



International
Labour
Organization



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

Newsletter - April 2020

*Including responses
to COVID-19*

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

APRIL 2020

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

European Commission's Directorate-General for Employment (DG EMPL)

1. Publications

Seminar report of “Blueprint in the spotlight 2019”
25 November 2019

The Blueprint for sectoral cooperation on skills, proposed in the Skills Agenda for Europe 2016, is the strategic approach of the European Commission to improve skills intelligence and address skills shortages in specific economic sectors in Europe. In this seminar, stakeholders among and beyond the projects implementing the Blueprint presented and discussed sectoral and regional skills strategies, the role of the EQF and ESCO as well as how to sustain Blueprint project results. The exit survey showed that the seminar matched the expectations of an overwhelming majority (90%) of participants.

<https://ec.europa.eu/social/main.jsp?langId=en&catId=1223&eventsId=1616&furtherEvents=yes>

Representation of apprentices in Vocational Education and Training

10 March 2020

While high quality apprenticeships are recognized as a successful pathway for young people in the transition from school-to-work, there have been limited opportunities for apprentices to be represented and contribute to policy discussions at European level. In order to improve this representation, the European Apprentice Network (EAN) was established in 2017.

<https://ec.europa.eu/social/main.jsp?catId=738&furtherPubs=yes&langId=fr&pubId=8245>

Study: “Lifelong guidance policy and practice in the EU: Trends, challenges and opportunities”

Final report published on 7 April 2020.

The study analyses policies and practices in the field of lifelong guidance and looks at how these could be promoted further. It outlines how lifelong guidance systems and delivery have developed and identifies key trends and approaches in the lifelong guidance ecosystem. A series of new and innovative practice and tools which have been developed at national and regional level are also documented for a number of Member States.

<https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8284&furtherPubs=yes>

Study: “The state of play of evidence about the conditions under which individual-oriented instruments for incentivising adult participation in learning are effective” by the European Expert Network on Economics of Education (EENEE) is online now:

<http://www.eenee.de/eeneeHome/EENEE/Ad-Hoc-Questions.html>

2. Events

Apprenticeship Support Services

The Apprenticeship Support Services is going to launch a series of **Live Expert Discussions**. In the first edition (during the week of 20 April, exact date tbc) experts will discuss how apprenticeships, and in particular their workplace element, can be delivered within a COVID-19 context.

The Apprenticeship Support Services is going to launch **a series of online courses on apprenticeships**. The first module available as from the 3rd week of April, will look at the basics of apprenticeships (definitions, different schemes all over Europe). The second module (critical

success factors, quality apprenticeships) will be available in May, while the third module (how to submit a pledge to the European Alliance for Apprenticeships) in June.

Webinar on: “Pedagogical support for teachers and trainers”

29 April 2020

EAfA meeting: “The Learners Perspective meeting”, Barcelona (Spain): Postponed until 21- 23.Sept 2020 (tbc)

EAfA - ETF meeting: “Regional Seminar for candidate countries”

Belgrade (Serbia), 24 - 25 Sept 2020 (tbc)

EAfA meeting: “Role of Regions and Cities”

Brussels, 29-30 September 2020 (tbc)

EAfA meeting on circular economy and European Apprentices Network meeting

Berlin, 10 November 2020 in the framework of the European Vocational Skills Week.

European Vocational Skills Week

9 – 13 November 2020

The Commission is still planning to hold its fifth European Vocational Skills Week in Berlin, at this point in time. We are undertaking a Europe-wide communications campaign again with a special effort to reach national, regional and local levels through a registration and mapping system for associated events/activities across Europe. Continuing with our main aim to highlight the attractiveness of VET, and in partnership with the future German Presidency of the EU, this year our theme is future-oriented: “VET for excellence in a digital and green era”.

https://ec.europa.eu/social/vocational-skills-week/european-vocational-skills-week-2017_en

3. Initiatives

Support to mitigate Unemployment Risks in an Emergency” (SURE)

This initiative aims to help protect jobs and workers affected by the coronavirus pandemic. It will provide up to €100 billion of financial assistance to Member States, and will help the whole of Europe, alongside other measures to support farming and fisheries, cities and regions, and health systems.

These loans will assist Member States to cope with sudden increases in public expenditure to preserve employment. Specifically, they will help Member States to cover two types of costs: those directly related to

the creation or extension of national short-time work schemes, as well as costs for other similar measures they have put in place for the self-employed as a response to the current coronavirus pandemic.

Skills are an integral part of the EU’s immediate response to the crisis. With Corona Response Investment Initiative, the Commission facilitates access to EU funding, including for actions in the area of education and training. In particular it co-funds actions to facilitate the provision of distance learning education and training at all levels; to enable the fast-track graduation of medical/social work personnel; to support parents’ education related expenditure (when parents are in hardship and fees are to be paid) and to provide early childhood/pre-primary education to children of parents affected by job-loss, economic hardship due to the ongoing health crisis.

As a result of the COVID-19 pandemic and the closing of education and training institutions all over the world, several initiatives have been mounted to ensure continuity of the learning and teaching through this period. To capture the variety of initiatives that have been undertaken within the VET community on distance learning, the European Commission launched an **online survey**. The link below provides the survey and list of links, modules, tools and other initiatives useful for the VET providers.

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

Skills & Education Guarantee Pilot

The Commission together with the European Investment Fund launched the **Skills & Education Guarantee Pilot** - a new debt financing initiative under the European Fund for Strategic Investments - dedicated to stimulating investments in education, training and skills as part of the solution to get more people into jobs and to better respond to the European economy’s changing needs.

Practical advice for Erasmus+

Practical advice for Erasmus+ beneficiaries and participants in light of the COVID-19 outbreak on the Europa web page:

https://ec.europa.eu/programmes/erasmus-plus/resources/documents/covid-19-essential-practical-advice-erasmus-and-european-solidarity-corps_en

The European Commission webpage on Corona virus response related to education and training:

https://ec.europa.eu/education/resources-and-tools/coronavirus-online-learning-resources_en

European Training Foundation (ETF)

1. Publications

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

Joint product of ETF and ILO Budapest resulting from the evaluation of three-year dual VET in Montenegro, to be published on ETF Website.

Factsheets on Digital Skills and Online Learning in VET

Forthcoming factsheets covering Georgia, Moldova, Ukraine, Kosovo, Bosnia and Herzegovina

VET Decentralisation and Establishing Centres of Vocational Excellence and Innovation: the case of Ukraine.

This forthcoming publication is another milestone of the ETF project, carried out in cooperation with the Minister of Education and Science of Ukraine, VET Decentralization in Ukraine: Momentum for action, launched in 2016.

GOVERNING VOCATIONAL TRAINING

Policy dialogue in vocational education: What role for civil society organisations?

A pilot survey in the Southern and Eastern Mediterranean: Developments in vocational education intersect with social, economic and labour market policies, impacting young people and adults, as well as the employed and the unemployed. Governments establish dialogue and cooperation with a wide variety of stakeholders to respond to the diverse needs of these groups through formal and non-formal learning. This paper investigates the specific role of civil society organisations in the VET policy cycle and governance ecosystem, drawing on the results of an ETF pilot survey carried out in 2018 in a selected group of countries from the Southern and Eastern Mediterranean.

Governance Arrangements for Vocational Education and Training in ETF Partner Countries: Analytical Overview 2012–17

This report takes stock of trends and progress in vocational education governance mechanisms in 23 countries of Central Asia, Eastern Europe, South Eastern Europe and Turkey, and the Southern and Eastern Mediterranean, with a view to informing policy

development and providing a tool to help modernise vocational education country systems.

<https://www.etf.europa.eu/en/publications-and-resources/publications/governance-arrangements-vocational-education-and-training>

Assessing governance and financing of vocational education strategies: A methodology

The methodology presented in this paper offers an approach for assessing the robustness of a country's vocational education strategy from the governance and financing standpoints. The analysis may serve as an input for decisions on financial assistance.

Developed on the basis of the European Commission's Budget Support Guidelines 2017 – Annex 3, which focuses on assessing the credibility of sector policies, and tailored to vocational education, this methodology can be used to identify strengths, risks and areas for improvement in governance and financing, as well as an input to policy dialogue between the European Union and partner countries. It may also be used as a method for measuring policy progress over time in these two areas.

<https://www.etf.europa.eu/en/publications-and-resources/publications/assessing-governance-and-financing-vocational-education>

TRANSITION TO WORK

Tracing technical and vocational education graduates in Palestine – Graduates of GIZ and Enabel programmes: 2018 tracer study results

How effective are the interventions in technical and vocational education (TVET) in Palestine? To understand their effects on employment and the transition of TVET graduates from school to work, in 2018 the ETF, GIZ and Enabel carried out a joint tracer study, the results of which are presented in this report.

<https://www.etf.europa.eu/en/publications-and-resources/publications/tracing-technical-and-vocational-education-graduates>

Policies supporting youth transition to work in Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine

Providing an overview of youth labour markets in Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine, and a description of the policy frameworks and measures in place to support youth transition to work, this report identifies the main challenges that young people face during their transition from education to work and priority areas for future action by governments to address these challenges.

<https://www.etf.europa.eu/en/publications-and-resources/publications/policies-supporting-youth-transition-work>

- Armenia
<https://www.etf.europa.eu/en/publications-and-resources/publications/youth-transition-work-armenia>
- Ukraine
<https://www.etf.europa.eu/en/publications-and-resources/publications/youth-transition-work-ukraine>

WORK-BASED LEARNING

Work-based learning in Serbia

For the last decade, the harmonisation of education with the needs of the economy and the labour market has been one of the main goals of the education reforms in Serbia. Based on both quantitative and qualitative data collected in 2017, this report reviews how the quality of work-based learning has developed in the country since 2015.

<https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-serbia>

SKILLS FOR THE FUTURE

Skills for the future – conclusions

The future of skills was the inspiration for a major conference that the ETF organised in November 2018. With the help of experts, decision makers and practitioners, we looked at the impact of global trends on the developing and transition countries where ETF work and considered what action they need to take to prepare their people for the world of tomorrow and manage their transitions towards uncertain futures. These conclusions will guide the ETF's work over the coming years.

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

The future of work and skills in ETF partner countries

This Issues Paper is a first attempt to collect and analyse existing information and data on the skills demands of the future in ETF partner countries, and to explore responses for better managing the transition towards an inclusive future for the benefit of individuals and societies.

<https://www.etf.europa.eu/en/publications-and-resources/publications/future-work-and-skills-etf-partner-countries>

SKILLS INTELLIGENCE

Key indicators on education, skills and employment 2019

Based on data on vocational education, skills, employment and labour market outcomes compiled in 2019, this report provides an overview of trends and developments in ETF partner countries and aims to raise awareness on the use of indicators to drive the policy cycle.

<https://www.etf.europa.eu/en/publications-and-resources/publications/key-indicators-education-skills-and-employment-2019>

Big Data for labour market intelligence: An introductory guide

Aimed at statisticians, researchers, policy analysts and decision-makers in the ETF's partner countries who are confronted with the challenges of anticipation and dissemination of insights on the dynamics of demand for jobs, skills and qualifications, this paper addresses key conceptual, methodological and organisational aspects in using Big Data for labour market intelligence. It clarifies how Big Data can be used to go beyond the frontiers of conventional approaches to labour market information systems and add value to established statistics.

<https://www.etf.europa.eu/en/publications-and-resources/publications/big-data-labour-market-intelligence-introductory-guide>

Skills mismatch measurement in ETF partner countries

Matching skills supply and demand is a major challenge for many countries around the world. In 2017-18 the ETF carried out a project on skills mismatch measurement in seven countries – Egypt, Georgia, Moldova, Montenegro, Morocco, North Macedonia and Serbia – to better understand the nature and incidence of this complex phenomenon. Based on the findings of the country analyses, this report describes and interprets a series of indicators and the way they are interrelated, and provides information on the methodology and data sources used to measure skills mismatch.

<https://www.etf.europa.eu/en/publications-and-resources/publications/skills-mismatch-measurement-etf-partner-countries>

- Georgia <https://www.etf.europa.eu/en/publications-and-resources/publications/skills-mismatch-measurement-georgia>
- Moldova <https://www.etf.europa.eu/en/publications-and-resources/publications/skills-mismatch-measurement-moldova>
- Montenegro <https://www.etf.europa.eu/en/publications-and-resources/publications/skills-mismatch-measurement-montenegro>

- North Macedonia <https://www.etf.europa.eu/en/publications-and-resources/publications/skills-mismatch-measurement-north-macedonia>
- Serbia <https://www.etf.europa.eu/en/publications-and-resources/publications/skills-mismatch-measurement-serbia>

Marché du travail, dynamique des compétences et politiques d'emploi en Tunisie

Cette étude s'attache à explorer et à analyser les diverses formes de déséquilibre qui caractérisent le marché du travail tunisien. Une attention particulière est accordée au mésappariement des qualifications – quelle est l'ampleur du phénomène et quels sont les domaines principalement affectés – et à la situation des jeunes sur le marché du travail.

<https://www.etf.europa.eu/en/publications-and-resources/publications/marche-du-travail-dynamique-des-competences-et-politiques>

POLICY ANALYSIS AND PROGRESS MONITORING

Policies for human capital development: The ETF Torino Process Assessments

The European Training Foundation's assessment of human capital development policies in its partner countries relies on evidence collected within the country with the ETF's support (Torino Process). It provides up-to-date information on education, training and employment policies and results, identifying progress and challenges. The assessment includes recommendations for policy makers for the future of the education and training system.

ETF country and regional assessments reports are published on ETF's website. All country and regional assessment for the SEET region, the ETF assessments for Georgia and Moldova have been finalised and published. Upcoming soon: all remaining Eastern partnership countries and the regional report; upcoming in the second half of the year: the ETF assessments for Central Asia and SEMED countries.

The country and regional reports will be published on the ETF website (<https://www.etf.europa.eu/en/publications-and-resources/publications>) and on the new ETF Open Space platform (join the community at: www.openspace.etf.europa.eu).

ETF assessments are based on Torino Process national reports (NRFs) prepared by the countries. They are prepared by the countries themselves and provide an updated description of the progress of the VET system, based on a standard questionnaire (Analytical Framework). These reports are available in ETF open space (currently

available the countries of South Eastern Europe and Turkey, all the countries of the Eastern Partnership, Russia, Lebanon). <https://openspace.etf.europa.eu/trp>

BENEFITS FOR PEOPLE

Skills and qualifications: Benefits for People - How learning and guidance professionals make it happen

The world is undergoing a major transformation that requires new skills and qualifications, new ways for people to know about skills and qualifications, and new ways to acquire skills and qualifications. The paper explores the context of skills and qualifications, before going on to look at how people know about skills and qualifications, and then how people acquire them.

<https://www.etf.europa.eu/en/publications-and-resources/publications/skills-qualifications-benefits-people>

DIGITAL SKILLS AND LEARNING

Video pedagogy for vocational education: An overview of video-based teaching and learning

How can video be used for learning purposes? This report provides an overview in three contexts: teacher training and professional development, school-based learning, and corporate training. Some initiatives taken from ETF partner countries briefly illustrate the use of video-related educational projects.

<https://www.etf.europa.eu/en/publications-and-resources/publications/video-pedagogy-vocational-education-overview-video-based>

VOCATIONAL TEACHING AND LEARNING / CONTINUING TRAINING

Using video in initial and continuing vocational training and development

This handbook aims at promoting the use of video in vocational education and training. Based on practice tested in schools, colleges and businesses, the activities presented here should help teachers and trainers to use video in their teaching and to help their students to learn – whatever the level and sector.

<https://www.etf.europa.eu/en/publications-and-resources/publications/using-video-initial-and-continuing-vocational-training-and>

Using video in teacher training and development

This handbook aims at providing hands-on exercises that will enable teachers and teacher trainers to use video in professional development. The initial chapters focus on the use of video in teacher professional development while the later chapters go on to illustrate how teachers can use video in their teaching.

<https://www.etf.europa.eu/en/publications-and-resources/publications/using-video-teacher-training-and-development>

The power of demonstration: Supporting reform of professional development for vocational teachers and trainers

Aimed at policy makers and practitioners who have an interest in bringing about improvements in the continuing professional development of vocational teachers and trainers, this paper draws upon the experience of 12 'demonstration projects' carried out in South Eastern Europe and Turkey in 2016–17, with ETF support. Each project was designed by local actors to initiate or refresh implementation of reforms in professional development.

2. Events

Joint EC-ETF seminar on VET, skills development and employment for EU Delegations in the Neighbourhood South.

Theme: Support to EU assistance in the context of EU external policies

21-23 January 2020, Turin, Italy

Launching a policy discussion on VET & Skills good multi-level Governance

Theme: VET Governance

18 February 2020, Moldova

Supporting schools for learning in the digital age - SELFIE Kick-off meeting

Theme: Digital skills and learning

18 February 2020, Moldova

3. Initiatives

Special initiatives related to COVID-19

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 the education and training system to cope with the social distance measures in place in most countries. This mapping aims at tracking the evolution and

emerging needs and good practices across countries. It is conducted on a weekly basis and published on the ETF website.

<https://www.etf.europa.eu/en/news-and-events/news/eu-neighbours-coping-covid-19-education-and-training>

In the coming weeks, the ETF will publish special reports on digital and online learning, teachers and trainers, and prepare actions to focus on the medium term impact of the COVID-19 response on education and training systems transformation and lifelong learning.

A daily exchange, sharing good practice and experts' input is provided through ETF OpenSpace

<https://openspace.etf.europa.eu/accessible-upon-registration>.

Learning Connects Campaign #learningconnects

ETF launched a social media campaign #learningconnects on Facebook, Twitter and LinkedIn. The initiative calls for examples of good practice and stories, weekly Facebook live sessions share stories from countries as well as the EU and the international community. The ETF is available to host stories and examples of good practice as well as sharing results of studies and analysis of organisations, to support the response and prepare the future of lifelong learning. Get involved by contacting the ETF's Communication Department: daria.santucci@etf.europa.eu, and follow the ETF's social media channels.

www.etf.europa.eu

www.twitter.com/etfeuropa

www.youtube.com/user/etfeuropa

www.facebook.com/etfeuropa

www.instagram.com/etfeuropa

openspace.etf.europa.eu

International Labour Organization (ILO)

1. Publications

ILO Monitor 2nd edition: COVID-19 and the world of work: Updated estimates and analysis

Since the first ILO Monitor published on 18 March, the COVID-19 pandemic has further accelerated in terms of intensity and expanded its global reach. Full or partial lockdown measures are now affecting almost 2.7 billion workers, representing around 81 per cent of the world's workforce. The latest Monitor published on 7 April also

estimates that working hours will decline by 6.7 per cent in the second quarter of 2020, which is equivalent to 195 million full-time workers. This updated version also includes sectoral and regional information on the effects of the pandemic.

English - <https://bit.ly/2x51fJ3>

French - <https://bit.ly/2JQZgL2>

Spanish - <https://bit.ly/34nVZfr>

ILO Monitor 1st edition: COVID-19 and the world of work: Impact and policy responses

This note offers the ILO's preliminary assessment concerning the possible impacts of COVID-19 on the world of work and proposes a range of policy options to mitigate these impacts and facilitate strong and fast recovery.

English - <https://bit.ly/3aU8TEF>

French - <https://bit.ly/34n02c6>

Spanish - <https://bit.ly/2VftJHI>

ILO Standard-setting on apprenticeships: Report IV(1) - A framework for quality apprenticeships.

For the purpose of a proposed new international labour standard on apprenticeships, the ILO has prepared a Law and Practice Report in 2019, which was distributed to the ILO's tripartite constituents. The report contains a questionnaire that requested the views of ILO member States, in consultation with representative organizations of employers and workers, on the form, scope and content of any new instrument or instruments (which might be a Convention and/or Recommendation) concerning apprenticeships.

English - <https://bit.ly/2x4Zgo5>

French - <https://bit.ly/34m41Wb>

Spanish - <https://bit.ly/2JMWpCD>

Lifelong learning in the informal economy: A literature review

This literature review examines lifelong learning opportunities in the informal economy. It highlights findings from the past decade on how skills are acquired by workers in the informal economy, and what barriers workers and enterprises face to access lifelong learning and upskilling opportunities. The review discusses financial arrangements and presents promising practices, including through formal and non-formal technical and vocational education and training, upgrading informal apprenticeships, skills development in rural areas, recognizing prior learning, and opportunities through digitalization. It identifies research gaps and new pointers for programming through skills and lifelong learning to promote transitions to formality.

<https://cutt.ly/TtKgIC1>

ILO/Sida Partnership on Employment - Technical brief No. 3. Young people not in employment, education or training

Drawing upon 10 country studies, this brief examines the specificities of young people not in employment, education or training (NEET) in different country contexts. It concludes with a number of policy implications aimed at building more effective policy responses, focusing on the substantial heterogeneity of NEETs as well as on the over-representation of young women in the group.

<https://bit.ly/2JTdP0o>

Global Employment Trends for Youth 2020: Technology and the future of jobs

The 2020 edition discusses the implications of technological change for the nature of jobs available to young people. It focuses on shifts in job characteristics, sectors and skills and examines the impact of technological change on inequalities in youth labour markets.

<https://bit.ly/39Vajxo>

2020 Forthcoming publications

Distance learning in the time of COVID-19

The paper will give an overview of how distance learning is being embraced during the pandemic and discuss issues related to this shift now and for the future adoption of new learning technologies.

A review of national levy training funds in eight countries of the Southern African Development Community (SADC) region

The paper reviews eight national training funds based on 11 contributions from employers and analyses their performance and operations through contributions from social partners in each of the countries.

A resource guide for trade unions on skills development

The guide provides information and advice to workers' organizations on how they can better engage in skills development systems at the enterprise, sectoral and national levels.

A policy brief on employer engagement in skills development

The policy brief will provide a summary of the ways through which employers can participate in skills development systems using examples from the national, sectoral and enterprise levels.

2. Events

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).

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

3 April - 1 May 2020

The ILO and UNESCO have jointly launched an online survey to gather information on good practices and to allow knowledge sharing, with the aim of helping countries around the world mitigate the effects of the COVID-19 pandemic in the areas of education and training. The survey, which is open for a four-week period, will provide weekly analysis and publication of interim results. To participate in the survey (EN /FR /SP /RU /AR / CH/ VN) visit the link below.

<https://bit.ly/34fxpxB>

For further questions or information, contact chunh@ilo.org or h.katayama@unesco.org

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

27 March to 17 April 2020

This discussion invites 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 crisis, such as the COVID-19 pandemic. It also aims to explore relevant and timely innovative practices in distance and online education and training. Access the discussion:

English - https://www.skillsforemployment.org/KSP/en/Discussions/EDMSP1_256625

French - <https://bit.ly/2wGqHEm>

Spanish - <https://bit.ly/3aoCKos>

Survey and think piece on the "Impact of COVID-19 pandemic on Work-based learning"

Launch on 27 April 2020

The COVID-19 pandemic has affected the way we work and learn in unprecedented ways. The ILO, UNESCO and Global Apprenticeship Network (GAN) will jointly launch a survey to examine the impact of COVID-19 on staff training and development activities in public and private enterprises and organizations. The responses to the survey will contribute to a think piece, which will be published by 15 May. Apart from capturing the challenges facing various enterprises and organizations in the context of the COVID-19 pandemic, the think piece will also highlight good practices and innovative solutions to overcome those challenges.

<https://www.surveymonkey.com/r/XV32FC>

Applying the G20 Training Strategy (G20TS) Project

A Partnership of the ILO and the Russian Federation (Phase 2) intended to provide continued support for the application of the G20 Training Strategy: **Meetings and workshops held from November 2019 through March 2020:**

- G20TS Jordan: *Jordan initiates industry-led process to develop occupational standards*. Through this workshop, participants were trained on facilitating DACUM sessions and developing occupational standards.
- G20TS Jordan: *Towards improving skills in the garment and leather and the chemical and cosmetics sectors*. Two workshops on validating the results of field studies examining the skills needs in the garment and leather sectors and the chemical and cosmetics sectors were carried out.
- G20TS Jordan – SKOLKOVO: *Training on VET Institutions management computer simulator in Jordan (English)*. Over 70 TVET practitioners were trained on a computer simulator designed for the management of VET institutions.
- G20TS Kyrgyzstan: *Analysis of demand for and supply of skilled labour force in the Kyrgyz Republic*. The project assisted Kyrgyz partners in conducting an analysis of the demand and supply of skilled labour force in the Chuy region.
- G20TS Kyrgyzstan: *Kyrgyz Republic developed internationally comparable occupational standards for gas industry, milk processing industry and tourism/ hospitality*. Occupational standards and qualifications for three industry sectors were presented during the sub-regional pilot completion workshop in Bishkek.

- G20TS Kyrgyzstan: *Results of piloting the methodology for analysis of demand for the skilled labour force discussed in Bishkek*. Presentation of the results of the survey.
- G20TS Viet Nam: *Update of the ILO's Career Guidance Toolbox in Viet Nam*. The customized ILO Career Guidance Toolbox provides better channelling of vocational training for young people in Ba Ria Vung Tau province.
- G20TS Viet Nam: *Viet Nam launches sector skills council (SSC) in agriculture*. The launch ceremony served to introduce SSC members to the public, as well as to designate specific roles and responsibilities for the new agriculture SSC.
- G20TS Armenia: *Towards modern approaches in skills strategic planning*. The workshop reported on the implementation of a pilot aimed at aligning TVET strategic objectives and performance indicators with international human resource development (HRD) policy instruments.

For more information on the G20 Training Strategy, see: <https://cutt.ly/BtJ60Du>

Webinar: Impact of COVID-19 on work-based learning – New approaches and solutions
7 April 2020

In this webinar, the International Labour Organization (ILO) and the Global Apprenticeship Network (GAN) explored how the COVID-19 pandemic was specifically impacting training and development of employees and work-based learning (WBL) programmes.

A recording of this webinar will soon be available at:
<https://www.gan-global.org>

ILO Skill Up Ghana: Capacity building on skills anticipation in the tourism and hospitality sector |
24 – 25 February 2020. Accra, Ghana

The workshop aimed at providing members of the Sector Skills Bodies in the tourism and hospitality sector with an understanding of methodologies (quantitative and qualitative) and tools used in skill needs anticipation and matching skills supply and skills demand in the labour market.

<https://bit.ly/3aSVn3X>

ILO Training of Trainers (ToT) course on skills anticipation and Skills for Trade and Economic Diversification (STED)
3 - 14 February 2020. ILO/ITC Turin, Italy.

The two-week ToT course devoted one week to topics related to broader conceptual issues of anticipating skills needs for the labour market, and the other week

to STED diagnostic analysis and process. Thirty-four pre-selected participants attended the course and are expected to complete the post-course module by the end of 2020. Upon the successful completion of the course, participants will be certified either as an accredited trainer on skills anticipation or certified as a STED practitioner.

<https://bit.ly/2Vcg8Rx>

3. Initiatives

Skills Challenge Innovation Call: Finding solutions to skills mismatch

Apply by 30 April 2020

The ILO is looking for innovative ideas and solutions to address the different forms and dimensions of skills mismatch. The Skills Challenge Innovation Call will recognize and support the development of solutions at any stage of development that aim to equip people with the skills they need to thrive in today's job market. The winning idea will receive a \$50,000 grant. Apply by 30 April! Learn more about the first Challenge Call:
<https://cutt.ly/LtGjNGA>

Organisation for Economic Co-operation and Development (OECD)

1. Publications

Getting Skills Right: Continuous Learning in Working Life in Finland
19 February 2020

https://www.oecd-ilibrary.org/employment/continuous-learning-in-working-life-in-finland_2ffcfe6-en

Getting Skills Right – Increasing Adult Learning Participation: Learning from Successful Reforms
13 March 2020

Getting Skills Right – Workforce innovation to foster positive learning environments in Canada
foreseen 30 April 2020

Getting Skills Right – Adult Learning in Korea: Enhancing Training Opportunities in Small and Medium-Sized Enterprises
foreseen 16 June 2020

The changing labour market for graduates from medium-level vocational education and training working paper; expected April 2020

Unlocking the potential of migrants through VET – Cross-country analysis

26 September 2019

<http://www.oecd.org/publications/unlocking-the-potential-of-migrants-045be9b0-en.htm>

Unlocking the Potential of Migrants in Germany

17 December 2019

<http://www.oecd.org/publications/unlocking-the-potential-of-migrants-in-germany-82ccc2a3-en.htm>

Improving work-based learning in schools

30 September 2019

https://www.oecd-ilibrary.org/social-issues-migration-health/improving-work-based-learning-in-schools_918caba5-en

Improving evidence on VET: Comparative data and indicators

foreseen June 2020

Improving work-based learning in schools: Country note for Australia

foreseen June 2020

Strengthening Skills in Scotland – Part I

to be made available online, as an interim report, in summer 2020

Raising the skills of low-skilled workers in England

(foreseen mid September 2020)

2. Events

Webinar for the launch of “Getting Skills Right – Workforce innovation to foster positive learning environments in Canada”

planned for 30 April 2020

Conference on Adult Learning Reforms in Latin America: Addressing Implementation Challenges

planned for September 2020 in Buenos Aires

Workshop on the Use of Artificial Intelligence in Training

planned for 27 November 2020 in Paris

3. Initiatives

OECD dedicated COVID-19 page

The OECD has set up a [dedicated COVID-19 page](#) where all the briefs, editorials, projections are available.

Supporting people and companies to deal with the COVID-19 virus: Options for an immediate employment and social-policy response

This brief is accompanied by an overview table of countries' policy responses, [available online](#), which will be continuously updated.

<http://oe.cd/covid19briefsocial>

Flattening the COVID-19 peak: containment and mitigation policies

https://read.oecd-ilibrary.org/view/?ref=124_124999-yt5ggxirhc&Title=Flattening%20the%20COVID-19%20peak:.Containment%20and%20mitigation%20policies

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

to be online in coming weeks

UNESCO

1. Publications

Understanding the return on investment from TVET. A practical guide

<https://unevoc.unesco.org/home/ROI+practical+guide>

Publication: <https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6309>

4th global report on adult learning and education: leave no one behind: participation, equity and inclusion, UNESCO-UIL, 2019

<https://unesdoc.unesco.org/ark:/48223/pf0000372274>

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

(foreseen end of April 2020)

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.

2. Events

Webinars on COVID-19 response under the UNESCO Global Education Coalition (see item)

TVET webinar (title tbc)

7 May 2020

As shared during the IAG-TVET online meeting held on the 30 March, a specific webinar on TVET is foreseen at the beginning of May 2020. The webinar will be finalized in line with the IAG-TVET.

Back to school: Preparing and managing reopening of schools

24 April 2020

Monitoring distance learning strategies: what do we know about effectiveness and equity?

17 April 2020

Managing high-stakes exams and assessments during the pandemic

9 April 2020

Addressing the gender dimensions of school closures 3

April 2020

Supporting teachers to maintain continuity of learning during school closures

27 March 2020

Ensuring equity in remote learning responses to school closures

20 March 2020

Website for all webinars: <https://en.unesco.org/covid19/educationresponse/webinars>

3. Initiatives

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.

Multilateral partners are: the International Labor Organization, the UN High Commission for Refugees, The United Nations Children's Fund (UNICEF), the World Health Organization, the World Bank, the World Food Programme and the International Telecommunication Union, as well as the Global Partnership for Education, Education Cannot Wait, the OIF (Organisation Internationale de la Francophonie) the Organization for Economic Cooperation and Development, and the Asian Development Bank have joined the Coalition, stressing the need for swift and coordinated support to countries in order to mitigate the adverse impacts of school closures, in particular for the most disadvantaged.

The private sector partners are: Microsoft, GSMA, Weidong, Google, Facebook, Zoom, KPMG and Coursera have also joined the Coalition, contributing resources and their expertise around technology, notably connectivity, and capacity strengthening. Companies using learner and educational data have committed to uphold ethical standards.

Philanthropic and non-profit organizations are: Khan Academy, Dubai Cares, Profuturo and Sesame Street are also part of the Coalition, mobilizing their resources and services to support schools, teachers, parents and learners during this time of unparalleled educational disruption.

Media outlets are also invited to join the Coalition, as has done the BBC World Service as part of its commitment to supporting young people in lockdown across the globe. The BBC will be producing advice, stories, and media education materials to help isolated young people understand how the Coronavirus may affect them.

- Website: <https://en.unesco.org/covid19/educationresponse/globalcoalition>
- Find out more and join the conversation through *#LearningNeverStops* at <https://twitter.com/UNESCO>

COVID-19 Educational Disruption and Response

The nationwide closures are impacting over 91% of the world's student population. Several other countries have implemented localized closures impacting millions of additional learners.

As part of the Global Education Coalition, 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

UNESCO is sharing Open Educational Resources on TVET that can be useful during the pandemic

- OER in TVET: <https://unevoc.unesco.org/home/Open%20Educational%20Resources%20in%20TVET>
- OER in TVET resources: <https://unevoc.unesco.org/home/commented+list+of+platforms+and+services&context=>
- 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

UNESCO has developed some issue notes to enhance clarification, joint understanding and thinking among colleagues and stakeholders in regards to responding to the COVID-19 education challenges.

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

Surveys

- **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, Worldbank 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. Deadline for survey is 1 May. A report will be jointly published around Mid-May 2020 and it's possible to follow early results now.

Links to the survey (English version here): <https://www.surveymonkey.com/r/ILO-UNESCO-TVETCOVID-19>

Link to UNESCO webpage that directs to survey: <https://unevoc.unesco.org/home/COVID-19+disruptions>

- **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). 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. Expected to be launched on 27th April in English, French, Arabic and Spanish. <https://www.surveymonkey.com/r/XV32FC>

- **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 May.

Moving to online TVET learning in response to the Coronavirus (COVID-19) outbreak – challenges and experiences (TVET peer support opportunity)

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

IAG member and other institutions are invited to post their support offers, surveys and announce webinars to reach a larger audience.

Key information, especially related to concrete resources, webinars, and surveys, etc. are also summarized on UNESCO-UNEVOC's web page on TVET peer support in response to COVID-19

<https://unevoc.unesco.org/home/COVID-19+disruptions>

Social media promotion (webinars, survey, support, etc.):

If you would like us to promote your activities on UNESCO-UNEVOC's social media channels, please tag [@UNEVOC](#) in relevant posts or send us a direct message (to n.browne@unesco.org) to request that we repost or retweet information.



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