and peer learning is fostered. Where possible, women trainers are encouraged as role models. An important aspect of the camps is childcare facilities and support available for mothers to ensure they can focus on learning. A key highlight of the programme is industry exposure, interaction with potential employers and mentorship for capstone projects.

The Bootcamp is organised by Fair Forward, a GIZ initiative supported by BMZ and in partnership with Intel. The collaboration builds on their **AI for Current Workforce** program. All successful participants are Intel certified and receive a professional certificate from Intel.

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Green Jobs and Green Recovery in Mexico

The German Chamber of Industry and Commerce in Mexico (AHK Mexico/ CAMEXA) and GIZ's Agency for Business and Development (AWE) have been cooperating closely for many years in the fields of Just Transition, TVET, Gender & Diversity through Business Scouts financed by BMZ and integrated into CAMEXA's work force.

Based on these prior experiences, CAMEXA and AWE implemented the Green Jobs project. During the 18-month project period, approximately 1,200 people participated in workshops and/or contributed or furthered their education in the CAMEXA learning network. CAMEXA's dual ADA training was updated and expanded to include integral sustainability. Three new professions (Inhouse Sustainability Manager, High voltage e-mobility mechatronic, and Maintenance for high voltage charging stations) were nationally recognized, and instructional materials for courses were developed. In CAMEXA, a modular continuing

education system and quality management for all further education were introduced, and a dedicated sustainability department was established.

Desarrollo Sostenible CAMEXA / Cursos (camexa-formularios.com)

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European Centre for the Development of Vocational Training (Cedefop)

Publications

Learning outcomes going global

Learning outcomes are a multifaceted phenomenon, expanding across systems and borders. Countries around the globe employ learning outcomes when defining, reviewing, and refining the content and profile of their education, training and skills provisions and strategic practices.

This policy brief discusses developments in using the learning outcomes approach and the links with qualification frameworks. It builds on Cedefop, ETF and UNESCO research on the topic.

https://www.cedefop.europa.eu/files/9193_en.pdf

Greening apprenticeships: From grassroots initiatives to comprehensive approaches

Apprenticeships are particularly well placed to develop the skills for the green transition, as they are at the intersection of the education system and the labour market. Building on evidence from Cedefop's Community of apprenticeship experts, this policy brief looks at the different approaches that European countries follow to adapt apprenticeship provision to needs arising from the green transition. High-quality skills intelligence, multi-stakeholder governance structures and collaboration at all levels can help apprenticeships maximise their impact in meeting the skill needs of the green transition.

https://www.cedefop.europa.eu/files/9194_en.pdf

Terminology of European education and training policy: A selection of 430 terms: third edition

This revised and expanded multilingual glossary defines 430 key terms used in European education and training policy. Building on the Terminology of European education and training policy – A selection

of 130 key terms, published in 2014, this latest version, which draws on the experiences of Cedefop's experts, gives new definitions and covers the latest European Union policy priorities, particularly on skills intelligence and employment.

https://www.cedefop.europa.eu/files/3095_en.pdf

European guidelines for the development and writing of short, learning-outcomes-based descriptions of qualifications

These European guidelines present common principles for developing short, learning-outcomes-based descriptions for all qualifications. They are the result of the work of the EQF-Europass project group on short descriptions of learning outcomes of qualifications and are crucial for qualifications databases and registers.

This initiative is part of a broader European attempt to increase transparency of qualifications across countries, facilitating mobility and supporting lifelong learning. Significant progress in National Qualifications Frameworks (NQFs) and the use of learning outcomes in Europe has increased qualification understanding and portability. Structuring short descriptions of qualifications and their learning outcomes consistently improves transparency and, comparability, and facilitates their availability and use in digital environments. Short descriptions provide learners, employers, education and training providers, and others with quick access to learning outcomes information, complementing full national descriptions. The publication offers recommendations on the formal aspects (length, format) and content (scope, complexity, context) of these descriptions. It also includes practical resources, such as lists of action verbs and qualifiers, to help clearly describe the learning outcomes of qualifications.

https://www.cedefop.europa.eu/files/6222_en.pdf

Digital skills ambitions in action: Cedefop's skills forecast digitalisation scenario

Achieving the EU's digital transition objectives and policy targets is expected to create significant additional employment in key sectors such as computer programming, research and development, and telecommunications.

As digital transformation requires substantial training, job opportunities will also emerge in wholesale and retail trade, and in non-market services, which includes the education and training sector. The productivity-enhancing effect of AI fosters versatility among workers and enables them to engage in more fulfilling activities. Alongside automation, AI

will also replace human tasks, leading to shrinking employment, particularly in wholesale and retail trade and construction. The pace of automation and AI deployment is uncertain, as it is influenced by technological readiness, funding availability, regulatory frameworks, social partner dynamics, and other factors. What is certain is that – to navigate the digital transition successfully – substantial investment in human capital via digital skills training is needed, including on AI at all levels.

https://www.cedefop.europa.eu/files/4218_en_0.pdf

Tracking the green transition in labour markets: Using big data to identify the skills that make jobs greener

While crucial for policy-making and implementation, monitoring labour market trends and skills needs in the green transition can be challenging. Conventional data sources lack granularity and regional detail and are often not suitable for capturing emerging green transition skills and job profiles.

This policy brief demonstrates the potential of using big data analysis of online job advertisements in the context of green transition. It presents illustrative examples of the impact of greening in sectors and occupations and showcases how big data can be leveraged to facilitate the transition.

https://www.cedefop.europa.eu/files/9197_en.pdf

The influence of learning outcomes on pedagogical theory and tools

This publication explores how the learning outcomes approach is addressed in mainstream pedagogical theories and presented to VET teachers and trainers in selected countries. It builds on 10 in-depth studies covering Bulgaria, Ireland, France, Lithuania, Malta, the Netherlands, Poland, Portugal, Slovenia and Finland. Data collected at national level through desk research and interviews have been complemented by an online survey of VET practitioners in Europe.

Research reveals that VET teachers and trainers are often presented with different theories, but these are rarely explicitly linked with the learning outcomes approach. Instead, future practitioners in most countries are introduced to learning outcomes in practical terms, referring to how they are used in standards underpinning qualifications and VET curricula. Providers of training for VET teachers and training are predominantly supportive of the learning outcomes approach, though some report weaknesses in implementation in VET.

https://www.cedefop.europa.eu/files/5605_en.pdf

Planned events / webinars

Fifth Policy learning forum (PLF) on apprenticeships (02 October 2024)

Cedefop will host the fifth Policy learning forum on apprenticeships at Cedefop's premises in Thessaloniki, on Wednesday 2 October 2024 (in-person event). The forum is only open to the members of Cedefop's Management Board, i.e., representatives of governments, employer and employee organisations. It will be held ahead of Cedefop's Management Board meeting.

As part of the series of Cedefop's PLFs on apprenticeships, the overall objective of the 2024 PLF is to offer participants the possibility of peer learning, by sharing knowledge and reflecting on the experience of various countries. The 2024 PLF is focused on the importance and the role of social dialogue in apprenticeships.

It will be an opportunity for peer learning in relation to (a) how social dialogue can help better shape apprenticeship programmes in line with labour market needs; and (b) how it can contribute to attracting apprentices and therefore ensuring a qualified future workforce. The forum will combine plenary presentations, roundtable discussions, a closing panel and a structured networking session.

<https://www.cedefop.europa.eu/en/events/fifth-policy-learning-forum-plf-apprenticeships>

Future of VET: Excellence and inclusion at crossroads (24 October 2024)

The virtual workshop will provide an opportunity for policy-makers, stakeholders, experts and researchers to discuss the initial findings of the project on VET excellence and inclusion.

Its aim will be to deepen Cedefop's understanding of the challenges facing European vocational education and training (VET) in the coming decades. Discussions will focus on the concept exploration and inclusion in national VET objectives. The workshop complements the ongoing political discussion on the future of European VET.

<https://www.cedefop.europa.eu/en/events/future-vet-excellence-and-inclusion-crossroads>

Implementation of the EU27+ national implementation plans for VET: Interim findings of Cedefop's policy monitoring (31 October 2024)

A workshop will be organised by Cedefop to discuss the progress of EU27+ countries in implementing the Council Recommendation on VET and the Osnabruck Declaration.

Participants will discuss and validate Cedefop's findings from national stakeholder interviews (conducted in April – July 2024) in combination with the analysis of the measures reported by ReferNet in line with countries national implementation plans. Selected stakeholders, European and national, including those interviewed, will take part.

Among the issues, the participants will discuss how stakeholders assess the progress of their countries, differences in perceptions, main obstacles to achieve the priorities and areas to work on in the future. The outcomes will feed into preparation of the synthesis report and developing policy pointers on areas to work in the future.

<https://www.cedefop.europa.eu/en/events/implementation-eu27-national-implementation-plans-vet>

Human-centred digital transitions and skill mismatches in European workplaces (11-12 December 2024)

At this workshop, Cedefop and external experts will present cutting-edge research on the impact of the digital transition on skill mismatches in EU labour markets. Policies to prepare the EU workforce for an artificially intelligent future of work will also be discussed. The workshop will mainly use unique data from Cedefop's second European skills and jobs survey.

Recent improvements in autonomous digital technologies, such as fast developments in generative artificial intelligence (AI), can markedly affect skill demand in workplaces and foster skill mismatches. Technological change can substitute human capital, resulting in automation and job loss, but it can also contribute to mainly high-skilled work, augmenting labour and improving job quality.

Policy debate has recently been calling for a 'human-centred' technological change; yet further research is needed on how new digital technologies may have negative or positive labour market outcomes for workers, and on how they may interact with their job tasks, upskilling needs and overall job quality. Greater focus should also be placed on the relationship between digitalisation and worker upskilling/reskilling needs, and on how these may be governed by different forms of work organisation. Deeper understanding of the interaction between technology adoption in workplaces, (algorithmic) management practices and investment in workers' continuing skill development may assist in the design of a human-capital-friendly regulatory framework.

This Cedefop workshop will focus on investigating underlying factors of different forms of joined agency between humans and technology, and how these

may differ across various workplace environments with diverse human resource management practices. Understanding the conditions under which different digital technologies may have positive or negative implications for workers' upskilling and skills matching outcomes is a key aim of the workshop. To achieve it, experts will present new evidence, mainly but not exclusively based on data from Cedefop's second European skills and jobs survey (ESJS2) microdata.

<https://www.cedefop.europa.eu/en/events/human-centred-digital-transitions-and-skill-mismatches-european-workplaces>

European Commission

Publications

Brochure on best practices in digital skills and inclusion in VET

A new brochure gathers best practices and success factors of Erasmus+ projects working on two essential topics: providing basic and advanced digital skills in vocational education and training (VET) as well as on outreach to vulnerable groups about learning and career pathways offered by VET. The 30 in-depth case studies cover crucial areas like: Artificial Intelligence, Virtual and Augmented Reality in VET, industry-specific digital skills – for example, in the agriculture, health or logistics sectors; and innovative approaches for increasing the accessibility of adult education. Readers will get insights on the key success factors in digital skills and inclusion of these good practices like tailoring learning to individual needs, engagement with relevant technologies, and enhancing the competences of teachers and trainers. The goal of the brochure is to inspire education and training practitioners, VET policymakers and other relevant actors at different levels of governance in future initiatives.

Planned events/webinars

Building trust in micro-credentials for improving employability - Synthesis Report from the Peer Learning Activity 28-29 May 2024

The objective of this Peer Learning Activity (PLA) was to discuss successful approaches to building trust in micro-credentials that are offered in close connection with the labour market, with the specific aim of enhancing employability. Successful examples from Croatia (the virtual host country), Estonia and Denmark were presented. In addition, the European

European Training Foundation

Publications

Validation of non-formal and informal learning in the EU neighboring countries and Central Asia

This report explores policies and practices on validation of non-formal and informal learning in the ETF's partner countries and presents the results of studies carried out in 16 countries in the period 2021–23. Get an insight into the progress made in creating validation schemes, the features of validation systems, and challenges and good practice examples. The report may serve as a source of inspiration for policy makers aiming at scaling up validation systems.

<https://www.etf.europa.eu/en/publications-and-resources/publications/validation-non-formal-and-informal-learning-eu-neighbouring>

Gender dimension of labour market transitions

This study focuses on the gender dimension of labour market transitions and its implications for policymaking in the areas of active labour market policies, career guidance, and skills development. The report provides an overview of the key trends in labour market participation among women, education outcomes, and gender-responsive policies and programmes. It sheds light on exemplary policies, national initiatives, or donor programmes to enhance gender equality in labour market transitions and to address root causes of inequalities.

<https://www.etf.europa.eu/en/publications-and-resources/publications/gender-dimension-labour-market-transitions>

Is money the solution? International financial institutions investing in the future of skills

International financial institutions operate within investment frameworks that emphasise policy alignment and responsiveness to client needs, prioritising projects that enhance labour market inclusion, address labour shortages, support the reduction of poverty and wage gaps, and increase

Commission provided an overview of the EU policy framework on micro-credentials, Cedefop introduced its research work on micro-credentials, experiences from the Erasmus+ project 'Skills for long-term unemployed - SKY' were presented and the participants had the opportunity to discuss the topic of PLA in small groups.

EAfA High-Level event calls for apprenticeships to lead the way

The European Alliance for Apprenticeships (EAfA) 2024 High-Level Event took place in Brussels on 17-18 June. The conference hosted by Commissioner Nicolas Schmit and titled "Unleashing the untapped potential: apprenticeships as a response to labour shortages" brought together 150 EAfA members, policy makers and practitioners. The two-day event included panels on filling labour gaps, the Youth Guarantee, guidance for apprenticeships and unlocking opportunities for adults. As day two came to a close, participants were invited to reimagine apprenticeships in Europe and exchange insights on addressing labour shortages through apprenticeships before networking at the Get Together event that followed. Also taking place in June was a European Apprenticeships Network meeting which covered topics such as navigating the workplace as an apprentice, the mechanisms behind apprenticeship funding, and factors contributing to improved quality of life.

Initiatives / Special initiatives related to gender mainstream

Erasmus+ Centres of Vocational Excellence (CoVEs)

On 21 March 2024, fifteen new Erasmus+ Centres of Vocational Excellence (CoVEs) from the 2023 call for proposals were launched. The selected projects cover diverse sectors in industrial ecosystems with a high growth and innovation potential, such as: hydrogen technologies, offshore energy, climate smart agriculture, construction, and tourism, biodiversity, 3D printing, battery sector and data management.

Please see factsheets on the projects [here](#).

The deadline for the 2024 call for proposals was on 7 May 2024, and once again, there was a record high number of applications, with more than 130, compared to about 110 last year. The evaluation is ongoing, and the budget is 56 million euros to fund 14-15 projects.

access to opportunities for learners of any age. The challenge lies in devising an integrated investment approach that brings together financial, economic, and human development goals. This publication seeks to bring together all relevant stakeholders to discuss this issue, encouraging contributions that collectively shape a global investment and priority landscape in the area of skills development.

Green Skills, red Alert! Learning to power the green transition

This collection of articles looks at the interplay of the green transition and skills, revealing how vocational education and training are crucial not only for environmental sustainability but also for making the green transition inclusive and equitable.

<https://www.etf.europa.eu/en/publications-and-resources/publications/green-skills-red-alert-learning-power-green-transition>

Green horizons: Skills for climate action

This publication firmly establishes that climate action is an imperative rather than an option and that education and labour reforms are cornerstones in the ecological metamorphosis because it needs a workforce skilled in green technologies and sustainability practices.

The future of work in the green transition: Evidence from ETF research in countries neighbouring the EU

This publication outlines the challenges and opportunities that the green transition brings to the global job market. It stresses the need for an education system that not only meets but also foresees the skills needed in a greener economy.

Greening the future: Using vocational excellence for a just transition

This publication delves deeper into the specifics of how excellence in vocational education and training can be leveraged to ensure that the green transition is equitable. Drawing heavily on the experience of the ETF's GRETA project, it discusses innovation and strategic partnerships that have proven effective in various regions.

Policy briefs

The age of AI: platform work in EU neighbouring countries

Based on comprehensive research carried out by the ETF between 2020 and 2024, this paper explains the nature of platform work and the role of AI, presents key characteristics of platform work and typical profiles of platform workers across regions, and highlights main challenges. The aim is to draw policymakers' attention to this growing phenomenon in developing and transition economies and suggest possible policy actions to address related challenges.

<https://www.etf.europa.eu/en/publications-and-resources/publications/age-ai-platform-work-eu-neighbouring-countries>

Migrant women call for skills: what education and training systems can do

This policy briefing presents findings and recommendations to enhance the development of skills and skills recognition for female migrants. It builds on interviews conducted in 2023 with migrant women from Georgia, Morocco and Tunisia. The paper provides insights about the perspectives of low- and medium-skilled migrant women, which are often neglected, and aims to promote legal labour migration pathways for them.

<https://www.etf.europa.eu/en/publications-and-resources/publications/migrant-women-call-skills-what-education-and-training>

Network of national qualifications databases

The ETF has launched the Network of National Qualifications Databases to support countries in the EU's neighbourhood and Central Asia in developing their national databases and allow for comparability of qualifications across countries. This policy briefing provides insights about the role of qualifications databases, why it is crucial to make them interoperable, and the use of existing European tools to support interoperability and information exchange between countries.

<https://www.etf.europa.eu/en/publications-and-resources/publications/network-national-qualifications-databases>

Navigating the Future: the role of geopolitics in shaping the education and skills of the next generation

Jointly developed by the ETF and the European University Institute, this policy briefing highlights ways

in which education and skills can help build resilience, promote peace and drive sustainable development, emphasising the need to work towards a common vision of the future to shape 21st century education systems fit for an uncertain future.

<https://www.etf.europa.eu/en/publications-and-resources/publications/navigating-future>

Planned events/webinars

30th anniversary of the ETF: 27th-28th November – Turin

ETF celebrates its 30th Anniversary with a flagship event on 27th-28th November 2024 and a round-the-world journey in the countries and regions of operations, and beyond. Access the 30 years – 30 stories material at

<https://www.etf.europa.eu/en/30years>

Webinars: Join one of our networks to have access to dedicated webinars and peer learning opportunities.

<https://www.etf.europa.eu/en/news-and-events/events>

Skills LAB!

The Skills Lab Network of Experts | Open Space

The aim of the Skills Lab Network is to bring experts and researchers together from different institutions and countries to co-create, exchange, and disseminate labour market research to foster the culture of skills anticipation and matching. The primary target population are the experts and researchers working on skills demand.

LinkedIn group [ETF Skills Lab Network of Experts](#)

Community of Innovative Educators

All educators interested in new teaching and learning practices are welcome to join, particularly from the countries where the ETF works. The community is aimed at all educators interested in innovation in teaching and learning, whether they are recognised or not for their innovation.

LinkedIn Group [ETF Community of Innovative Educators](#)

GLAD (Governance, Learning, Action, and Dialogue) Network

Launched in 2022, the network provides a space for peer learning and knowledge exchange by bringing together governmental actors, social partners, and civil society organisations.

More information on ETF [Open Space](#).

ETF Network for Excellence

Vocational excellence – ENE is intended to encourage the sharing of ideas, practices and experience between centres of vocational excellence at both national and international levels. The development and sharing of excellence is supported by ENE self-assessment tool (ENESAT) that helps centres align their own development with that of other members of the network. In addition, ENE works on development partnerships through which groups of centres of excellence work together to improve in specific domains.

Skills Lab network event in cooperation with ITCILO 9-11 October 2024. WOW – UNVEILING the COLOURS of the ECONOMY

The ITC and the ETF join forces to organize the three-day event **“WOW - Unveiling the Colours of the Economy”**. By combining their strengths, ITCILO and ETF aim to facilitate a dialogue that uses the colour framework to address current economic challenges and prepare industries for future demands. This collaboration marks a shared vision to prepare a resilient global workforce that is well-equipped to navigate and shape an increasingly complex economic scenery. This dialogue brings **together experts, practitioners, and stakeholders in a collaborative environment**. Join [WOW - UNVEILING THE COLOURS OF THE ECONOMY | ITCILO](#)

Past event: Effectiveness of Active Labour Market Policies in Fragile Socio Economic and post conflict context

in cooperation with Enabel and Actiris Brussels, organised a 2-day policy learning event focusing on the Effectiveness of Active Labour Market Policies (ALMPs) in fragile socio-economic and post-conflict contexts.

Event page [Effectiveness of Active Labour Market Policies in fragile socio-economic and post-conflict context](#)

Quality apprenticeships

Summary document of the three day event organised jointly by the ILO, ITCILO, ILO/CINTERFOR, ITUC, IOE, GAN, ETF, AFD, UNICEF, IFEF, ICDE and bringing together around 300 stakeholders in Turin and more than 640 online from all parts of the world.

PDF: [Quality apprenticeships. Skills Fair event conclusions](#)

Initiatives

EU projects implemented by the ETF

ACQFII

African Continental Qualifications Framework – ACQF

The ACQF Policy Document was validated by the African Union (AU) Member States at the ACQF Addis-Ababa Conference in July 2023. The ACQF-II project (2023-2026) was launched in partnership between the African Union and the European Union.

Darya

Dialogue and action for resourceful youth in Central Asia

DARYA is the European Union's first-ever regional project supporting young people in Central Asia through measures fostering inclusion and labour market skills. It is a five-year project (2022–27).

IntVE – Internationalising Vocational Excellence

Internationalising vocational excellence

Building on the work of the ETF's Network for Excellence (ENE), this two-year (April 2023–April 2025), EU-funded project is part of the EU's strategy to **make CoVEs an engine for the development of vocational excellence** through international collaboration.

Supporting education reforms and skills in the Eastern Partnership region

Supporting education reforms and skills in the Eastern Partnership region | ETF (europa.eu)

Supporting education reforms and skills in the Eastern Partnership region' – the **EaP Education Programme** – is the first European Union's regional programme focusing on education in the *Eastern Partnership* region. The three-year (2024–26) programme aims to enhance the efficiency, quality, equity, equality and relevance of education systems, and to make positive, long-lasting and sustainable changes in education in Armenia, Azerbaijan, Georgia, Moldova and Ukraine.

Special Initiatives

Conclusions of the Year of Skills

Our journey to shape tomorrow's green and digital skills

The European Year of Skills provided the European Training Foundation (ETF) with a unique opportunity to focus its work with partners in EU neighbouring countries on supporting the transition to greener, more digital and inclusive societies. At the heart of our European Year of Skills journey were the **ideathons** – a series of interactive events designed to capture the voice of all educational stakeholders from EU neighbouring countries to generate innovative ideas about how learners can gain skills for the evolving digital and green landscape.

Green Skills Award

ETF Green Skills Award

The Green Skills Award is a **global initiative** that was first *introduced in 2021*. Each year it celebrates outstanding ideas and inspiration from all over the world about innovation happening thanks to **individuals and institutions**. This initiative has become a source of good practices that can inspire people everywhere to make real change happen in creating circular and carbon-neutral economies and societies, and to contribute to sustainable development. The results of the public vote (winner) and ETF jury's vote (second and third positions) were announced on 13 June: *Green Skills Award Winners 2024*.

The impact of the Gaza crisis on human capital. Find on the ETF website updates on the impact of the crisis on human capital. *The impact of the Gaza crisis on human capital | ETF (europa.eu)*

NEW pages for the Torino Process: Policy analysis and progress monitoring. *Policy analysis and progress monitoring – Torino Process | ETF (europa.eu)*

Publications

Guidelines for Technical and Vocational Education and Training (TVET) and skills systems on preventing and eliminating violence and harassment

These guidelines are designed to support all stakeholders in TVET and skills systems, including governments, employers' and workers' organisations, to champion inclusive, safe and healthy learning environments. They offer actionable strategies, checklists and campaign material to guide TVET managers and other actors on how to best protect learners, trainers, staff, and all those involved in skills development systems from all forms of violence and harassment.

<https://www.ilo.org/publications/guidelines-technical-and-vocational-education-and-training-tvet-and-skills>

Guide for the national debate on the incorporation or improvement of training and certification services for care in early childhood, elderly and people with disabilities. | International Labour Organization (ilo.org) and Experiences on training and certification for care work in Latin America

This guide is addressed to all institutions, organisations and individuals involved in the design and implementation of public policies aimed at improving care services. It comprises those working at the macro level to promote transformative care policy packages with a human-centred approach as an essential element for the quality of services. It also caters to those institutions, organisations and individuals that are directly linked to the provision of training, capacity building, assessment and certification of labour competencies, who are at the heart of improving the planning and impact of care services and offers them a broad vision of the topic and concrete examples of best practices. The corresponding experiences report compiles experiences of training and certification services for care workers that are currently underway, mainly in public institutions in Latin America.

<https://www.ilo.org/publications/experiences-training-and-certification-care-work-latin-america>

Brief now available in French

Renforcer les apprentissages professionnels pour les transitions vers la formalité | International Labour Organization (ilo.org)

L'apprentissage de qualité a le rôle essentiel de faciliter la transition de l'économie informelle à l'économie formelle. Les stratégies clés pour améliorer les apprentissages professionnels informels pour en faire des apprentissages de qualité impliquent de capitaliser sur les systèmes existants, de promouvoir le dialogue social, de renforcer les contrats d'apprentissage, de renforcer les capacités des MPME et de leurs associations, de garantir des possibilités de formation en dehors du travail, de valider les acquis de l'expérience et de promouvoir l'égalité, la diversité et l'inclusion sociale.

<https://www.ilo.org/fr/publications/renforcer-les-apprentissages-professionnels-pour-les-transitions-vers-la>

Organization for Economic Co-operation and Development (OECD)

Publications

Published since April:

Chang, Y. and A. Mann (2024), "Enhancing green career guidance systems for sustainable futures", OECD Education Working Papers, No. 318, OECD Publishing, Paris, <https://doi.org/10.1787/e6ad2d9c-en>.

Mann, A., J. Diaz and S. Zapata Posada (2024), "Teenage career development in England: A Review of PISA 2022 Data", OECD Education Working Papers, No. 315, OECD Publishing, Paris, <https://doi.org/10.1787/13452cbe-en>.

OECD (2024), "Career guidance, social inequality and social mobility: Insights from international data", OECD Education Spotlights, No. 11, OECD Publishing, Paris, <https://doi.org/10.1787/e98d0ae7-en>.

Forthcoming autumn 2024:

- What does the green transition imply for VET graduates?
- Designing and delivering vocational qualifications: Insights from international practice
- Building stronger skills through social dialogue: the power of stakeholder engagement in education and skills policy
- Improving Quality Assurance of Adult Education and Training: Governance Models and Emerging challenges in OECD member countries
- National Skills Strategies across the EU: lessons learnt
- Policy perspectives on effective practice in enhancing outcomes for students through volunteering, part-time working, and short work placements
- Policy perspective on the use of digital technologies in career guidance
- Bridging talent shortages in tech: Skills-first hiring, micro-credentials and inclusive outreach

Planned events/webinars

PISA-VET session at WorldSkills Conference (12 September)

The session will provide an update of the OECD's PISA-VET initiatives and its plans for the instrument development phase. It will provide an opportunity to discuss the value added of an international VET assessment with key VET actors from around the world.

Adecco-OECD webinar / Enabling skills first approaches: workplace changes (24 September 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. 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.

Global Lifelong Learning Summit – Artificial Intelligence and the Changing Demand for Skills in the Labour Market

(1-2 October 2024) AI adoption by firms is reshaping job roles and organizational structures, leading to shifts in skill demands. For instance, there will be a growing need for workers proficient in AI, capable of developing and maintaining AI models. However, most workers affected by AI will not require AI skills but will experience changes in their tasks and skill

requirements. This shift highlights the necessity for re-evaluating skill development strategies and continuously updating training content to match the evolving workplace dynamics. This session will include a presentation by the OECD to set the scene on changing skill needs in occupations exposed to AI. This will be followed by an expert panel, representing employers, workers, government, and training providers to discuss the ongoing changes and the resulting training needs.

Initiatives/Special initiatives related to gender mainstream

PIAAC results 2022-2023 – release planned on 10 December

The Programme for the International Assessment of Adult Competencies (PIAAC) is a programme of assessment and analysis of adult skills. The major product of PIAAC is the Survey of Adult Skills, an international computer-based household survey of adults aged 16-65 years. It is designed as 10-yearly cycles. The Survey measures adults' proficiency in key information-processing skills - literacy, numeracy and problem solving – which represent skills needed for individuals to participate in society and for economies to prosper. It also gathers information and data on how adults use their skills at home and at work. The 2nd Cycle of the Survey of Adults Skills has been conducted in 31 countries and economies so far. A first round of data collection took place in 2022-2023 with results to be released on 10 December 2024.

UNESCO

Publications

Second Consultation of Member States on the implementation of the UNESCO TVET Recommendation, 2019-2022

UNESCO is set to release the results of the Second Consultation of Member States on the implementation of the UNESCO Recommendation on Technical and Vocational Education and Training (TVET) for the period 2019-2022. Originally adopted by UNESCO's General Conference in November 2015, this Recommendation focuses on advancing TVET as an integral part of lifelong learning, contributing to employment and decent work, inclusive and sustainable economic growth, social equity, and

environmental sustainability. The forthcoming report will summarize the findings from nearly 90 Member States, offering a comprehensive overview of the global state of TVET, the challenges encountered, and the opportunities for future development.

Supporting Education and Skills Development Systems for Informal Workers: Recovery After the Pandemic

The report examines the impact of the COVID-19 pandemic on learning and skills development, focusing primarily on the informal sector in low-income and middle-income economies. It reviews the available evidence beginning mid-2022 with a focus on informal households. Not only has there been a decline in learning outcomes in schools since 2019 and an increase in student dropout rates, but there has been a disproportionate impact on students from disadvantaged households and schools – and this is true even in high-income countries. The effects of the pandemic call for urgent measures to recover the loss in school-based learning for would-be workers and the decrease in skills development among workers which followed the decline in economic activity and a reduction in post-employment training. The policy question is not whether to spend more on education but what the losses from not doing so will be on current and future generations.

<https://bit.ly/3WOpK4K>

Planned events / webinars

WorldSkills Conference and WorldSkills Competition, 10-15 September 2024, Lyon, France

UNESCO will participate in WorldSkills Day in Lyon, a key event that brings together governments, policymakers, industry leaders, educators, and young professionals. This conference provides a unique platform for exchange and action, addressing a broad range of issues impacting youth and the future of work. Sessions will cover topics such as excellence in TVET (Technical and Vocational Education and Training), social justice, migration, gender gaps, the transition to green economies, AI, and digitalization, among others.

At the WorldSkills Lyon 2024 competition, 1,500 competitors from over 65 countries and regions will gather to compete in 59 skills. From Floristry to 3D Digital Game Art, Welding to Autonomous Mobile Robotics, and Web Technologies to Wall and Floor Tiling, this event will showcase the talents of young professionals. These competitors will have the chance

to demonstrate their skills and share their passions with hundreds of thousands of visitors.

<https://worldskillsconference2024.com/>

Africa Skills Week, 14-18 October Accra, Ghana

The Africa Skills Week will be hosted by the Government of Ghana and organized by the African Union. Under the theme “Creating Jobs for the 21st Century: Unleashing the Potential of Transforming Skills Development for Sustainable Employability,” this conference will unite leaders and innovators in skills development from across Africa. Together with other agencies such as ILO, SIFA, AfDB, Mastercard Foundation and representatives from Member States, UNESCO will take part in a panel discussion entitled “Towards a Multi-Stakeholders Approach on Skills Development” focusing on skills development for employment and decent work.

<https://www.skillsweek-au.org/program>

Global Education Meeting, 31 October-01 November 2024, Fortaleza, Brazil:

The Education 2030 Framework for Action stipulates that UNESCO, in consultation with the SDG4 High-Level Steering Committee (HLSC), convenes periodic Global Education Meetings (GEMs), to review the SDG4-Education 2030 Agenda against progress made and share outcomes with the overall 2030 Agenda global follow-up mechanisms. Recognizing education as a social equalizer and driving force of sustainable development, the 2024 GEM will aim to foster multilateral, cross-sectoral and multi-stakeholder dialogue. Within this context, UNESCO and UNEVOC are organizing a session on 1 November 2024, focusing on “Skills for the uncertain world of work” (SDG 4.3, 4.4).

<https://www.unesco.org/sdg4education2030/en/2024-global-education-meeting>

The 10th UNESCO-APEID Meeting on Entrepreneurship Education: The Future of the Youth and Entrepreneurship Education on 10 October 2024 (coordinated by UNESCO BKK colleagues):

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

Initiatives

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.

New webpage: [UNESCO's Global Skills Academy](#)

Past event

- **Global Skills Academy Session on World Youth Skills Day 2024**

The Global Skills Academy recently hosted a session on World Youth Skills Day 2024. For more details, you can read the full article [here](#) and watch the recording of the session [here](#)

Upcoming events

- **Global Skills Academy Session at Africa Skills Week**

The Global Skills Academy will participate in Africa Skills Week, taking place from 14-18 October in Accra, Ghana

- **Global Skills Academy Spotlight at WorldSkills Lyon 2024**

On 12 September, during the WorldSkills International Conference in Lyon, France, the Global Skills Academy will feature a spotlight session titled “Building Skills for Tomorrow.” This session will highlight the ongoing impact of the GSA in advancing Sustainable Development

Goals, specifically SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), by equipping youth with essential skills for a sustainable future. More information is available [here](#).

Better Education for Africa's Rise project (BEAR)

The Better Education for Africa's Rise (BEAR) project is a flagship project dedicated to Technical and Vocational Education and Training (TVET) in Africa. UNESCO has been implementing this project, funded by the Government of the Republic of Korea, in the African continent since 2011.

BEAR III project aims to improve youth employment opportunities and strengthen economies in sub-Saharan Africa by addressing the requirements of the evolving labour market. The BEAR III project is funded by the Republic of Korea and will be implementing over five years from 2023 to 2027. Specifically targeted are new beneficiary countries in Western Africa: Côte d'Ivoire, Ghana, Nigeria, and Sierra Leone. Continuous support will also be provided to Ethiopia, Kenya, Madagascar, Tanzania, and Uganda, countries involved in the BEAR II project, to ensure the sustainability of previous efforts.

More information is available [here](#).

UNEVOC Network Spotlight - Issue # 4 and #5: April - June 2024, November 2023 - March 2024

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.

<https://unevoc.unesco.org/home/UNEVOC+Network+Spotlight>

Closing the institutional gap - Perspectives on the circular economy from selected African TVET institutions

UNESCO-UNEVOC's study highlights the crucial role of TVET systems in this transition, identifying barriers and enablers to integrating circular economy principles in TVET curricula in Ghana, Kenya, and South Africa. Key factors include policy frameworks, industry partnerships, curriculum updates, and coordinated efforts between TVET authorities and industry stakeholders. The study underscores the need for capacity building and investment to realize TVET's potential in supporting a circular economy.

<https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6755>

Green and digital skills for hospitality and tourism - From industry trends to competencies within TVET

This publication of the 2023 BILT Expert Group delves into the growing importance of green and digital competencies in TVET for the hospitality and tourism sector. It explores how these competencies can be identified, integrated into future-oriented curricula and training regulations, and effectively implemented in TVET provision, including school and work-based learning. Featuring many examples from Africa, Asia-Pacific, and Europe, alongside actionable recommendations, it offers practical guidance for TVET policymakers and practitioners alike.

<https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6758>

Innovation and learning practices in TVET from the hospitality and tourism sector - Examples from Africa, Asia and Europe

This compendium of innovative practices complements the report of the 2023 BILT Expert Group on green and digital skills for hospitality and tourism: from industry trends to competencies within TVET. Through extensive research and collective efforts, the BILT Expert Group has identified ten exemplary practices related to the identification, integration and implementation of new green and digital competencies in the hospitality and tourism industry, highlighting the benefits of policy and peer learning in

UNESCO-UNEVOC

Publications

Biennial Report 2022-2023 - Transforming TVET for the Future

This report provides a comprehensive summary of the activities of the UNESCO-UNEVOC International Centre for TVET during the 2022-2023 biennium. It highlights UNESCO-UNEVOC's commitment to assisting Member States in improving their TVET systems, with an emphasis on the twin pillars of green and digital transformation, inclusivity, youth employability, and collaboration with the private sector.

<https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6747>

UNEVOC Quarterly Issue #18, July 2024

The newsletter covers important news, events and initiatives UNESCO-UNEVOC concluded every quarter. The Quarterly is available in [English](#) | [French](#)

TVET to drive transformative change.

<https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6759>

Upcoming events

International Conference on Technical and Vocational Education and Training (ICTVET2024)

25 – 27 September 2024

With the support of UNESCO-UNEVOC, the University of South Africa (UNISA) is organizing a hybrid International Conference themed 'Advancing TVET for Digitalized World, Youth Skilling, Employability and Sustainable Development (National, Regional, Continental, and International)'. The event will feature how TVET communities react to the challenge of climate change, migration and emerging new technologies, and measures to shape the future of TVET systems.

[Website](#) | [Registration](#)

Framing a global TVET agenda: BILT Bridging Event at Africa Skills Week

16 October 2024

The 2024 BILT Bridging Event for Africa will be held within the framework of the African Union Year of Education 2024, themed 'Educate and Skill Africa for the 21st Century'. This event is part of the African Union's Africa Skills Week, hosted by the Republic of Ghana. The Bridging Event aims to further develop a global TVET agenda, building on an initiative by the German Federal Ministry of Education and Research (BMBF). It provides a platform for discussing global TVET policy cooperation and sharing innovative approaches, while gathering insights from African UNEVOC Centres and TVET stakeholders on the proposed global TVET agenda.

<https://unevoc.unesco.org/bilt/BILT+Bridging+Event+Africa+Skills+Week>

Past events

The future of TVET in Iraq: International trends and their relevance for the Iraqi National Education Strategy 2022-2031

15-16 May 2024

UNESCO-UNEVOC and UNESCO Baghdad, in partnership with the European Union, convened this National TVET Leadership Programme in Baghdad, Iraq. It was organized within the UNESCO project 'Creating

Job Opportunities by Strengthening the Technical and Vocational Education System and Labor Market Linkages (TVET 2 Reform Project); funded by the European Union. The programme brought together over 100 policy and decision makers to explore current trends in international TVET and synergies with The New Iraqi National Educational Strategy.

<https://unevoc.unesco.org/home/The+future+of+TVET+in+Iraq>

World Youth Skills Day

15 July 2024

Under the theme 'Building an equitable and inclusive future of work that fosters peace, global citizenship, and sustainable development', UNESCO-UNEVOC organized discussions with youth from its UN Bonn Studio, https://youtu.be/OG1VPB6_DL8

Gen Z Insider's Guide: Navigating the Modern World
<https://youtu.be/6mCp6ekdp-w>

BILT clean energy webinar series – Going clean: TVET and the green energy transition

July - September 2025

The 2024 Learning Lab webinar series, implemented in collaboration with Niagara College Canada, focuses on the role of TVET in the transition to clean energy. Each webinar took a unique lens on skills development for the clean energy sector, showcasing discussions with experts and highlighting promising TVET practices from around the world:

- **Webinar 1.** Preparing the labour force: Future skills identification, reskilling, upskilling and development of core competencies
- **Webinar 2.** Mechanisms for integration of new competencies into TVET curricula
- **Webinar 3.** Collaboration and network building to foster innovation
- **Video wrap-up:** The future of the transition economy and clean energy in TVET

<https://unevoc.unesco.org/bilt/Learning+Lab+series+Clean+Energy>

High-level Meeting for Enhancing Skills Development and Youth Employability

6 - 8 August 2024

The African Union Commission organized a high-level meeting for drafting the revised Africa Continental Technical and Vocational Education Training Strategy 2025-2034. The meeting brought together a wide range of representatives from UNESCO (including UNESCO-UNEVOC), the ILO, UNHCR, GIZ, the African

Development Bank Group (AfDB) and private sectors. TVET experts and practitioners discussed strategic orientations, key priorities, implementation mechanisms and recommendations for the continental TVET strategy.

Innovative entrepreneurship pathways

21 August - 11 September

Focusing on three pivotal areas - digital, social and greening entrepreneurship - this symposium brought together educators, practitioners, and innovators from diverse TVET institutions globally.

- *Webinar 1.* Overview of innovative pathways showcasing the future of entrepreneurship in digital, social, and sustainable spheres; Introduction to the entrepreneurial learning institution canvas (ELIC) framework; and transferability of UNESCO-UNEVOC entrepreneurship promising practices
- *Webinar 2.* Digital Frontiers: Transforming Entrepreneurship in the Connected Era
- *Webinar 3.* Green Innovations: Fostering Sustainable Entrepreneurship for a Circular Economy
- *Webinar 4.* Empowering Change: Social Entrepreneurship for Sustainable Development

<https://unevoc.unesco.org/home/Learning+Lab+series+on+Entrepreneurial+Learning+in+TVET>

WorldSkills Conference 2024

11-12 September 2024

UNESCO-UNEVOC staff members feature in a panel discussion on "Reimagining workplaces, cultivating inclusion: Attracting more women into STEM", contribute their expertise in meetings of the WorldSkills Global Research Council, and join the panel of judges in the BeChangeMaker 2024 pitch finale.

<https://worldskillsconference2024.com>

Initiatives

TVET Leadership Workshop on Digital Transformation 2024 at SZPU

Shenzhen Polytechnic University (SZPU – UNEVOC Centre in China and UNESCO Chair on Digitalization in TVET) is organizing a TVET Leadership Workshop on Digital Transformation 2024, which will take place from 21– 25 October 2024 in Shenzhen, China. The workshop is co-organized with UNESCO-UNEVOC and the UNESCO Multisectoral Regional Office for East Asia. It provides a platform for TVET leaders and

managers to exchange experience and best practices in digital transformation in TVET, as well as building their capacities of digitalization to enhance TVET development in their institutions.

<https://unescoplatforms.szpu.edu.cn/info/1010/2769.htm>

UNHCR – United Nations High Commissioner for Refugees

Initiatives

UNHCR Promotes TVET Quality and Relevance through DAFI Refugee Scholarship Programme

The United Nations High Commissioner for Refugees (UNHCR) has developed new guidance to support enrolment in high quality, industry relevant TVET courses at the tertiary level through the Albert Einstein German Academic Refugee Initiative (DAFI) scholarship programme. Covering short-cycle tertiary education courses at ISCED level 5, including TVET programs of two years or more, these programmes lead to certifications or diplomas that increase employability and career development opportunities for refugees.

The guidance emphasizes work-based learning, internships, and apprenticeships to equip refugee students with targeted skills directly aligned with labour market demands. This move reflects UNHCR's commitment to providing diverse educational pathways for refugees, with a strong focus on practical skills and employability.

More information: [What is UNHCR Tertiary Refugee Scholarship Programme \(DAFI\)? | DAFI Programme Management Platform \(scholarshipsplatform.com\)](#)

Webinar on 'Establishing Quality Assurance Mechanisms and Accreditation Systems for TVET Programmes'

5 September 2024

UNESCO-UNEVOC, in collaboration with SESRIC, is organizing an online webinar on 'Establishing Quality Assurance Mechanisms and Accreditation Systems for TVET Programmes', which will take place on 5 September 2024 from 11 am to 1 pm (Ankara time), in English. The webinar will feature the critical need in the TVET sector for effective quality

assurance mechanisms and accreditation systems. Representatives from UNEVOC Centres will share good approaches and successful TVET programmes.

<https://www.sesric.org/event-detail.php?id=3220>

Planned events/webinars

Africa Skills Week

UNHCR, in partnership with ILO, GIZ, and Finn Church Aid, will organize a TVET roundtable in Accra, Ghana, during Africa Skills Week 2024. The event, scheduled for October 16, will focus on integrating refugees into national TVET systems and enhancing their socio-economic empowerment.

Africa Skills Week: <https://www.skillsweek-au.org/>

World Bank

Publications

Skills Development in the Era of AI – June 2024 Edition of the Skills4Dev Knowledge Digest

This issue of the Skills4Dev knowledge digest explores the promising potential of AI in personalized learning and skills development. As AI becomes more integrated into skills development, there are concerns about the potential erosion of skill premiums.

Link [here](#).

Financing for Technical and Vocational Education and Training – May 2024 Edition of the Skills4Dev Knowledge Digest

This volume of the Skills4Dev knowledge digest highlights literature on TVET financing that is accessible online, with a primary focus on global and regional scales. Despite its critical role in economic development and social integration, TVET remains underfunded.

Link [here](#).

Building Digital Literacy and Skills to Reflect the Needs of the Job Market – April 2024 Edition of the Skills4Dev Knowledge Digest

This edition of the Skills4Dev knowledge digest discusses policies to build digital literacy and skills, as well as complementary interventions for their application in the job market.

Link [here](#).

Helping youth benefit from inclusive, digital, and green development: a goal to remember on International Youth Day

On commemoration of the International Youth Day, this blog highlights the importance in identifying skills development for youth as a main engine to ensure a smoother transition towards a greener and more digital world.

Link [here](#).

Human capital investments are climate investments

This blog explores how investing in human capital not only protects individuals from the impacts of climate change but also equips them to drive sustainable solutions. For countries to fully benefit from the green transformation, they must prioritize education and skill development, ensuring robust workforce development and higher education systems.

Link [here](#).

How to build the right skills for economic transitions

This blog identifies five skills development strategies to improve job prospects for workers and boost economic growth during transitions: 1) Start early. 2) Pay attention to context. 3) Coordinate closely with employers. 4) Include a focus on training the existing workforce. 5) Support workers at-risk.

Link [here](#).

Invest in foundational learning for youth skills development

This blog emphasizes the critical need to invest in foundational learning for youth, particularly in the context of Technical and Vocational Education and Training (TVET). As global youth populations, especially in Sub-Saharan Africa, are expected to peak soon, equipping young people with basic literacy, numeracy, and transferable skills is essential for their employability and economic contribution.

<https://blogs.worldbank.org/en/investinpeople/invest-in-foundational-learning-for-youth-skills-development>

Empowering Africa's Youth: Bridging the Digital Skills Gap

This blog showcases promising ongoing initiatives aimed at bridging the digital skills gap in the Eastern and Southern Africa region, which has the slowest pace of digitalization globally.

https://blogs.worldbank.org/en/nasikiliza/empowering-africa-s-youth--bridging-the-digital-skills-afe-gap?cid=SHR_BlogSiteShare_EN_EXT

Active Labor Market Programs Improve Employment and Earnings of Young People

This policy brief is a key message on the impacts of programs such as skills training, entrepreneurship promotion, employment services and wage subsidies or public works. It is backed by a systematic review and meta-analysis we did on impact evaluations of these programs for young people from 1990 to 2022.

<https://www.ilo.org/publications/active-labour-market-programs-improve-employment-and-earnings-young-people>

Changing skills and workforce development at a time of rapid global transformation

This blog discusses the significant shifts occurring in skills and workforce development due to global megatrends such as automation, climate action, and digitalization. The paradigm of skills development is evolving, with an increased emphasis on non-formal education, transferable skills, and digital skills.

<https://blogs.worldbank.org/en/education/changing-skills-and-workforce-development>

Show up on time and you will get a raise”: Labor market impacts of a conscientiousness-related training program

This blog explores the impact of a conscientiousness-related training program on low-skilled workers in West Africa, particularly Senegal. Results from the study show that workers who underwent the training were more likely to retain their jobs and experienced higher earnings compared to those who didn't.

<https://blogs.worldbank.org/en/developmenttalk/-show-up-on-time-and-you-will-get-a-raise---labor-market-impacts>

India: Skilling Uttarakhand's youth for jobs in industry

This blog discusses the initiative in Uttarakhand, India, to skill its youth for employment in industries. It highlights the success of Centers of Excellence established through public-private partnerships at ITIs in Kashipur and Haridwar, supported by the World Bank.

<https://blogs.worldbank.org/en/endpointvertyinsouthasia/india-skilling-uttarakhands-youth-jobs-industry>

Promoting Skills Development for Youth in Zambia: A Review of the Landscape of TVET and Skills Development

This report provides an overview of Zambia's labor

market, highlights key potential sectors for future economic development and employment growth, and analyses the challenges faced by the technical education, vocational, and entrepreneurship training (TEVET) system as it seeks to respond to these developments.

Link [here](#).

Skilling 'youth on the move' to help power the green economy

This blog highlights the World Bank efforts in supporting governments to meaningfully include 'youth on the move' by increasing their employability and access to skilling and entrepreneurship opportunities.

Link [here](#).

Past events

Abilities, Uncertainty, and the Value of Tertiary Education

This seminar presented 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.

https://cdnapisek.kultura.com/index.php/extwidget/preview/partner_id/1930181/uiconf_id/29317392/entry_id/1_lv9ik0xl/embed/dynamic

Secondary Vocational Education Tracks: Global Challenges and Opportunities

Experts in this seminar provided unique insights into Secondary Vocational Education, navigating through the distinct experiences from different regions and economic contexts.

https://cdnapisek.kultura.com/index.php/extwidget/preview/partner_id/1930181/uiconf_id/29317392/entry_id/1_tnj5b17q/embed/dynamic

Developing socio-emotional skills using Digital Media

This webinar showcased experiences on how digital media can equip youth with skills necessary to cope with difficult situations, overcome trauma, or spur social innovation. Terry Thoren, CEO of Wonder Media, and Robert Hawkins, senior economist in Education at the World Bank, share lessons from using animated stories and graphic novels to engage youth and help them develop socio-emotional skills.

https://cdnapisek.kultura.com/index.php/extwidget/preview/partner_id/1930181/uiconf_id/29317392/entry_id/1_k8zk37t0/embed/dynamic

Initiatives / Special initiatives related to gender mainstreaming

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.

<https://www.worldbank.org/en/programs/tes>

East Africa Skills for Transformation and Regional Integration (EASTRIP) Project

A Regional World Bank operation that aims to increase technical vocational education and training (TVET) programs in selected Regional Flagship TVET institutes and support regional integration in East Africa. A \$293 million International Development Association (IDA) credit and grant to support the development and delivery of demand driven TVET programs for technician training in Kenya, Ethiopia and Tanzania in agriculture, transport, energy, manufacturing, tourism, and ICT sectors.

Link [here](#).

Publications

World Health Organization, Health Workforce Department Health workforce education technology assessment: background research report.

The successful implementation of digitalized health workforce education (DHWE) depends on the outcome of various factors at each learning and decision-making level. Currently, there is no consistent methodological approach to conduct a thorough evaluation of education technology in health workforce education. This background research report proposes a Health Workforce Education Technology Assessment (HETA) that is derived from and based on the principles of a Health Technology Assessment (HTA). HETA aims to improve DHWE by establishing its key components, accompanied by a systematic evaluation process and criteria to enable effective and sustainable implementation. The report is targeted at health and education policymakers, health-care training institutions, health and care workers, clinical schools and students in health professions. This report is not a guideline, but it is positioned to encourage reflection, further research and exploration of the ideas presented to inform the selection and adaptation of educational technology, particularly teaching and learning devices or platforms for health workers.

<https://iris.who.int/bitstream/handle/10665/373345/9789240070929-eng.pdf?sequence=1>

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