



International
Labour
Organization



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

Newsletter - May 2022

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

MAY 2022

What is the IAG-TVET group?

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

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

IAG-TVET's cooperation

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

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

Working Groups

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

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

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

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

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

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

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

Recent and future publications, events and initiatives

Joint publications, events and initiatives

Joint publication

Asian Development Bank (ADB) - Improving Learning and Upskilling of Sri Lanka's Youth for the Future (Photo Essay), December 2021

In support of Sri Lanka's Education Sector Development Framework and Program to enhance youth employability by diversifying pathways from

secondary education, ADB provided a \$200 million Education Sector Development Program (ESDP) results-based loan. Approved in 2013, and with \$100 million co-financing from the World Bank, the ESDP modernized the country's secondary education school system.

German Federal Ministry for Economic Cooperation and Development (BMZ) - Work-Based Training: Companies are key. What we need to understand about their motivation. Findings from Mongolia and Pakistan

Work-based training (WBT), learning in real company settings, is a widely recognized success model. It eases the transition from school to work and thereby reduces youth unemployment. Companies providing in-house training benefit on multiple levels: they are more productive, build the required workforce and reduce recruitment costs.

In recognition of the benefits of WBT, the governments of Pakistan and Mongolia have legal frameworks for such training measures in place. But establishing consistent WBT measures in companies remains a challenge for policy makers. This paper seeks to answer the question 'what enables and discourages companies to engage in WBT?' TVET stakeholders from Mongolia and Pakistan ranging from company CEOs and technical staff to TVET trainees and teachers have been consulted. Their insights helped to identify barriers and enablers for the implementation of WBT. A set of recommendations have been derived from the findings.

Contact: build4skills@giz.de

UNHCR Publication: Education Co-sponsorship Alliance Brief 2020

In preparation for the Global Refugee Forum 2019, the Education Co-sponsorship Alliance authored the Global Framework for Refugee Education, providing an overview of the multi-stakeholder and multi-pronged approach needed to ensure refugee children and youth are able to realise their right to a quality education at all levels. This brief provides a snapshot of the progress made throughout 2020 across the outcome areas outlined in the Framework.

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Desk Study on “Employment, Economic and Social Consequences of the Transition to an Ecologically Sustainable Economy in Developing Countries (Just Transition to a Green Economy)”

The concept of a “Just Transition to a Green Economy” has found its way into the Paris Climate Agreement and its implementation. The transition to an environmentally sustainable economy can only succeed if the necessary climate, environmental and energy policies are designed to promote employment and social justice, and are complemented by proactive employment, economic and social policies. In cooperation with the International Institute for Sustainable Development (IISD), the GIZ sector project “Employment Promotion in Development cooperation” has published a desk study on the “just transition” situation in developing and emerging economies and recommendations for action for governments and German Development Cooperation, including for example a chapter on policies to enhance green skills.

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New GOVET Publication: “Effects of the COVID-19 Pandemic on Vocational Education and Training: International Perspectives of Policy Makers and Practitioners”

In 2020 and 2021, the German Office for International Cooperation in Vocational Education and Training (GOVET) conducted a series of international workshops on the impacts of COVID-19 on vocational education and training (VET). As a result, GOVET produced a publication by the Federal Institute for Vocational Education and Training (BIBB), which collects multifarious field reports, analyses and studies on the effects of the pandemic on VET in the partner countries of the Federal Ministry of Education and Research (BMBF).

Twenty-eight renowned authors from Costa Rica, Germany, Ghana, Israel, Russia, South Africa and the USA have produced 19 articles. They are addressing topics like digital competencies of VET staff, companies and trainees; the impacts of the pandemic on the training system and on the labour market; and effects on vocational orientation measures and on the development of new formats.

Contact: charlotte.poth@bibb.de

European Centre for the Development of Vocational Training (Cedefop) - EU-ANSA mapping report: Socioeconomic aspects of sustainable development

This report discusses the activities undertaken and/or planned by EU ANSA members in regard to sustainable development and elements of the European Green Deal (EGD), as of May 2020.

The European Union Agencies Network on Scientific Advice (EU-ANSA) consists of technical and regulatory agencies that provide scientific advice to EU policymakers. This short report was produced to demonstrate how EU-ANSA member Agencies address the topic of the socioeconomic effects of sustainable development and how their accumulated expertise could support the implementation of the European Green Deal (EGD). Based on responses to two surveys that ran among EU ANSA members, results highlight the expertise and engagement of Agencies and their potential contribution in supporting evidence-based policies in this field. The most researched areas include economy, employment, skills and training, gender inequalities, health and safety, social aspects (such as disadvantaged or vulnerable groups), the role of regulation and social dialogue.

European Training Foundation (ETF) - Support for Ukraine

The ETF developed a resource hub Education and work information for Ukrainians and EU countries | ETF (europa.eu) gathering information and useful links in English and Ukrainian on education and training, access to jobs and recognition and validation of skills.

Translation of ESCO skills terms and occupations is undergoing and will be available in May. Contact the ETF for more information.

A dedicated action to support online resources for VET is ongoing, contact the ETF for more information and to join forces.

The ETF is strengthening its work in partnership with IAG members. Some key activities for 2022 include:

- **The Youth Guarantee in Western Balkan countries in partnership with the ILO.** The ETF is supporting the youth guarantee process through a series of knowledge and practice sharing that support the design, implementation and monitoring in the EU and partner countries.
- **With the ILO and UNICEF, the ETF is strengthening its partnership to focus on youth.** Across all regions of operations, the ETF is engaging with ILO and UNICEF to support evidence collection, policy dialogue and advice in the post-pandemic as regards youth policies.

- With the EBRD, the ETF has completed a study on skills and inclusion in the agribusiness sector *Inclusive skills for innovative enterprise development in the agri-business sector | ETF (europa.eu)* and cooperation will continue in 2022.
- The ETF continues its cooperation with UNESCO, UIL, and Cedefop for the completion of the **global qualifications inventory**. Results will feature an innovative analysis which will support debate on present and future challenges of qualifications systems and lifelong learning developments.
- A joint publication with the Joint Research Centre (JRC) on the role of skills within impact investments. *Exploration of impact investment for skills creation: Existing actions, emerging trends, implementation modalities, best practice | ETF (europa.eu)*
- The ETF with IAG members will join the first **Career Guidance Month activities**. More information will be announced soon. The ETF recently completed reviews in 10 countries, these will be the basis for a publication and policy dialogue.

Cedefop and OECD - Apprenticeships for greener economies and societies. Luxembourg: Publications Office of the European Union. Cedefop reference series; No 122

The publication brings together the papers presented at the joint Cedefop-OECD symposium organised in October 2021 on the topics of apprenticeships for greener economies and societies.

Joint events

European Centre for the Development of Vocational Training (Cedefop) - 4th VPL Biennale: Building a common ground: Validation of prior learning for integrated approaches in lifelong learning

Cedefop is involved in the organisation of the 4th Validation of Prior Learning (VPL) Biennale that will take place on 19 and 20 May 2022 in Iceland with The Education and Training Service Centre (ETSC) as host.

This year's focus is on validation in different contexts and pathways of work and life. The Biennale is an international conference in which leading experts in the field of validation of non-formal and informal learning come together to share knowledge, ideas and views on validation, learning from one another's experiences and creating viable solutions.

This year the conference focuses on 'How can validation processes become an integral part of policies and services to support lifelong learning?'

European Commission - Recent event of the European Alliance for Apprenticeships (EAfA)

"The voice of apprentices in the European Year of Youth 2022", a European Alliance for Apprenticeships event in cooperation with the Directorate General for Vocational Education of the Regional Government of Catalonia, the Fundación Bertelsmann and the European Apprentices Network (EAN), 24-25 March, Barcelona.

Link: [2022 activities calendar](#) of the renewed European Alliance for Apprenticeships. Information on Live Discussions, podcasts, webinars and training modules on various aspects related to apprenticeships.

Organization for Economic Co-operation and Development (OECD) - Conference on Innovative Approaches for Future-Ready Adult Learning Systems (31 January - 1 February 2022)

This virtual conference brought together experts and practitioners to discuss the latest innovations in adult learning in Europe and the US. The COVID-19 recovery could lead to enormous opportunities for innovation in adult learning systems. In this time of rapid change and increased complexity, policy-makers cannot assume that "existing structures, processes and interventions remain the most appropriate or effective means for the public sector to achieve its purpose and deliver upon government and citizen needs and expectations". Instead, they have the chance to implement innovative ideas that increase the future-readiness of their adult learning systems. To discuss the potential for innovation in adult learning, the conference included presentations from the OECD, expert panels, and discussion tables.

UNIDO - Joint UNIDO-ETF webinar "Partnering for a Green Transition – What role can a hackathon play?" at ETF Skills4Change

UNIDO co-organized with ETF an online webinar titled "Partnering for green innovation: what role can a hackathon play?" featuring the ETF and WorldSkills International to discuss how and why partnerships should be fostered for a better future. The webinar discussed the lessons learned from the LKDF Hackathon, which was an initiative jointly organised as part of the LKDF Forum 2021 by UNIDO, the ETF,

and the international skills competition organiser, WorldSkills International, and examined the outcomes for each of the involved partners.

<https://lkdfacility.org/news/livestream-invitation-partnering-for-green-innovation-what-role-can-a-hackathon-play/>

<https://www.etf.europa.eu/en/news-and-events/news/hacking-skills-greener-future-how-skills-competitions-can-drive-innovative>

Joint initiatives

Building Better TVET Systems: From Principles to Practice is a collaboration by the World Bank, ILO, and UNESCO to support improved performance of TVET systems in low- and middle-income countries (ongoing). Agencies continue to work on this initiative, which aims to inform the decision-making of key TVET stakeholders by providing lessons learned and good practices from reforms in priority areas of TVET systems that are key to determining access, equity, quality, and relevance.

Organization for Economic Co-operation and Development (OECD) - Skills Profiling Tool launch (24 February 2022). This Skills Profiling Tool aims at facilitating and improving the work of counsellors providing career guidance and advice in various contexts – the public employment service, specialised career guidance services or non-profit organisations providing training or employment services. The tool covers several skills dimensions, measured using academically validated scales. In addition, it is free to use by everyone everywhere; is safe to use because it does not store any personal information; it is quick to use because the survey can be generally completed in only 20-30 minutes; is easy to use because it has been designed to be understood by everybody including those with basic skills.

The launch includes a panel discussion of the value-added of the tool, its potential use and transferability. The Mexican PES, SENCE in Chile, SENA in Colombia and the Peruvian Ministry of Employment piloted the tool prior to its finalisation and plan to continue it for specific groups that have less clear career pathways. The tool is currently available in three languages (English, Spanish and Portuguese) but more versions could be developed. [Find out more](#).

Publications

Asian Development Bank. November 2021. Improving Skills for the Electricity Sector in Indonesia

This publication presents a study that analyzes trends in the demand and supply of skills in Indonesia's electricity sector, which plays a crucial role in development as the country experiences rapid changes due to technology and innovation.

Asian Development Bank. January 2022. Crossing the River by Touching the Stones: Alternative Approaches in Technical and Vocational Education and Training in the People's Republic of China and the Republic of Korea

This study examines different models of technical and vocational education and training (TVET), highlighting the experiences in the People's Republic of China and the Republic of Korea.

Initiatives

How to Build a Globally Competitive Workforce (Case Study) Mar, Sophea and Yumiko Yamakawa. November 2021

Cambodia envisions its next generation of industrial workers to equal their global counterparts. By enhancing its technical and vocational education and training (TVET) program, the country aims to transition its economy from a low-skilled, labor-intensive growth model to a skills-driven one.

Investing in Youth Skills to Support Sustainable Growth in Timor-Leste (Policy Brief) Davidz-Morato, Elsty and Kavita Iyengar. November 2021.

Recognizing the importance of building human capital as essential for sustainable economic growth, the government of Timor-Leste has identified investments in education a key pillar of the country's post-pandemic recovery. A vital component of this plan is to strengthen and expand technical and vocational training—a tool to increase the employability and productivity of the workforce.

Asian Development Bank. February 2022. Building Skills of Persons with Disabilities, Transforming Lives (Video)

The government of Bhutan recognizes the importance of skills development for job quality and is committed to improving the technical and vocational education and training (TVET) sector. ADB's Skills Training and Education Pathways Upgradation Project (STEPUP) is helping Bhutan expand and upgrade TVET system for modern, diversified, and job-oriented skills development. An important part of this project is to make the TVET program inclusive for persons with disabilities (PWDs).

Asian Development Bank. March 2022. 7 years of Uplifting Young Filipinos through JobStart (Video).

ADB has been supporting the JobStart Philippines youth employment program since 2013 through technical assistance and policy loans totaling \$1.1 billion aimed at helping to create a policy environment that promotes youth.

European Centre for the Development of Vocational Training (Cedefop)

Publications

The green employment and skills transformation

This report provides insight into likely employment and skills implications of the European Green Deal (EGD) based on a Cedefop skills forecast scenario. Implementing the EGD has a positive net employment impact. Employment effects appear to be concentrated in sectors directly targeted, such as extraction industries, construction and waste management. Employment increases are forecast in service sectors such as engineering and administration. In most other sectors, a possible redirection of employment towards cleaner production rather than an employment change is forecast. Policy needs to focus on extensive accelerating of up- and reskilling and providing guidance and support to workers who will need to change occupation, sector or geographic location. As well as targeted investment, developing transition-oriented skills matching approaches should also be a policy priority.

Relocation 2.0: Tying adult refugee skills to labour market demand

This Cedefop policy brief is based on an empirical piece of work carried out in Greece and Portugal. The work tested if, and under what conditions, intra-EU relocation of refugees based on skills and labour market needs in countries of relocation may work. Experience gained indicates six ways in which progress can be made to expand relocation in Europe based on refugees' skills and labour market needs.

Briefing note - Championing the skills revolution

This briefing note presents evidence on bridging skills gap through vocational education and training in the green and digital transition: Cedefop highlights 2021 to 2022.

Briefing note - High esteem but low participation

In 2019, Cedefop launched a pan-European opinion survey on adult learning and continuing vocational education and training (CVET).

The findings show that adults of all ages and across all occupations and qualifications recognise the need for new skills. This need, however, seems insufficient to motivate adults to participate in learning and CVET at the desired levels. Raising adult participation may require new, more learner-centric, policy approaches.

Briefing note - The role of VET in the green transition

The briefing note discusses how VET will play an eminent role into green transition. Apprenticeship, being closely tied to the labour market, can swiftly adapt, alleviating short-term bottlenecks and ensuring long-term worker employability.

Events

4th policy learning forum on learning outcomes: Lessons from the updated European handbook on learning outcomes

Cedefop is organising its fourth policy learning forum on learning outcomes on 27 and 28 June 2022. Building on the three previous events in this series, the June hybrid event will bring together experts and stakeholders directly involved in the definition, writing and application of learning outcomes at the interface of education and training, and the labour market.

Reflecting the updated (in 2022) European handbook on learning outcomes, the forum will pay particular attention to the application of learning outcomes for curriculum development, taking into account results of recent Cedefop studies on comparing VET qualifications and the future of VET.

2030 on the horizon: Skills in the online platform economy

Cedefop's CrowdLearn is the first study to examine how EU workers in the online platform economy develop their skills, and how these platforms match skills supply with demand, with a view to drawing lessons for European skills and education policy. Insights into what skills gig workers learn and need to be successful in the online gig economy can provide lessons for how to make vocational education and training more relevant to trends in the future of work, such as increasing reliance on self-employment, multiple jobs, contingent work, virtual remote work and algorithmic management.

Cedefop's virtual webinar '2030 on the horizon: skills in the online platform economy' will take place on 30 June 2022 and aims to present recent research and analysis using information from a new, unique, dataset of online platform workers - Cedefop's Crowdlearn. The novel Crowdlearn database of online freelancers and microworkers contains rich evidence on their work preferences, job tasks, workplace learning/skill development and skills matching practices, along with other sociodemographic and job characteristics.

The webinar will showcase to interested policy analysts, researchers, platform economy stakeholders and social partners the main results of Cedefop's Crowdlearn studies, carried out between 2017-2020. It will disseminate in-depth research using the Crowdlearn dataset that has focused on issues such as the determinants of workplace learning among platform workers, differences in job tasks among platform and mainstream workers, skills transferability in the online platform economy and inter-generational barriers to learning. The event will be used as platform to make the Crowdlearn dataset publicly available and call for further research. It will also host a policy-focused panel discussion on how to facilitate better skills development and matching in platform work.

Initiatives

Study on 'Ensuring transparency and transferability of learning outcomes; analysing two decades of European and national initiatives'

The overall objective of the study is to analyse the efforts since the turn of the century to increase the flexibility of European education, training and learning systems; making it possible for individual citizens to enter, re-enter and combine education, training and learning according to their needs and current circumstances. The study looks at developments over time and in a comprehensive, cross-national and cross-sectoral perspective. The study of a 36-month duration (December 2021 to December 2022), will have the following work assignments:

- European level policies supporting transparency and transferability of learning outcomes, sustainability and impact.
- National policies supporting transparency and transferability of learning, sustainability and impact.
- Lifelong learning in 2000 and in 2020. What has changed for the individual citizen?
- Scenarios for lifelong and life-wide learning, policy options and implications.

Donor Committee for dual VET (DC dVET)

Publications

DC dVET Interactive Map

The interactive map of the Donor Committee for dual VET (DC dVET) provides a short and concise overview on the DC dVET offers, products and who's who including respective links and contacts.

Contact: coordination@dcdualvet.org

European Commission

Events

European Vocational Skills Week

The sixth edition of the European Vocational Skills Week will be held from 16-20 May 2022. The annual Week will celebrate the best practices in Vocational Education and Training (VET), welcoming events by local, regional, national organisations and other VET partners.

2022 Excellence in Vocational Education and Training Awards

Online Celebration of Nominees and Winners will take place on 18 May 2022.

Initiatives

The Working Group on VET and the Green Transition was established in 2021 under the oversight of the European Education Area

This Working Group organises technical exchanges and mutual learning on how to integrate environmental and climate considerations into VET; develop core green skills sets for the labour market and make greening in VET resilient.

European Training Foundation (ETF)

Publications

Regions & Countries | ETF (europa.eu)

Country updates have been released in March 2022 and are available on dedicated country pages. Country fiches outline key developments in the education and training and labour market trends in Partner countries.

Results of the 2021 Conference are available: Building lifelong learning systems: Skills for green and inclusive societies in the digital era | ETF (europa.eu)

Policies for system change and lifelong learning | ETF (europa.eu)

Increased attention on Active Labour Market Policies in particular targeting Youth and Fragile Adults:

Assessment of the effectiveness of active labour market policies in crisis and post-crisis situations | ETF (europa.eu)

Transition to work | ETF (europa.eu)

Monitoring and Evaluating work-based learning, a key pillar for designing effective policies: **Monitoring and evaluating work-based learning in vocational education and training**

The work on 'Future of skills' continues with the release of new reports in Albania and Tunisia.

Links:

- [Future of skills: Energy sector in Albania](#)
- [Future of skills: Energy sector in Albania - Summary note](#)

Skills for smart specialisation: A handbook based on experience

A new methodology focused on the skills dimension of smart specialisation has been released, based on pilots conducted since 2019.

A mapping of self-assessment tools used by education and training providers to support excellence development and innovation.

Publications are available at: [Publications & resources | ETF \(europa.eu\)](#)

Events

Key dates:

- 1 April 2022: ACQF COP innovation and technology.
- 28 April 2022: ACQF advisory group.
- 18-22 April 2022: ACQF first training.
- 27 April 2022: Osnabruck declaration and VET Council recommendation.
- 11 May 2022: Future of skills needs in selected economic sectors Webinar on energy transition.
- 16 May 2022: Microcredentials event for the European Vocational Skills Week.
- 24 May 2022: Digital learning tools and ideas to close the gender gap.
- 30 May – 01 June 2022: Live! Expert meeting ETF-ITCILO 'Future of skills. Extended life-long learning realities'.
- 07 June 2022: New Forms of Employment and Platform Work Online Regional consultation seminar.

- 9-10 June 2022: Live! Dissemination event for the Handbook on WBL Monitoring and Evaluation, jointly organised with BiBB, Federal Institute for Vocational Education and Training, Bonn.
- 13-14 June 2022: Live! Yearly event of the Skills Lab Network of Experts, Torino.

All planned events are available at: [Events | ETF \(europa.eu\)](#)

Initiatives

Skills lab network

A network bringing together researchers, think-thanks and public players focusing on skills anticipation and matching.

ENE – ETF Network of Excellence

A network bringing together Centers of Vocational Excellence from more than 50 countries across Europe, Asia and Africa. The network covers 6 sub-initiatives.

ETF Community of Innovative Educators

A network bringing together teachers, trainers, practitioners focusing on innovation in teaching and learning across the world.

ETF GLAD - Governance, Learning, Action, Dialogue Network Launching Event (#GLADnetwork)

A network focusing on participatory governance in lifelong learning policies, and system change open to both public, private and civil society organisations.

ETF Quality Assurance Forum

The ETF network focusing on quality assurance in education and training bringing together quality assurance authorities in partner countries.

African Continental Qualifications Framework — ACQF!

The work of the ETF to support the African Continental Qualification Framework (ACQF) is continuing. The ETF steers and coordinates the implementation of the ACQF Development project, supported by the EU Skills for Youth Employability Programme, a contribution to the wider African Union Skills Initiative for Africa (SIFA). The ACQF project is operational from September 2019 to September 2022. The website ACQF has been launched and has constantly updates on events, training and publications.

Mapping study - 12 NQFs in Africa: Key features (2022) — ACQF

Training program on Skills and Qualifications will be held from 18-22 April 2022, Training Programme: Skills and qualifications - towards better frameworks and systems for people's lifelong learning — ACQF

Green Skills Award

The Second Edition of the Call to identify good practices in supporting green skills development and use is open for applications Green Skills Award 2022 | ETF (europa.eu) the award ceremony will take place within the EU VET skills week.

Call for expression of Interest for SMEs in the Western Balkans in the Agribusiness Sector.

The ETF launches a new project focusing on innovation, technology transfer, upskilling and re-skilling targeting SMEs in the agribusiness sector in the western Balkans. The project will promote partnerships, peer learning and joint actions to address skills needs for the transformation of the sector. [Skilling up the Western Balkans agri-food sector: greening, digitalising | ETF \(europa.eu\)](#)

International dimension of COVES

In November 2021, EU Commission Direction General Employment signed an agreement with the ETF for the implementation of the project “The international dimension of Centres of vocational excellence: Building a strong international cooperation dimension on Vocational Excellence”. The project will run 24 months and consists of four work packages:

1. Creating an international vocational excellence self-assessment tool for CoVEs
2. Explore the feasibility of a Quality award on Vocational Excellence
3. Building evidence to support vocational excellence for the digital and green transitions and in the area of innovation and applied research
4. Policy support activities and capacity building

More information: [The international dimension of Centres of vocational excellence: Building a strong international cooperation dimension on Vocational Excellence: Stakeholders' Consultation meeting | ETF \(europa.eu\)](#)

Ready Model

The ‘READY’ Model | Open Space (europa.eu) is the ETF's first open source tool aimed at supporting educators and trainers in innovating teaching and learning practices.

Podcasts

- [Digital inclusion and the slow learning dream](#)
- [War and education: from Kosovo to Ukraine](#)

Podcasts come out on the last Friday of every month.

Link: <https://www.etf.europa.eu/en/publications-and-resources/multimedia?type%5B0%5D=podcast>

Campaigns

ETF 2022 campaigns:

- [Digital skills for inclusion](#)
- [Excellence](#)
- [Education has no gender](#)

International Labour Organization (ILO)

Publications

Changing demand for skills in digital economies and societies

The report sheds light on changing demand for skills in digital economies and societies, based mostly on a literature review, supported by a set of case studies from low- and middle-income countries. It reviews different approaches to measuring digital skills and discusses the impact of digitalization on skills and related policy recommendations.

Policy Brief on Digitalisation of TVET and skills development - Leveraging technology to support lifelong learning

This ILO policy brief concentrates on the digital transformation of skills systems and how technologies affect them. It is focused on how skills systems themselves become digitised, not how they respond to the demand for skills arising from digitalisation in the labour market.

Working paper: How to strengthen informal apprenticeship systems for a better future of work? Lessons learned from comparative analysis of country cases.

This paper undertakes a meta study on informal apprenticeship in developing countries. It compares the findings of country-level research conducted by the ILO and others in the past 15 years to shed

more light on apprenticeship systems in the informal economy. It discusses the features and practices of informal ap-apprenticeship systems, their responsiveness to rights at work, and the effectiveness of such systems along criteria such as dropouts, training quality, and transitions to employment.

The analysis is complemented by a selected number of country case studies that describe and assess the policies and programmes that were introduced during past years to strengthen and upgrade apprenticeship systems in the informal economy. The findings aim to improve understanding of this complex, heterogenous, yet self-sustained training system in the informal economy for evidence-based discussions and policy dialogue between ILO constituents and beyond.

A review of national career development support systems in Armenia, Moldova, Panama and Viet Nam.

This report synthesises the results of four national career development support system reviews in Armenia, Moldova, Panama, and Viet Nam. The analysis introduces examples of national career development practices and policies, challenges and recommendations for further actions. The report illustrates the added value of ongoing and finalised national review processes, their contribution to system and policy development, taking into account their diverse societal, economic, and political contexts, as well as the different stages of developing their career development support systems.

Aspects discussed include availability and use of labour market information, fragmentation of services, inequalities in access to career support, use of digital technology and the engagement of social partners.

Workshop report: The Use of Skills Logbooks, Skills Passports, and other Mechanisms to Improve the Portability of Skills and Qualifications

The second workshop under the Global Skills Partnership on Migration (GSPM) brought together representatives of key international and national organisations, involved in work that deploys technology to enhance the recognition of skills and qualifications of migrant workers and refugees. It provided an opportunity to discuss recent developments and challenges of skills logbooks, skills passports and other skills portability mechanisms and explore the potential for more coordinated action using these tools along different stages of the migration cycle: recruitment, pre-departure, pre-employment, career progression and upon return.

This brief summarises the discussions and outcomes of the three sessions on i). the skills logbook and passport initiatives or services that the five GSPM partners are offering to their constituents and members to improve skills and qualifications recognition and portability of migrant workers; ii). the scope, institutional grounding, and results (in terms of portability) of the latter and their development potential, and iii). the technological solutions that are available to document, store, verify and facilitate the cross-border recognition of skills and qualifications as well as the numerous challenges.

Events

ILO Skills Structured Funding Dialogue

The meeting will bring together like-minded development partners interested in skills and lifelong learning to:

- Reach a common understanding on the case for skills development and lifelong learning for the future of work and a human centered recovery from COVID-19;
- Take stock of advantages of pursuing tripartite approach in the area of skills development and lifelong learning, showcasing direct evidence of impact and achievements;
- Identify the long-term changes to be achieved through the Global Programme's (GPSL3) interventions for skills development and lifelong learning and the required funding;
- Share new operational and funding modalities for donors' possible commitment and support to ILO's work in the areas of skills development and lifelong learning at global and country level;
- Create a momentum for bilateral discussions on resource mobilization and partnerships for concrete financial commitments to the GPSL3 in 2022 and beyond.

News

Exploration tool on Skills Mismatches.

The ILO Skills for Jobs visualization tool extends the methodological approach by OECD to low-and-middle income countries, allowing users to explore the evolution of occupation and skills mismatches by country and occupation groups. [Read more](#) or [access the tool](#).

Global Programme on Skills and Lifelong Learning (GPSL3)

The Global Programme on Skills and Lifelong Learning (GPSL3) serves as an operational arm of the ILO Global Technical Team on skills and lifelong learning. It works as an accelerator of the Office's actions to reach the ILO Programme & Budget Outcome 5. It also serves as facilitator of knowledge management and innovation on skills and lifelong learning.

Organization for Economic Co-operation and Development (OECD)

Publications

Pathways to professions: Understanding higher vocational and professional tertiary education systems (May 2022)

This report compares the higher vocational and professional tertiary education sector across OECD countries. It describes types of programmes across countries and assesses data quality. It looks at pathways leading into professional programmes and transitions into further learning or the labour market, as well as the profile of learners served by professional programmes and links to the labour market. This report also seeks to improve the availability and quality of comparative data by advancing proposals to develop internationally agreed definitions of programme orientation at tertiary education levels to be used in future data collections.

Incentives for SMEs to Invest in Skills: Lessons from European Good Practices (17 December 2021)

Workers' skills are an essential asset for firms to recover from the COVID-19 shock and succeed in the twin digital and green transitions. Small and Medium-sized Enterprises (SMEs) face special barriers to investing in human capital because of their size and more limited access to information and capital markets. This report identifies policies that are successful in promoting SMEs' investment in the skills of employees, managers or entrepreneurs. A review of cost-reducing and financial support instruments is followed by an analysis of initiatives that promote innovative HR practices, a learning culture in the firm, and better co-operation among firms and with the education sector. The report describes the design and rationale of these

measures as well as their advantages and limitations. It identifies a common set of features that make skill investment policies especially suitable for SMEs.

Events

First meeting of the Expert Group for the International VET Assessment

On May/June 2022, the Expert Group will be discussing occupational areas and target populations to be considered as part of the development phase of the International VET Assessment project. The IAG-TVET members can join the expert group.

Initiatives

VET Facing the Future

The project looks at how VET systems can be made more responsive, flexible, supportive of transitions, and innovative in light of structural changes in the labour market and education systems.

Teachers and Trainers in VET

The project looks at the entry requirements that countries set for VET teachers and trainers, as well as the training they can or need to take for their role.

to the relevant needs of Member States and the changing demands of TVET.

More information:

- [Skills for work and life](#)
- [Watch UNESCO's video on TVET](#)
- Watch the [highlights from the international conference on TVET 2021](#)

Initiatives

The Better Education for Africa's Rise (BEAR II) project

Regional TVET MAHE Platform

BEAR II supported the MAHE Process (promoting TVET across Eastern Africa through harmonization and mutualization of TVET resources) by developing a Regional TVET MAHE Platform covering 13 countries in Eastern Africa. On 7 February 2022, the draft platform was presented by developers to UNESCO personnel and other relevant stakeholders. The platform is an interactive tool with structured information on TVET curricula and learning materials, labour market intelligence, policy and governance, best practices, and other pertinent resources. Upon finalization in 2022, the platform will serve as a key knowledge sharing hub for all TVET stakeholders across the target region.

Regional TVET teacher training programme

Contracted by BEAR II, UNESCO-IICBA developed a new TVET teacher training programme for five countries in Eastern Africa – Ethiopia, Kenya, Madagascar, Uganda, Tanzania. Based on this programme, online training of master teacher trainers was conducted across five countries during November to December 2021. In total, 60 master teacher trainers benefited from the new programme by promoting their skills and competences in (i) applying 21st century skills for TVET teacher training methodology, (ii) elaborating e-learning instructional materials for online and distance learning, and (iii) developing learning management systems for TVET programmes. In Q1-Q2 2022, the master teacher trainers will provide cascading training to fellow TVET teachers, 200 teachers from each beneficiary country.

Development of a regional entrepreneurship framework and training manual in BEAR II countries

The project team advanced with conducting a regional study on the development of entrepreneurship framework and training materials in BEAR II countries (Ethiopia, Kenya, Madagascar,

UNESCO

Publications

The 214th session of the Executive Board marked a key milestone for UNESCO's Education Sector. On 8 April 2022, Member States agreed to adopt the new [UNESCO Strategy for Technical and Vocational Education and Training \(TVET\)](#) in the period 2022 to 2029.

The [UNESCO Strategy for TVET 2022-2029: Transforming Technical and Vocational Education and Training for Successful and Just Transitions](#) will build upon the achievements under the [Strategy for TVET 2016–2021](#) and seek to generate global momentum in support of TVET, contributing to the post-COVID-19 social and economic recovery and to an acceleration of progress towards Sustainable Development Goal 4. It will seek to instil a renewed ambition for TVET in Member States and build a common vision for transforming labour markets, economies, and societies. This Strategy is fundamental for its aim to respond

Tanzania, Uganda). This study contributes to the efforts of national stakeholders to better integrate TVET graduates into labour markets by means of self-employment. Currently, a contracted consultant is performing a regional diagnostic of the situation with entrepreneurship training and development across the target region. Based on this diagnostic, the consultant will finalize the regional entrepreneurship framework and training materials in Q2 2022.

Development of a harmonized regional approach to career guidance and counselling in BEAR II countries

BEAR II progressed on developing a regional career guidance policy framework for TVET across five beneficiary countries – Ethiopia, Kenya, Madagascar, Tanzania, Uganda. The framework is aimed at promoting a harmonized regional career guidance and counseling approach and tools for the benefit of youth and other TVET stakeholders. The harmonized approach will help career guidance counsellors, advisers, teachers and policy makers to achieve a better coordination and become more effective. A contracted consultant is currently engaged in conducting desk research and reviewing the key legal and policy frameworks in the field. Based on this research and with consideration of international benchmarking references, a unified regional approach to career guidance and counselling will be finalized in Q2-Q3 2022.

Global Skills Academy (GSA) mission

In line with UNESCO's 41 C/5 and UNESCO Strategy for TVET 2022-2029, the Global Skills Academy (GSA) mission is expanding in 2022 to incrementally support from 1 to 10 million youth by the year 2029 to develop key digital and 21st century skills to increase employability and help them thrive in digitized economies and labour markets during the COVID-19 pandemic and beyond. Since its launch in 2020, the GSA has facilitated access to a comprehensive offer of free, high-quality online learning programs offered by members of UNESCO's Global Education Coalition (GEC) to more than 500,000 individuals around the world. Leveraging the UNESCO-UNEVOC large network of TVET institutions and through the new UNESCO-KPMG partnership on Youth Economic Empowerment framework, the key targets will be to:

- Improve labour market outcomes for individuals with the provision of key digital and 21st century skills;
- Support with the social integration of individuals, in particular those who are transitioning from a learning to a working environment;

- Introduce a variety of skills development programmes and active policy learning mechanisms with benefitting countries.

The GSA mission and scale-up is critical not only to meet the competitive and changing demands of the future labour market but to bridge the skills gap ensuring that young people around the world have access to reach their full potential and be successful.

Events

Global Skills Academy (GSA) Partners Information session

On 17 March 2022 GSA's partners came together for an informal session to discuss key aspects to further leverage common goals and actions in the coming months, most notably the mission's ambitious scale-up initiative.

Global Education Coalition (GEC) Annual meeting

On 28 March 2022, the meeting engaged breakout sessions to deep dive and identify actions in which partners can take together. In this framework, the Global Skills Academy ensured a breakout session on "Building Skills for the Future of Work", where key partners presented new initiatives, shared ideas, and addressed key points to leverage the GSA mission and come together with a common goal.

More information available at:

- [Global Skills Academy](#)
- [Global Education Coalition](#)

2022 UNESCO & Women@Dior Global Conference on 23 March 2022

Under the Global Education Coalition (GEC), the event highlighted key actions developed under the Global Skills Academy (GSA) mission and Gender Flagship to support and train young women around the world. The Women@Dior educational programme aims to give inspiring voices a unique mentoring platform and the opportunity for mentees to create a project that supports the empowerment of young girls. Around the four core values of autonomy, inclusion, creativity, and sustainable development, young girls and women are given the skills needed to thrive and act to impact their communities.

A special online broadcast of the event is available for all who wish to (re)live the conference's key moments at [LinkedIn](#).

Launch of the new UNESCO Strategy for TVET 2022-2029

The official launch of the new UNESCO Strategy for TVET 2022-2029 is planned for October 2022. More information will be available soon.

World Youth Skills Day (WYSD) global event

The 2022 World Youth Skills Day will be held on 15 July as an online event. More information will be available soon.

Seventh International Conference on Adult Education (CONFINTEA VII) – Side event: Private Sector Forum: Engaging in Adult Learning and Education and Marketplace

Under the theme 'Adult learning and education for sustainable development – A transformative agenda', stakeholders from across the globe will come together from 15 to 17 June 2022 for the Seventh International Conference on Adult Education (CONFINTEA VII), hosted by UNESCO in cooperation with the Government of Morocco. As a critical side event in advance of the International Conference, there will be a Private Sector Forum, which will take place virtually on Tuesday 14 June 2022 from 1 PM to 4 PM (CEST). The Private Sector Forum will reflect on the current contributions and best practices of private actors in the provision of Adult Learning and Education (ALE), while also examining the evolving role of the private sector given our rapidly changing societies.

This session aims to identify potential pathways to improve private sector engagement and establish a stronger ecosystem in the promotion of lifelong learning and skills. The Private Sector Forum will be followed by a one hour 'Marketplace' session, which aims to showcase promising solutions on digital learning and core 21st century skills development to increase employability in diverse contexts, and to facilitate initial dialogue on the opportunities for partnerships and collaboration for rapid scaling around the world.

CONFINTEA VII website: [link](#)

Registration link for the Private Sector Forum: [link](#)

Registration link for the 'Marketplace' session: [link](#)

The Capacity Development for Education Programme (CapED programme)

CapED programme is one of UNESCO's key operational responses to assist countries as they develop and implement national plans to deliver on SDG4 commitments. In particular, CapED's thematic focus

area, "Fostering Skills for Life and Work" contributes to the implementation of the new UNESCO Strategy for TVET. Policy and institutional capacity development support in the area of TVET is provided in the following countries: Afghanistan, Benin, Liberia, Madagascar, South Sudan, Sudan, Togo. Support in this area focuses on policy development for the creation of lifelong learning systems and the effective delivery of relevant TVET, literacy and foundational skills programmes catering to disadvantaged groups, particularly girls and women. Considering the closure of educational institutions, CapED is also supporting countries adapt to alternative learning methods to ensure the continuity of education.

UNESCO-UNEVOC

Publications

Trends mapping study: Digital skills development in TVET teacher training

For TVET institutions to remain relevant and attractive, they need to identify and introduce digital skills and competencies for the changing world of work and better utilize the opportunities provided by digitalization, particularly distance learning. This report presents the results of the UNESCO-UNEVOC trends mapping study on progress and challenges in TVET teacher and trainer digital skills development before and during the COVID-19 pandemic.

Handbook for the UNEVOC Network

The UNEVOC Network is UNESCO-UNEVOC's global platform of TVET institutions that work together to contribute to improving the standards and quality of TVET in their respective countries and globally. This Handbook serves as a set of guidelines for Network participation as well as delineating the roles and responsibilities of its actors. Furthermore, it aims to help partners to better understand how the Network functions.

Biennial Report 2020-2021: Adapting to the new normal

This report gives an overview of the UNESCO-UNEVOC International Centre's activities during the biennium 2020 - 2021. It highlights how UNESCO-UNEVOC has worked alongside its partners, UNEVOC Centres and TVET stakeholders to support strengthening and upgrading of TVET systems that are responsive to

sustainable development and changing labour market demands, giving special attention to the needs of youth, women and the disadvantaged.

New qualifications and competencies for future-oriented TVET - Volume 1

TVET governance: Steering collective action

Volume 1 is written with the macrolevel or system-level stakeholder in mind. Macro level stakeholders can be any number of bodies with a mandate for collective action in TVET. It primarily covers ministries and statutory bodies with legally assigned duties in the governance of TVET.

New qualifications and competencies for future-oriented TVET - Volume 2

TVET advocacy: Ensuring multi-stakeholder participation

Volume 2 addresses the role of meso-level TVET stakeholders in the process of maintaining and updating TVET systems to ensure they remain fit for purpose. Meso-level stakeholders indicate institutions participating in the advancement of TVET systems. Of particular note in this document are organizations covering activities in specific economic sectors, such as business membership organizations (BMOs), trade unions, joint organizations or chambers of commerce, industry or crafts.

New qualifications and competencies for future-oriented TVET - Volume 3

TVET delivery: Providing innovative solutions

Volume 3 focuses on the micro-level stakeholders involved in the implementation of TVET skilling programmes and/or their components. It will suit lecturers, administrators and programme designers interested in understanding some of the challenges and opportunities of introducing new qualifications and competencies into TVET programmes.

Events

UNESCO-UNEVOC's 20th anniversary celebrations

In 2022, UNESCO-UNEVOC will be celebrating its 20th anniversary. To mark the occasion, there will be an online exhibition with highlights of the past 20 years and messages from donors, partners and UNEVOC Centres. Follow the anniversary celebrations [here](#).

Bridging Innovation and Learning in TVET (BILT) – European Conference

June 2022. This BILT bridging event will provide a platform to discuss trends in new qualifications and competencies in Europe. It will also present emerging trends in Africa and Asia-Pacific and provide direction for future research and learning opportunities according to the BILT Agenda 2025.

BILT Learning Lab – MilleaLab: The all-in-one virtual reality platform for educators and learners, 10 May 2022

This Learning Lab focused on the MilleaLab virtual reality platform, which is designed and operated by Shinta VR in Indonesia. MilleaLab aims to connect the entire Indonesian educational system through the use of VR technology, as well as strengthen the bonds between schools, educators and learners.

Trends mapping webinar on digital skills development in TVET teacher training

This webinar presented promising practices for tackling digitalization challenges in TVET teacher training. Following an overview of the key findings of the trends mapping study, the webinar included presentations from TVET teacher training organizations and projects operating in Southeast Asia, Africa and Europe.

BILT Learning Lab – The Gearbox Makerspace and Product Development: Unlocking the potential of innovative entrepreneurial activities

24 March 2022. BILT Learning Labs are an opportunity for TVET stakeholders to explore specific 'Innovation and Learning Practices' from Africa, Asia-Pacific and Europe. This example showcased the makerspace training centre that is managed by Gearbox and operated by Machine Africa Network of Industries in Kenya.

Initiatives

UNEVOC Network Coaction Initiative

In February 2022, UNESCO-UNEVOC launched the inaugural UNEVOC Network Coaction Initiative – a collection of projects that have been designed by and for UNEVOC Centres. Each project of the Initiative consists of one Lead Centre and several other partner Centres, all of whom act as contributors and beneficiaries to their project's outcomes. As part of the first edition of the Coaction Initiative, four projects were selected, with the involvement of 23 UNEVOC Centres from all 5 regions of the UNEVOC Network.

Building TVET resilience for a just and sustainable transition

UNESCO-UNEVOC has launched a year-long project to strengthen the resilience of UNEVOC Centres and other education and training stakeholders as part of the pandemic recovery process. The project is being implemented with the support of the German Federal Government through Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

UNIDO

Publications

Outcome Book of the LKDF Forum 2021
Outcome Book of the Learning and Knowledge Development Facility (LKDF) Forum 2021 is now available online.

The publication summarizes key moments such as the official opening, which had a series of speeches from high-level dignitaries advocating for the importance of a successful and inclusive digital transformation; the Theme Talk session and inputs from three keynote speakers; the main takeaways of the six sessions led by experts from businesses, intergovernmental organizations, and academia, covering topics ranging from skills needs anticipation to re- and upskilling investments; a call-to-action Closing Ceremony featuring young leaders and Bernardo Calzadilla-Sarmiento, Managing Director of UNIDO's Directorate of Digitalization, Technology and Agribusiness, and finally, the outcomes of the LKDF Hackathon, a virtual competition that gathered young people and experienced professionals to propose tangible solutions for reducing waste, carbon emissions, and energy usage in agribusiness.

From pilot to scale - A Framework for development practitioners for market driven vocational training

A UNIDO paper "From pilot to scale - A Framework for development practitioners for market driven vocational training", was published in 2021. The study encourages PPDPs to adopt a Market System Development approach, which will enable them to address the underlying issues that are limiting industrial growth in many countries and help them achieve systemic change and long-term sustainability. The study uses case studies from existing PPDP projects in Ethiopia, Liberia, Morocco and Zambia focused on heavy duty equipment and commercial

vehicle training and South Africa focused on forestry skills development. The publication can be read [here](#).

The outcomes of this study were also featured with a related article titled "How can we close the industrial skills gap? The Fourth Industrial Revolution calls for a modern workforce and a new approach to vocational training" on the UNIDO Industrial Analytics Platform, which can be read [here](#).

Initiatives

Learning and Knowledge Development Facility (LKDF)

The LKDF is a platform by UNIDO that promotes industrial skills development among young people in emerging economies. By working with the private sector through Public-Private Development Partnerships (PPDPs), the LKDF supports the establishment and upgrading of local industrial training academies to help meet the labour market's increasing demand for skilled employees, ultimately contributing to inclusive and sustainable industrial development and social stability.

You can follow the LKDF on its [website](#), [Twitter](#) and [LinkedIn](#) to be informed on PPDPs, skills development, sustainable industrial development, and more initiatives.

Events

LKDF Forum 2021

The LKDF Forum 2021 convened virtually on the 22 September 2021, under the theme of "Digital Skills for an Inclusive Future", to discuss how fostering digital skills in the midst of the Fourth Industrial Revolution will ultimately result in a more inclusive future for all. The highlights of lively debates featuring industry-leading experts who participated in the event are included in the Outcome Book.

The LKDF Forum 2022 will take place during the second semester of 2022. More information will be made available on the LKDF [website](#) and on its social media channels ([Twitter](#) and [LinkedIn](#)).

Publications

Tracing Labor Market Outcomes of Technical and Vocational Training Graduates in Saudi Arabia: A study on graduates from the Technical and Vocational Training Corporation

This paper exploits a rich dataset from various administrative sources to study short- and medium-term labor market outcomes of vocational education and training graduates in Saudi Arabia. The positive returns to TVET are sustained over time.

Unleashing the Power of Educational Technology in TVET Systems

This report explores the role of EdTech in transforming the TVET system. It discusses emerging EdTech trends, potential business models, and funding sources, as well as policy levers that can support EdTech in TVET.

Addressing Gender-Based Segregation through Information: Evidence from a Randomized Experiment in the Republic of Congo

This study found that low-cost intervention can be a useful tool to encourage women to cross over to more lucrative trades in which their presence has been limited, and thereby contribute to reducing the gender gap in earnings.

Blogs

Supporting the development of today's young people

This blog recounts the challenges that the pandemic has exacerbated, hitting women and youth especially hard. The pandemic has intensified the pace of change in the labor market and the demand for new skills.

Events

2021 ASEAN+3 HRD Forum: Towards Green, Resilient and Inclusive Growth: Building Back Better through Skills Development and Employment

From 3-4 November 2021. The 2021 ASEAN+3 HRD FORUM focused on building back better through skills development and employment. It also introduced the policy framework and best practice examples to reimagine, re-set, and rework TVET and employment.

Day 1: <https://www.youtube.com/watch?v=wOfWQvEQE1M>

Day 2: <https://www.youtube.com/watch?v=bBeMaf-wWIE>

Unleashing the Power of Educational Technology for Technical and Vocational Education and Training (TVET) Systems

16 December 2021. The launch of the new global report, "*Unleashing the Power of Educational Technology in TVET systems*", developed by IFC, Digital Development, Skills GSG, and EdTech TG, gathered government policymakers, TVET providers, and technology leaders to discuss emerging solutions and how they can be deployed at scale.

Greener Jobs: Assessing Skills Needs for the Transition

2 February 2022. The webinar was organized by the Skills Global Solutions Group (GSG), where Francesco Vona discussed evidence from his work in the United States and Europe on skills needs in the context of transitioning to greener jobs and broader expected employment impacts of the green transition.

The perfect match: Using data-driven models to match talent with jobs

February, 2022. The Solutions for Youth Employment (S4YE) webinar presented the approaches of two youth-led job matching platforms, HaHu Jobs in Ethiopia and Huntr in the United Arab Emirates. Beyond their traditional matching function, these platforms collect valuable big data for skills and labour market forecasts.

Innovations in Socioemotional Skills (Part 1): Measuring Socioemotional Skills

24 February 2022. The webinar was the first session of the Skills Global Solutions Group (GSG) two-part event on innovations in socioemotional skills. It featured varied approaches on how to measure these skills. The objective was to understand recent innovations in this space and draw lessons that can be applied to country engagements and analytical and operational work.

Innovations in Socioemotional Skills (Part 2): Fostering Socioemotional Skills

2 March 2022. The webinar was organized by the Skills Global Solutions Group (GSG) and was the second session of a two-part event. It featured panelists sharing recent developments in interventions to foster socioemotional skills, including practical lessons learned on the design and implementation of these interventions, particularly in the context of COVID-19.

World Health Organization (WHO) Academy

Initiative

From the collaborative work between the WHO Academy, UNESCO and other represented organizations on the recognition of learning achievement, the WHO Academy has launched a new initiative to develop a practical guide on micro-credentialing to award and recognize learners who successfully complete a WHO Academy learning programme. International experts will be invited as co-authors and editors to develop specific sections that will include a conceptual model for recognition of learning, assessment and credentialing, along with a section dedicated to the digital components of an award. This guide will be published as a practical guide, including best practice and evidence informed approaches to recognition, with toolkits to support implementation.

Link: <https://www.who.int/about/who-academy/>.

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