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

Newsletter - APRIL 2025

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

APRIL 2025

What is the IAG-TVET group?

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

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

IAG-TVET's cooperation

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

- Facilitating consultations on UNESCO's TVET Strategy;
- Providing inputs to the Human Resource Development pillar of the G20 Multi-Year Action Plan on Development;
- Conducting a review of global TVET trends and issues;
- Organizing the Third International Congress on TVET; and
- Positioning TVET and skills within the 2030 Agenda for Sustainable Development.

Working Groups

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

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

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

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

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

Recent and future publications, events and initiatives

Joint publications, events and initiatives

**2025 joint Cedefop-OECD symposium:
New fields for apprenticeship**
1-2 April 2025

The symposium will bring together researchers, policy makers, social partners and practitioners and explore how apprenticeship provision is extended to new fields, sectors or occupations. Selected papers study a range of new programmes in health, financial services, ICT/digital industries, or teacher education. They also

cover the emergence of new programmes or drastic revamp of existing ones in more traditional sectors (e.g. construction, energy and food industries), in the light of the digital and green transitions. The event includes opening presentations from the OECD and Cedefop, discussion and Q&A sessions and a closing panel with representatives of governments, employers, trade unions, apprenticeship providers and learners.

IAG-TVET:

- IAWG on Work-based Learning Meeting. April 1 at OECD, Paris
- IAWG-TVET Spring Meeting. April 2 at OECD, Paris
- IAWG on Skills Mismatch Meeting, May 14-15 at ETF, Turin
- Global Career Month organized by IAG Career Guidance members (WB, ILO, OECD, Cedefop, European Commission, ETF, and UNESCO) Date and venue to be confirmed.

Asian Development Bank (ADB)

Publications

Climate Change and Education Playbook: Investing in Education and Skills for Climate Resilience in Asia and the Pacific. Asian Development Bank. November 2024.

This publication explores how climate change impacts education systems in Asia and the Pacific. It underscores the need for investing in climate-resilient school facilities and integrating climate action in basic, secondary, vocational, and higher education. Outlining eight calls to action, the publication provides policymakers with strategies to make education systems climate-ready to enable the transition to a low-carbon economy.

Lessons Learned in the Skills Development for Rural Vitalization in Gansu Province, People's Republic of China. Tadevosyan, Gohar and Swetal Sindhvad. December 2024.

This brief shows how the People's Republic of China can use technical and vocational education and training (TVET) to upskill people in rural areas and better enable them to harness digital technology to drive innovation and economic growth.

Initiatives

Better with Age: How Lifelong Learning Can Transform the Workforce (Blog). Kikkawa, Akiko and Silvia Garcia Mandico. February 2025.

In Asia and the Pacific, lifelong learning offers a powerful opportunity to harness the potential of older adults, transforming aging populations into a productive force. By addressing ageism and fostering accessible education, the region can build resilient and inclusive economies.

Photo Essay By Investing in Technical Training, a Brighter Future Beckons for the Youth of Bhutan | Asian Development Bank

The Asian Development Bank is ramping up investment in technical and vocational education and training in Bhutan, which is helping to train thousands of students in critical skills that can be applied toward a range of potential careers.

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First Inter-University Makeathon for Assistive Medical Technology at the Faculty of Computing and Technology, University of Kelaniya in Sri Lanka

This event brought together 13 groups of students from best universities in Sri Lanka. The support from Department of Disability Studies at Faculty of Medicine, University of Kelaniya, including future occupational therapists, translated the needs from the people with disability to technology and engineering students. The event demonstrated interdisciplinary solutions for social inclusion.

Sri Lanka's First Inter-University "Make-A-Thon" for 3D Printed Assistive Medical Technology: A Groundbreaking Success in Assistive Medical Innovation!

Sri Lanka's first-ever Inter-University competition for 3D printed Assistive Medical Technology, 'Make-A-Thon' 25, held from February 22–24, 2025, at the Faculty of Computing and Technology, University of Kelaniya, concluded successfully, showcasing the power of innovation, collaboration, and problem-solving in the field of assistive technology. The event was jointly organized by the Faculty of Computing and Technology and the Faculty of Medicine of the University of Kelaniya.

Media coverages - TV Programs

[Newsfirst English TV Program](#)

[\(Another\) Newsfirst](#)

[Rupavhaini](#)

News Articles

[Daily FT](#)

[Sunday Times](#)

[Common Wealth Union](#)

European Centre for the Development of Vocational Training (Cedefop)

Publications

Transparency and transferability of learning outcomes: a 20-year journey. Analysis of developments at European and national level

This report offers a comprehensive review of European policy initiatives (2000–20) aimed at improving learning outcome transparency and transferability, to support mobility and lifelong learning. Adopting a long-term perspective across education and training sectors, the study assesses policy coherence and impact. Findings reveal increasing synergies among initiatives, especially in terms of objectives and principles, supported by the adoption of the learning outcomes approach.

Working paper - Exploring the emergence of microcredentials in vocational education and training (VET)

This working paper argues that considering microcredentials as a new tool to reorient higher or academic education overlooks the potential of vocational and professional education as well as its aim to equip learners with employability skills, in line with increasing labour market demands. The paper attempts to shed light on learning outcomes of credential holders, as visualised in four distinct scenarios developed. These scenarios are intended to show abstract representations of existing types of microcredentials and could be used to enable critical discussions and a dialogue about the purposes of microcredentials. The paper also provides recommendations for policy and practice targeted to specific stakeholder groups.

Skills empower workers in the AI revolution - First findings from Cedefop's AI skills survey

Artificial intelligence (AI) is the next general-purpose technology reshaping labour markets, jobs and skills. This policy brief presents first results of Cedefop's 2024 AI skills survey, mapping AI use in Europe and its impact on jobs. Drawing representative samples of the adult workforce in European countries, Cedefop carried out in 2024 a first European survey focused on the use and impact of AI in jobs. It also examines the extent to which European employers may support workers in mitigating AI skill gaps.

Beyond subsidising training costs - Policies to increase training provision in micro, small and medium-sized enterprises

The report first investigates the causes of the 'MSME training gap'. Second, it develops a novel taxonomy of policies supporting MSMEs to increase their training provision. Third, it analyses a broad range of policy instruments aiming at mitigating the MSME training gap, implemented across the EU-27 and the UK with roots in different fields of policy-making, including lifelong learning and skills, business development and innovation, and active labour market and employment. Fourth, it provides insights into the effectiveness of the policies supporting increased MSME training provision. It proposes the novel concept of 'support arrangement' – which refers to all forms of support available to MSMEs located in a given sector/region – and empirically explores the support arrangements in selected skill ecosystems and skill formation systems. The report concludes with suggestions for policy-making and further research.

Apprenticeships and the digital transition - Modernising apprenticeships to meet digital skill needs

This publication draws from practice and research that explore how skill needs are changing due to the digital transition, how this impacts apprenticeship systems, how apprenticeships can support and promote the transition, and how they can benefit from effective technology adoption and use in their delivery in the school-based and workplace components.

Planned events / webinars

2025 joint Cedefop-OECD symposium: New fields for apprenticeship

1-2 April 2025

The symposium will bring together researchers, policy makers, social partners and practitioners and explore how apprenticeship provision is extended to new fields, sectors or occupations. Selected papers study a range of new programmes in health, financial services, ICT/digital industries, or teacher education. They also cover the emergence of new programmes or drastic revamp of existing ones in more traditional sectors (e.g. construction, energy and food industries), in the light of the digital and green transitions.

Using data from the web to shape next-generation labour market and skills analysis

1 April 2025

Organised in cooperation with Eurostat, and hosted by the European Economic and Social Committee (EESC), this conference will highlight the innovative use of web data in shaping next-generation labour market and skills analysis. Researchers and analysts from across Europe will showcase new work in this domain and offer fresh perspectives on occupational, sectoral, and regional labour market trends.

Developing effective lifelong guidance systems

10 April 2025

Structured cooperation across key sectors can increase the benefits for guidance service users. Cedefop initiated efforts to revisit its reference framework to support cooperation on systems and policy development. This webinar will briefly introduce the framework's elements to discuss and share views on relevant issues with key stakeholders and experts working in the field. This webinar is relevant for policymakers and stakeholders, guidance providers in or across the education, training, labour market, youth and social fields, the general public, and service users.

Towards a methodology for comparing and recognising VET qualifications

4 June 2025

Cedefop is hosting an online expert workshop to share and discuss its current work on comparing and recognising VET qualifications. The primary objective of the workshop is to investigate the feasibility of developing a methodology for comparing and recognising VET qualifications, with a focus on recognising foreign qualifications for the purposes of employment and further studies.

The impact of learning outcomes on teaching and learning – policy choices ahead

13 June 2025

The conference on the impact of learning outcomes on teaching and learning will provide an opportunity for policymakers, stakeholders, experts and researchers to discuss the final findings of the three-year study whose aim was to analyse the transformation of intended learning outcomes into achieved learning outcomes. Cedefop research shows that while the approach is rapidly gaining ground across Europe, the diversity of interpretations and applications calls for further dialogue and sharing of experiences. The discussions during the conference will focus on the impact of learning outcomes-based curricula on teaching practices (in school-based programmes and company training) as well as on assessment. Suggestions/lessons for the way forward supporting stakeholders and policy makers in addressing future challenges and opportunities in this area will also be presented.

European Commission

Publications

European Alliance for Apprenticeships (EAfA) 2025 Action Plan EAfA releases its 2025 activities roadmap

EAfA publishes its 2025 plan to foster quality apprenticeships through boosting cooperation and providing innovative tools

EAfA has released its Action Plan 2025, a roadmap that aims to promote quality apprenticeships in the EU and beyond. The plan confirms the key role of EAfA members' pledges to promote the benefits of EAfA in their networks and improve participation in apprenticeships in key economic sectors with shortages, such as agriculture, construction and hospitality.

EAfA recognises that apprenticeships are the foundation of Europe's workforce. So, the new roadmap aims to build momentum for a skilled and adaptable workforce, notably by supporting apprenticeships with new, cutting-edge resources. This includes equipping stakeholders with a toolkit on apprenticeships for adults, factsheets on up- and re-skilling trainers, and webinars on improving apprenticeship working conditions and addressing gender stereotypes.

Planned events

European Employment and Social Rights Forum (5-6 March) EU Social Forum 2025

Looking back on the European Employment and Social Rights Forum: Skills needed for a competitive Europe

This year, the European Employment and Social Rights Forum focused on skills for a competitive Europe to address rising labour and skills shortages. The hybrid event took place in Brussels, as well as online, on 5–6 March 2025.

The Forum is the annual flagship event of the European Commission's Directorate-General for Employment, Social Affairs and Inclusion. Policymakers and high-level speakers from businesses, academia, and civil society attended to discuss the critical intersection of employment, skills and social policies. Stakeholders concluded that Europe needs radical change in ambition and action to tackle one of Europe's most urgent challenges: rising labour and skills shortages and declining productivity across the continent.

Initiatives

The 2024 Centres of Vocational Excellence have been published.

These are the CoVEs that have been selected following the 2024 Erasmus+ Call. You can find information about them here:

[EU Funding & Tenders Portal](#)

Centres of Vocational Excellence (CoVEs) are the pillars of excellent vocational education in Europe. Centres of Vocational Excellence (CoVEs) are formed by networks of partners that develop local "skills ecosystems" to provide high quality vocational skills to young people and adults, and contribute to regional development, innovation, industrial clusters, smart specialisation strategies and social inclusion. CoVEs stimulate local business development and innovation, by working closely with companies (in particular SMEs) on applied research projects, creating knowledge and innovation hubs, as well as supporting entrepreneurial initiatives of their learners.

Union of Skills

[Communication on the Union of Skills](#)

[Press Release](#)

[Union of Skills website](#)

European Training Foundation (ETF)

Publications

30 Years of ETF

ETF celebrated its 30th Anniversary with a flagship event on 27-28 November 2024 and a round-the-world journey in the countries and regions of operations, and beyond. Access the 30 years – 30 stories material at [Celebrating our 30th anniversary! | ETF \(europa.eu\)](https://www.etf.europa.eu/celebrating-our-30th-anniversary).

This publication is reflecting on the past and envisioning the future.

Torino process system monitoring report

Ukraine; Kazakhstan; Türkiye; Lebanon

Debunking 5 myths about Women in the Labour Market | ETF

Gender inequality remains a persistent challenge in the global labour market, limiting opportunities for women and holding back progress. Despite making up half the world's population, women remain an underutilised workforce with vast potential.

Bridging the skills gap: embracing digital transformation | ETF

This report delves into how digitalisation and automation influence job tasks, skills requirements, and workers' strategies for skills development in six ETF Partner Countries. By examining these changes, the survey provides valuable insights into the current and future needs of the workforce, which are crucial for policymakers and practitioners aiming to foster a resilient and adaptable workforce in an increasingly digital world.

The role of civil society organisations in Lifelong Learning and Human Capital Development

The role of Civil Society Organisations (CSOs) in Human Capital Development (HCD) and Lifelong Learning (LLL) is more critical than ever in addressing the challenges of a rapidly changing world. These organisations bridge educational gaps, promote inclusivity, and empower individuals through innovative approaches to learning and employment.

Education, skills and employment: Trends and developments 2024

This cross-country monitoring report provides a comprehensive overview of education, training and employment trends in 2024 across 26 ETF partner countries.

From awareness to action: engaging youth in the green economy and climate action (co-production United Nations Children's Fund (UNICEF) and European Training Foundation (ETF))

New forms of work and platform work in the Southern and Eastern Mediterranean (EN, FR)

Explore the dynamic landscape as well as the complexities of the new forms of work and platform work in the Southern and Eastern Mediterranean. Based on a comprehensive analysis drawing from extensive research, web scraping, data mining and interviews with stakeholders, this regional report focuses on the evolving trends, opportunities, and challenges shaping the digital economy, the future of work and the related skills requirements.

Learning for careers: What kinds of career guidance and career education services do young people want in Europe and Central Asia?

Today's labour markets are turbulent and undergoing historic disruptions. Transitioning from school to work is therefore an ever more critical juncture that has consequences for the future employment, well-being, and social connectedness of the younger generation. However, rapid changes in the demand side of the labour market make decision making about education, training, and work all the more difficult.

The future of skills in ETF partner countries

In an era marked by rapid global changes, the demand for new skills is evolving at an unprecedented pace, driven by both technological advancements and other transformative forces. Understanding and anticipating these emerging skill requirements is crucial for educators and training providers to ensure their programmes remain relevant and responsive to the shifting landscape.

New forms of work and platform work in Central Asia (EN, RU)

This report highlights the significant transformation of labour markets in Central Asia due to social, economic, and technological changes, with a focus on online freelancing and platform work. It reveals that platform

work, both online and on-location, has gained momentum in the region, providing opportunities for higher income and flexibility.

Policy briefs

Navigating the future: Shaping the future of global education

In an age defined by rapid technological change, geopolitical upheaval, and post-pandemic realities, education and lifelong learning systems must adapt to meet shifting societal and labour market needs.

Navigating the future: How the colours of the economy shape the future skills and work

Key trends such as demographic changes, technological advancements, climate change and shifting values are rapidly transforming societies and reshaping the global economy.

Navigating the future

Jointly developed by the ETF and the EUI, this policy briefing highlights ways in which education and skills can help build resilience, promote peace and drive sustainable development, emphasising the need to work towards a common vision of the future to shape 21st century education systems fit for an uncertain future.

Better recognition of qualifications

Which bodies apply what processes in the recognition of qualifications from other countries? How might these practices be disseminated, supported, and improved? What are the purposes and benefits of recognition to various parties? Read this paper to find out more.

Events

Events | ETF (europa.eu)

Past events

Taking forward Youth Guarantee schemes in the Western Balkans organised with EC Taixex for the Western Balkans

24-25 September 2024, Finland, Helsinki

Comparison of the EQF and third country qualifications frameworks – what have we learned from pilots? How can we take it forward?

29-30 October 2024, Torino, Italy

European Alliance for Apprenticeships - Seminar for EAfA Partner Countries

17-18 Oct, Tirana, Albania

ETF Network for Excellence (ENE): Sharing Innovation in Social Inclusion (SISI)

9 December 2024, Torino, Italy

Winter Camp on Vocational Excellence, titled: "...and this is how VET saved the (human) world – Learners' Journey in a CoVE"

10-13 February 2025, Nova Gorica, Slovenia

Internationalising vocational excellence conference: Making Excellence meaningful for all learners

12-13 Mar 2025; Torino, Italy

Up-coming events

VET developments in candidate countries: closing the Osnabrueck cycle

14-15 April 2025; Milan, Italy

ETF Networks

Skills LAB! The Skills Lab Network of Experts | Open Space (europa.eu)

The aim of the Skills Lab Network is to bring experts and researchers together from different institutions and countries to co-create, exchange, and disseminate labour market research to foster the culture of skills anticipation and matching. The primary target population are the experts and researchers working on skills demand. They can be from a variety of public, private or non-profit research institutions and universities and/or international organisations and networks. LinkedIn group (1) ETF Skills Lab Network of Experts | Groups | LinkedIn

Recent events organised under the Skills Lab Network of Experts include:

- Regional SEET event '*Identifying Gaps in Green Skills*' – online, 29 October 2024
- Peer learning on '*Lessons from Gigmeter™ in measuring the platform work in Southeastern Europe*' – online, 12 November 2024
- Regional SEMED event '*Vocational Education Pathways in Higher Education in the SEMED Region*' online, 18 November 2024
- Regional SEET event '*The Role of Centres of Vocational Excellence in Strengthening Industry Connections*' – online, 3 December 2024

- Regional event Central Asia '*Green Skills for Transition to a Green Economy in Central Asian Countries and Best International Practices*' – online, 5 December 2024
- Webinar on '*Needs of Female NEETs: Outreach and Career & Life Skills Learning*' – online, 10 December 2024

ETF Network for Excellence

Vocational excellence – ENE | ETF

The ETF Network for Excellence (ENE) is a key player in the global VET agenda, positioning Centres of Vocational Excellence (CoVEs) as engines of reform. Since 2020, ENE has united 340+ members from 60+ countries to drive collaboration, innovation, and policy development. CoVEs enhance VET worldwide by aligning skills with labour market needs and fostering excellence. ENE supports this transformation through best practices, partnerships, and initiatives focused on the green transition, social inclusion, entrepreneurship, and digital education, with regional efforts like ENE Africa and targeted policy support globally.

ETF Network for Vocational Excellence | Open Space

Community of Innovative Educators Community of Innovative Educators | ETF (europa.eu)

All educators interested in new teaching and learning practices are welcome to join, particularly from the countries where the ETF works. This includes general subject teachers, vocational and technical teachers, practical instructors, school principals, educational theorists, adult educators, mentors, teacher trainers and education solution providers. The community is aimed at all educators interested in innovation in teaching and learning, whether they are recognised or not for their innovation. LinkedIn Group [\(1\) ETF Community of Innovative Educators | Groups | LinkedIn](#)

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

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

EU projects implemented by the ETF

ACQFII African Continental Qualifications Framework — ACQF

The ACQF-II project (2023–2026) was launched in partnership between the African Union and the European Union, to support implementation of the new policy instrument. ACQF-II is implemented by ETF, working in collaboration with the African Union, the regions, and countries.

Darya DARYA – Dialogue and action for resourceful youth in Central Asia | ETF (europa.eu)

DARYA is the European Union's first-ever regional project supporting young people in Central Asia through measures fostering inclusion and labour market skills over 5 years 2022–27.

IntVE – Internationalising Vocational Excellence Internationalising vocational excellence | ETF (europa.eu)

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

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

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

Special initiatives

GRETA – Greening Responses to Excellence through Thematic Actions Going green: GRETA | ETF

GRETA focuses on aligning VET practices with sustainability goals and enhancing skills for the green economy. GRETA works closely with UNESCO-UNEVOC and will organize joint peer learning sessions in 2025, starting with a session on 19 March, focusing on green construction, sustainable buildings, and the role of vocational excellence in shaping a greener future..

Green Skills Award [ETF Green Skills Award | ETF \(europa.eu\)](#)

The Green Skills Award is a global initiative that was first introduced in 2021. Each year it celebrates outstanding ideas and inspiration from all over the world about innovation happening thanks to individuals and institutions. The results of the public vote (winner) and ETF jury's vote (second and third positions) will be announced in June.

The impact of the Gaza crisis on human capital

Find on the ETF website updates on the impact of the crisis on human capital [The impact of the Gaza crisis on human capital | ETF \(europa.eu\)](#)

NEW pages for the Torino Process

Policy analysis and progress monitoring
[Policy analysis and progress monitoring – Torino Process | ETF \(europa.eu\)](#)

More about the ETF

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

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

International Labour Organization (ILO)

Publications

[Guide for Policymakers - Quality Apprenticeships Recommendation, 2023 \(No. 208\)](#)

This guide provides actionable strategies for building effective, equitable, and sustainable apprenticeship systems. Based on ILO's Quality Apprenticeships Recommendation (No. 208), the guide emphasises structured programs, inclusivity, and apprentice rights, including fair wages, safe working conditions, and social protection.

[Skills needs intelligence to inform migration policy and governance](#)

This study explores how seven diverse countries—including the UK, Canada, Bangladesh, Guyana, Malaysia, South Africa and India—are leveraging skills intelligence to shape migration policies.

Decent Work in Nature-Based Solutions 2024: Unlocking jobs through investment in skills and nature-based infrastructure

Jointly developed by the ILO, UNEP, and IUCN, this report explores job creation through nature-based solutions (NbS), highlighting the interplay between quality jobs and sustainable environmental practices.

Navigating the future: Skills and jobs in the green and digital transitions

Ahead of COP29, this research brief examines how green and digital transitions can unlock large-scale job opportunities, particularly in medium-skilled occupations.

Promotion of decent work and a just transition, including skills development and lifelong learning, in the food and beverage industry

The food and beverage sector is the cornerstone of national and international food systems and, given its essential role in ensuring food security and nutrition, is fundamentally linked to human existence. This report is from the Technical Meeting on the Promotion of Decent Work and a Just Transition, Including Skills Development and Lifelong Learning in the Food and Beverage Industry that took place in Geneva, 27–31 January 2025).

Rethinking Economic Transformation for Sustainable and Inclusive Development. Turning a Corner?

Providing policymakers and organizations with informed guidance, the book offers innovative solutions to pressing challenges, such as how developing countries can rethink policy instruments and economic steering mechanisms. It also examines how structural transformation can be used to promote growth, decent jobs and skills through the use of green industrial policies.

Forthcoming publications in 2025

- Deep dive report on skills for greening and digitalising economies
- Updated policy projections on green and digital policy scenarios with the inclusion of the circular economy and AI
- Briefs on skills for critical energy transition minerals, green hydrogen and transition pathways of workers in the coal sector
- Decent work for domestic workers through skills development - a Theory of Change

- French and Spanish versions of the Guidelines for Technical and Vocational Education and Training (TVET) and skills systems on preventing and eliminating violence and harassment
- Skills for Productivity, Environment and Economic Diversification (SPEED) tool
- Global Employment Policy Review with a chapter on the skills and productivity nexus
- Review of methodologies for costing lifelong learning and determine minimum inputs required
- Review of training funds for apprenticeships in Sub Saharan Africa
- Study on Financing mechanisms for Flexible Training Pathways in India: Closing the gap to Lifelong Learning
- Towards a Lifelong Learning costing tool in South Africa
- Guidelines on costing and financing of Recognition of Prior Learning
- Policy Note: Developing and adopting a National Core Skills Framework
- Integrated guidance: Mainstreaming Core Skills in curricula

Planned events / webinars

Africa Skills Week

14-18 October 2024

Held in Accra, Ghana, Africa Skills Week 2024 brought together global leaders, experts, and stakeholders to discuss skills development and employment opportunities across the continent. The event highlighted critical topics like AI and digital technologies, Quality Apprenticeships, and Skills Hubs for industrial transformation. Sessions emphasised the importance of inclusive and flexible TVET systems, partnerships, and empowering vulnerable populations. Africa Skills Week underscored the importance of collaboration for advancing skills and sustainable development.

The role of green skills in facilitating the low carbon and green transition in Asia and the Pacific

29 October 2024

The ILO Asia and the Pacific Regional Skills Webinar Series aims to facilitate knowledge exchange and regional dialogue on key issues and policy options relating to skills challenges in Asia and the Pacific. It brings together experts, policymakers, social partners, practitioners and others from the region and beyond

to share insights and recommendations. In episode 1, experts from the EU, Singapore, and the ILO shared strategies to equip Asia-Pacific's workforce for a green transition, fostering dialogue on skills development, just transition, and policy innovation in the region.

Apprenticeships for a Brighter Future: Financing of Apprenticeships

4 December 2024

"Apprenticeships for a Brighter Future" is a series of webinars that explore different aspects and challenges related to apprenticeships, as well as effective practices and innovative approaches to develop quality apprenticeship systems and programmes for a better future of work. The first webinar, organized by the ILO and DCdVET, provided a platform to share knowledge and best practices on financing apprenticeship systems. The session featured insights from member organizations such as the ILO, British Council and Cedefop. The webinar was organized as a follow-up to discussions that took place in Turin in February 2024 during the Skills Fair on Quality Apprenticeships.

Masterclass on Innovation and Excellence in Education and Lifelong Learning

21 November 2024

As the world navigates rapid technological advancements, climate and demographic changes, and globalisation, excellence and innovation in education and lifelong learning are crucial for developing a capable, resilient, and adaptable workforce. This masterclass brought together thought leaders and researchers from international development organisations and countries to share good practices to promote excellence and foster continuous innovation in education and lifelong learning.

COP29

11-22 November 2024

At COP29, the ILO organized high-level discussions and praised the inclusion of skills development in the COP29 Presidency Initiative on Human Development for Climate Resilience. A roundtable, Nurturing Talent for a Climate-Resilient Future, was held on the inaugural Human Development Day, which explored key solutions for workforce transformation that emphasize decent work, job creation, upskilling, and reskilling of workers, as prerequisites for a just transition. The ILO also highlighted the critical role of skills for climate action through participation in numerous events at the Just Transition Pavilion, as well as sessions organised by the International Organisation

of Employers, International Renewable Energy Agency, the Biodiversity Foundation, Iberdrola, UNFCCC, European Bank for Reconstruction and Development, PwC, and more. A clinic on Nationally Determined Contributions, hosted by the ILO, highlighted the need to integrate skills development into climate commitments.

IAEVG 2024: Advancing Career Guidance for Social Justice and Transformation

12-14 November, 2024

The International Association for Educational and Vocational Guidance (IAEVG) conference in Jyväskylä, Finland, brought together global experts to discuss the evolving role of career guidance in addressing today's pressing challenges. During the event, the ILO delivered a keynote address.

Global Labor Market Conference

29-30 January, 2025

The Global Labor Market Conference (GLMC) 2025 brought together policymakers, labour leaders, academics, and business pioneers worldwide to inspire innovative solutions to labour market challenges.

The ILO delegation emphasised the need to advance social justice through decent work, highlighting the importance of addressing challenges facing the global labour market, including rising unemployment among young people, persistent decent work deficits, and the disproportionate impact of these issues on women, youth, and other vulnerable populations.

Book Launch - Rethinking Economic Transformation for Sustainable and Inclusive Development: Turning a Corner?

3 February 2025

The ILO launched an insightful book exploring policy solutions for inclusive, resilient economic transformation. As economies face unprecedented challenges—from technological disruptions to climate change—this publication presents actionable strategies to foster green growth, decent jobs, and skills development.

Online launch of the policy guide on Quality Apprenticeships

26 February 2025

This launch provided practical insights and strategies for building effective, equitable, and sustainable apprenticeship systems based on ILO

Recommendation 208 on Quality Apprenticeships. The event featured an overview of a guide for policymakers on quality apprenticeships, followed by discussions with ILO constituents and partners on its implementation.

Skills Bridge Masterclass - Developing social emotional skills: The power of raja yoga meditation

5 March 2025

This Masterclass, organized in partnership with the World Bank and UNESCO, offered a practical exploration of how people can harness yoga and meditation to develop essential social-emotional skills, ultimately enhancing happiness and growth. It aligned with UNESCO and the World Bank priorities as also expressed in the Joint Better TVET report and ILO's Mental Health and Well-Being Action Plan.

Upcoming events/webinars in 2025

- ASEAN Year of Skills
- Africa Skills Week
- Skills Academy, 6-7 October 2025

Initiatives

ILO and the Government of Norway renew their partnership

The Government of Norway and the International Labour Organization have renewed their strategic partnership agreement for 2024-2025 to strengthen the skills development ecosystem in targeted countries and contribute to human development objectives.

Baku Guiding Principles on Human Development for Climate Resilience

At COP29, the ILO joined other international organizations, development banks and climate funds, endorsing the Baku Guiding Principles on Human Development for Climate Resilience. These principles call for aligning climate action with human development goals, enhancing social dialogue, and scaling up skills investments. The Baku Guiding Principles are especially significant in light of the climate crisis and the resulting urgent need to integrate skills development into climate policies and climate funding and to turn words into actions.

Organisation for Economic Co-operation and Development (OECD)

Publications

Promoting Quality and Excellence in Higher Education and VET

February 2025

A two-part series of policy papers on “Promoting Quality and Excellence in Higher Education and VET” was published in February 2025. This *first* paper reviews recent policy developments in the external evaluation and quality assurance of higher education and vocational education and training (VET) undertaken by external quality assurance agencies or inspectorates in ten European jurisdictions. The *second* examines a wide range of quality-focused policies, other than quality assurance, used by governments to promote pedagogical innovation and enhancement.

Quality Matters: Strengthening the Quality Assurance of Adult Education and Training

December 2024

The report examined the evolving landscape of adult education and training (AET). It maps existing quality assurance systems across OECD countries and introduces a framework for comparison. The report also explores how accessible information and guidance can empower learners, the critical role of data infrastructure in tracking outcomes, and the unique challenges posed by the rise of digital AET.

Insights from Skills Strategies in the European Union: Lessons Learnt for Developing and Implementing Effective Skills Policies

November 2024

The report was based on a mapping of 26 skills strategies, desktop research, stakeholder consultations, and expert meetings for selected case studies, nine key lessons are presented for developing and implementing skills strategies. These lessons capture the essential characteristics of successful skills strategies and serve as an informational tool for policymakers to develop new skills strategies or update existing ones.

Internships for secondary school students in general education

Effective career guidance systems provide students with the opportunity to gain first hand experiences of what it is like to be in work. Students in general secondary education in many countries are encouraged and enabled by their schools to participate in short duration internships (also known in some countries as work experience placements). Undertaking tasks under the supervision of a working professional who is not a teacher in an authentic workplace provides students with considerable opportunities for career development. This policy brief reviews data on the impact of such internships on the employment outcomes of young people. It also explores why positive benefits might be expected when provision is of good quality in light of theories of human, social and cultural capital and wider research on the opportunities for learning presented by workplace exposure. Finally, it summarises findings from research literature on how schools can optimise positive outcomes for students, and draws on the OECD PISA study to present data on patterns of student participation.

Voluntary work in the community

A guide to delivering an effective career development activity. Effective career guidance systems provide students with the opportunity to gain first hand experiences of what it is like to be in work. Through voluntary work in the community, schools can give students opportunity to undertake tasks under the supervision of a professional who is not a teacher in a workplace often in fields of strong career interest. This paper summarises conclusions from studies of national longitudinal datasets on how teenage volunteering relates to employment outcomes in adulthood. It also explores why positive benefits can be expected in light of theories of human, social and cultural capital accumulation. It draws on the OECD PISA study to present data on patterns of student volunteering, and finally provides advice for schools and education jurisdictions on how benefits can be optimised for students.

Teenage part-time working: How schools can optimise benefits and reduce risks for secondary school students

Part-time work is a form of career development that can be expected to provide students with resources of value to their transitions into work. International research shows that teenagers who work part-time alongside their full-time studies can expect to do better when they entered the labour force as young

adults. Studies suggest strongly that part-time work can help students to build technical and soft skills, develop social networks of value and enhance confidence in career planning. However, excessive working alongside full-time secondary education can be expected to impact negatively on academic achievement. This Policy Brief draws on evidence from PISA, national longitudinal studies and wider research literature to address three main questions: what are the likely impacts of part-time work on students' future employment outcomes and why can benefits be expected?; what types of students are more likely to work part-time across the OECD?; how can schools optimise positive outcomes for young people?

Bridging Talent Shortages in Tech

24 September 2024

Talent shortages in the tech sector pose significant challenges for firms, workers and governments, hindering productivity, innovation, job satisfaction and economic growth. To address these shortages, this report emphasises the importance of a comprehensive, multi-stakeholder strategy based on innovative policy actions. This includes adopting skills-first approaches to hiring, which prioritise specific skills over traditional qualifications, expanding talent pools and enabling employers to adapt more dynamically to evolving technological demands. Additionally, the promotion of micro-credentials is highlighted as a crucial tool for facilitating rapid skill development tailored to current industry needs, thereby supporting continuous learning and workforce agility. Furthermore, fostering inclusivity in the tech sector is essential. The report advocates for inclusive initiatives that broaden the talent pool by addressing barriers faced by under-represented groups, including women, minorities, youth and migrants. The report emphasises that successful implementation of these strategies requires robust collaboration among governments, education and training institutions, and the private sector. It draws on exemplary practices from various OECD countries to illustrate effective approaches to fostering such collaboration, ensuring sustainable solutions to alleviate talent shortages in the tech sector globally.

Mapping Quality Assurance Indicators for Non-formal Adult Learning

2 December 2024

This report analyses twelve quality assurance systems that cover non-formal adult learning to identify the quality areas and criteria typically included in these systems, as well as the evidence that training providers can submit to prove compliance with them.

The different quality areas, criteria and indicators are analysed and structured in the report using the four phases of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET): planning, implementation, evaluation and review.

Agile Occupational and Training Standards for Responsive Skills Policies

3 December 2024

Occupational and training standards play a crucial role in defining the skills, competencies, and attitudes required for effective performance in occupations. This report offers a comparative analysis of efforts in selected OECD countries, showcasing best practices from Flanders, France, French-speaking Belgium, Germany, Switzerland, and the United Kingdom. It focuses on methods to ensure that occupational and training standards are produced efficiently and remain relevant for the labour market and user-friendly.

Training Supply for the Green and AI Transitions

11 December 2024

This report uses evidence from new OECD questionnaires and an analysis of training catalogues to evaluate whether current training supply aligns with the skills needed for the green and AI transitions. It also provides insight into the accessibility and flexibility of training efforts, to guide policy makers in their efforts to develop more effective, inclusive training strategies.

Who will be the workers most affected by AI?

31 October 2024

This paper examines how different socio-demographic groups experience AI at work. By identifying the main risks and opportunities associated with different socio-demographic groups, the ultimate aim is to allow policy makers to target supports and to capture the benefits of AI (increased productivity and economic growth) without increasing inequalities and societal resistance to technological progress.

Artificial intelligence and the changing demand for skills in the labour market

10 April 2024

Most workers who will be exposed to artificial intelligence (AI) will not require specialised AI skills (e.g. machine learning, natural language processing, etc.). Even so, AI will change the tasks these workers do, and the skills they require. This report provides first estimates for the effect of artificial intelligence on the demand for skills in jobs that do not require specialised AI skills.

Understanding Skill Gaps in Firms - Results of the PIAAC Employer Module

10 December 2024

This report, based on results from the PIAAC Employer Survey Module, examines the prevalence and impact of skill gaps in five European countries: Hungary, Italy, the Netherlands, Portugal, and the Slovak Republic, and analyses how firms are responding through strategies such as skills anticipation, training and targeted recruitment.

How is AI changing the way workers perform their jobs and the skills they require?

29 November 2024

Artificial Intelligence (AI) is changing how workers perform their jobs and what skills they require. In occupations most exposed to AI (e.g. computer programmers, budget analysts and administrative assistants), management and business skills are the most demanded skills. However, the demand for management, business and digital skills has been falling in the workplaces most exposed to AI. The magnitude of this decline is relatively small but should be should monitored closely.

Do Adults Have the Skills They Need to Thrive in a Changing World?

10 December 2024

This report highlights the result from the latest Survey of Adult Skills. It shows a mixed global picture of literacy, numeracy and adaptive problem solving proficiency. Finland, Japan, the Netherlands, Norway and Sweden excel in all these areas, with significant proportions of their adult populations demonstrating advanced abilities. However, on average across OECD countries, 18% of adults do not even have the most basic levels of proficiency in any of the domains.

Planned events / webinars

The joint Cedefop-OECD symposium on “new fields for apprenticeship”

1-2 April 2025, Paris, France

All information and registration details can be found on the [symposium page](#).

Initiatives / Special initiatives related to gender mainstream

- A series of reports/papers will be published in Q2-3 2025 on the topic of VET and the green transition. These will look at topics such as the readiness of VET programmes to support the green transition, VET graduates' access to green(er) jobs,

and the role of higher VET in developing the skills for the green transition.

- A report will be published, accompanied by a webinar, on the topic of “Beyond degrees: Empowering the workforce in the context of skills-first” in June/July 2025. It examines i) the benefits and challenges for individuals of prioritising skills rather than relying on formal education, prior job titles and professional histories when applying for jobs, and ii) how skills-first approaches can expand and diversify the workforce and tackle skill shortages in sectors facing hiring challenges, such as the digital and green sectors.
- The international VET assessment (PISA-VET) is currently in its development phase. Work is ongoing on the instrument development, in collaboration with a large group of VET and assessment experts. The instruments will be tested on a small scale in selected participating countries in 2026.

UNESCO

Publications

Closing the Gender Gap in Education and Employment

This report provides a detailed diagnosis of the gender gap and outlines practical solutions to address it. It presents original research that pinpoints with actionable granularity where these disparities are greatest and how they can be reduced. This project has its origins in a survey that IFC conducted in partnership with 54 educational institutions in 22 developing countries as part of Vitae. Through this program, IFC is advising and assisting colleges and universities in enhancing their students' employability skills and facilitates their transition to the job market.

Recommendation on Technical and Vocational Education and Training (2015). Results of the Second Consultation of Member States on the Implementation of the UNESCO TVET Recommendation, 2019-2022

The UNESCO Recommendation concerning Technical and Vocational Education and Training was adopted by UNESCO's General Conference in November 2015. It aimed to promote technical and vocational education and training (TVET) as part of lifelong learning and to contribute to employment and decent work, inclusive and sustainable economic growth and competitiveness, social equity, and environmental

sustainability. This report presents a synthesis of the outcomes of the Second Consultation of Member States on the implementation of the 2015 TVET Recommendation, covering the period from 2019 to 2022, based on 87 submitted reports.

Forthcoming

Developing foundational skills for employability of youth and adults

This publication examines the current landscape of foundational skills development in Technical and Vocational Education and Training (TVET) and its impact on employability and career advancement. It analyses how TVET systems address foundational skills, proposing a taxonomy to better define and structure their development. The research reviews existing taxonomies, introduces a working definition of foundational skills, and assesses the evolving skill demands of the labor market. Additionally, it presents case studies that highlight good practices, innovative approaches, and successful programs aimed at strengthening foundational skills in TVET. Based on these insights, the study offers a set of policy recommendations and capacity development strategies to enhance foundational skills training through TVET. The study is scheduled for launch in July 2025.

Lifelong learning entitlements: From design to impact

This study explores global trends in LLL, emphasizing the potential need for Lifelong Learning Environments (LLEs) to support individuals in actively engaging with LLL. It presents six case studies based on document analysis and in-depth interviews with policymakers and stakeholders from Australia, Canada, France, Ireland, Singapore, and the Republic of Korea. After providing a contextual overview of LLL in each country, the report examines a specific LLL initiative using the assessment framework outlined in the methodology section, highlighting key challenges in designing and implementing LLEs. The study concludes with an analytical overview of the main findings and recommendations for the effective design and implementation of LLEs to achieve their intended outcomes. The official launch of the study is scheduled for June 2025.

Skills development for the Cultural and Creative Industries

The cultural and creative industries (CCIs) have experienced exponential growth in recent decades, playing a significant role in job creation, income

generation and economic spillovers. CCIs have the potential to significantly contribute to the development of more robust and prosperous economies, as well as to mitigate social and income inequalities, and enhance innovation, particularly in developing and fragile nations. The study undertaken by UNESCO will provide a global overview of the state of the art in terms of skills development policies for the CCIs and their impact on employment, productivity and growth. The study will draw on a number of case studies from different countries and provide guidelines and recommendations for policy making in this area.

Planned events / webinars

GSA and GEC Meetings:

- 2025 Global Skills Academy Partners Meeting (online) March 18
- Global Skills Academy (GSA) mission Session at GEC annual meeting. March 24 at UNESCO HQ, Paris.
- *Global Education Coalition 2025 Annual Meeting* March 24 at UNESCO HQ, Paris

Regional and International Events:

- Africa Skills Competition in Livingstone. April 7-12 in Zambia.
- World Youth Skills Day, July 15. Joint UNESCO-UNEVOC GSA 5th Anniversary at UNESCO HQ, Paris. Theme and venue to be confirmed.
- International Conference on TVET in Latin America- 16-18 July in Quito, Ecuador
- Fourth International Financing for Development Conference. 30 June – 3 July in Spain.
- High-Level Political Forum for Sustainable Development, focusing on “Advancing sustainable, inclusive, science- and evidence-based solutions for the 2030 Agenda and SDG4, ensuring no one is left behind”. July 14-23 in New York.
- Second World Summit for Social Development. 4-6 November in Qatar.

Key Launches

- AU Continental TVET Strategy (2025-34) launch. Date and venue to be confirmed.
- Launch of the report “Closing the Gender Gap in Education and Employment”. March 24 at UNESCO HQ, Paris.

Initiatives / Special initiatives related to gender mainstream

Global Skills Tracker

UNESCO is in the process of designing, developing and implementing a Global Skills Tracker to monitor skills demand, in alignment with our TVET Strategy 2022-2029. The Global Skills Tracker provides a valuable opportunity to share real-time data on labour market conditions, in order to guide programme and policy development. The Global Skills Tracker will aim to dynamically consolidate data on skills demand, including information about job profiles, trades, occupations and sectors. This will enable a more comprehensive understanding of labour market dynamics, including the identification of skills needs and trends across various dimensions such as geographical areas and industry sectors. The Global Skills Tracker will play a pivotal role in monitoring and analysing emerging skills within the rapidly evolving landscape of digital transformation. With a specific focus on key areas such as digital, AI and green skills, the tracker will provide valuable insights into the constantly evolving demands of the global workforce.

Global Skills Academy (GSA)

The Global Skills Academy (GSA) seeks to create pathways for learners and youth to acquire essential employment-ready skills, empowering them to thrive in an evolving global economy. In 2025, GSA continues its mission to support global skills development, with a particular focus on technical and vocational training for youth from vulnerable and marginalized communities. Through strategic partnerships with over 170 TVET institutions across 63 countries, the GSA comprises a robust network, spanning Africa, Asia and the Pacific, Latin America and the Caribbean, Europe and the Arab States. Through constant evolution in service of its mandate, the GSA developed a comprehensive model that extends beyond learner support to encompass various education stakeholders, including teachers and trainers. This expansive approach presents opportunities for 2025 and beyond for multiple GEC missions to develop synergies and deliver more collaborative and complete educational solutions together. The GSA's demand-driven approach yields impressive results, with more than 20 partners actively contributing to its mission. To date, these partnerships have been instrumental in supporting over 1 million learners globally. Core GSA partners continue demonstrating their unwavering commitment to the mission, fully endorsing its demand-driven focus and imperative to scale up its offering.

For more information please visit [GSA webpage](#).

Better Education for Africa's Rise project: BEAR-III and BEAR-II follow-up

The Better Education for Africa's Rise (BEAR) project is a flagship project dedicated to Technical and Vocational Education and Training (TVET) in Africa. UNESCO has been implementing this project, funded by the Government of the Republic of Korea, in the African continent since 2011. BEAR III project aims to improve youth employment opportunities and strengthen economies in sub-Saharan Africa by addressing the requirements of the evolving labour market. The BEAR III project is funded by the Republic of Korea and will be implementing over five years from 2023 to 2027. Specifically targeted are new beneficiary countries in Western Africa: Côte d'Ivoire, Ghana, Nigeria, and Sierra Leone. Continuous support will also be provided to Ethiopia, Kenya, Madagascar, Tanzania, and Uganda, countries involved in the BEAR II project, to ensure the sustainability of previous efforts.

A series of human-interest stories from the BEAR II testimonials are available [here](#).

More information is available [here](#).

Capacity Development for Education programme (CapED)

The Capacity Development for Education Programme (CapED Programme), active since 2003, is one of UNESCO's key operational responses to assist African countries as they develop and implement national plans to deliver on SDG4 commitments. CapED's thematic focus area "Fostering Skills for Life and Work" is aligned with SDG4 and contributes to the implementation of UNESCO's Strategy for TVET. 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. Currently, 13 out of 20 countries in the CapED portfolio integrate a TVET component into their work programmes for the 2022-2025 cycle: Afghanistan, Benin, Chad, DR Congo, Liberia, Madagascar, Mauritania, Mozambique, Nepal, Niger, Senegal, Sudan, and Togo.

Skills Development for Employability in Rural Areas of Uzbekistan (2020-2024)

UNESCO launched the project funded by the European Union on "Skills Development for Employability in Rural Areas of Uzbekistan" in September 2020. The overall objective of this project is to enhance living standards in rural areas through better employability for women and men, and the specific objective is to prepare

Publication

Strengthening greening and gender transformative approaches in TVET in South Sudan

The UNESCO project 'Strengthening Greening and Gender transformative approaches in Technical and Vocational Education and Training in South Sudan' focuses on developing and implementing policies and guidelines for greening TVET institutions, creating training manuals for instructors, and equipping national stakeholders with gender-transformative and green modules and teaching materials. Funded by the Government of Sweden, the project supports South Sudan's General Education Strategic Plan and aligns with the Sustainable Development Goal 4 and the continental Education Strategy for Africa 2016-2026.

Publications developed for this project highlight significant strides in promoting sustainable and inclusive education. The baseline study report provides a comprehensive overview of the current state of skills education in South Sudan, emphasizing the integration of green skills and gender-responsive practices. It outlines the challenges faced, such as political instability and infrastructure deficiencies and presents opportunities for leveraging youth demographics and emerging economic sectors to foster sustainable development. The report underscores the importance of aligning TVET with national development goals and international sustainability standards to build a resilient and inclusive education system.

The Institutional guide for gender transformation focuses on gender transformation within TVET, detailing strategies for creating inclusive and equitable learning environments. It highlights the need for gender-responsive curricula, professional development for educators and the establishment of support systems to address gender-specific barriers. Greening TVET – guidelines for institutions provides guidelines for integrating environmental sustainability into TVET institutions, emphasizing the importance of green curricula, sustainable campus operations and community engagement. Together, these publications offer a roadmap for transforming TVET in South Sudan into a model of sustainability and gender equality, contributing to the broader goals of economic growth, social stability and environmental conservation.

- [Strengthening TVET in South Sudan through greening and gender transformation \(Baseline study report\)](#)

women and men with relevant skills for the needs of a sustainable, diversified and modernized agriculture. Activities include the development of the National Qualification System in TVET, the improvement of the skills development system of agriculture and irrigation and the modernization of agriculture and irrigation colleges in the four priority rural regions (Karakalpakstan, Khorazm, Bukhara, Surkhondaryo) in Uzbekistan selected by the Ministry of Agriculture and the Ministry of Water Resources in consultation with Ministry of Higher Education, Science and Innovations (former Ministry of Higher and Secondary Specialized Education) and UNESCO.

Technical Assistance for Transforming TVET in Jordan (2023-2027)

The Technical Assistance for Transforming Technical and Vocational Education and Training (TVET) in Jordan Project aims to enhance Jordan's TVET system by aligning it more closely with labor market needs, reducing youth unemployment, and promoting gender equality. Implemented in collaboration with the Jordanian Ministry of Education and funded by Global Affairs Canada, the project addresses systemic challenges by strengthening institutional frameworks, improving teacher and school leadership capacities, and fostering partnerships with the private sector to deliver quality, work-based learning opportunities for TVET students. Spanning four years (2024–2027), the project focuses on the development of costed action plans aligned with the Jordan National TVET Strategy (JNTS). Key interventions include comprehensive curriculum reforms, vocational teacher training programs, and the piloting of innovative models for career guidance and industry engagement.

Strengthening competency-based and ICT-enabled, STEM and VET education and teacher-training in Tajikistan (2022-2025)

This project funded by the European Union aims to improve the overall quality of education in Tajikistan in the areas of STEM, ICT and VET by strengthening teachers' skills in wider use of gender-responsive competency-based curricula, teaching and learning materials for STEM subjects. Among the main outputs of the projects are i) Strengthened capacities of teachers to use competency-based curricula, teaching and learning materials for STEM subjects at secondary education and VET level; ii) Increased ICT competencies of secondary education and VET Teachers; and iii) Strengthened capacities of in-service Teachers Training Centers (TTCs) at secondary and VET level to use STEM and lab facilities and equipment in the teaching process.

- *Greening TVET – guidelines for institutions*
- *Institutional guide for gender transformation in South Sudan*
- Project web page: <https://unevoc.unesco.org/i/941>

Inclusion in TVET. A practical guide for formal, non-formal and informal TVET institutions (publication March-April 2025)

The soon-to-be-published practical guide for inclusive TVET by UNESCO-UNEVOC is a comprehensive resource aimed at enhancing the inclusivity of TVET institutions. The guide emphasizes the importance of creating an inclusive environment that caters to the needs of all learners, regardless of their background, gender, disability or socio-economic status. It outlines the key principles of inclusive TVET, including equitable access, diverse delivery and assessment methods and the integration of social protection systems. The guide also provides a detailed framework for assessing the inclusiveness of TVET institutions, offering practical tools and strategies for identifying and addressing barriers to access, participation and completion of TVET programs.

Additionally, the guide highlights the significance of collaboration and partnerships in promoting inclusive TVET. It encourages TVET institutions to engage with a wide range of stakeholders, including government agencies, NGOs, industry partners and community organizations, to create a supportive ecosystem for learners. The guide also emphasizes the role of pilot projects in driving inclusive practices, providing examples of successful initiatives and offering guidance on developing and implementing projects. Overall, the guide serves as a valuable resource for TVET institutions seeking to enhance their inclusivity and ensure that all learners have the opportunity to succeed.

Meeting skill needs for the green transition. Greening TVET for a greener future

This online practical guide, jointly developed by UNESCO-UNEVOC and Cedefop, builds upon recent developments, such as UNESCO's 2024 Green school quality standard, which proposes clear principles and minimum requirements for climate-ready schools, with the aim of greening 50 per cent of the world's schools by 2030. *UNESCO's 2024 Greening curriculum guidance: Teaching and learning for climate action* proposes a common framework for addressing climate and sustainability issues in curricula.

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

This publication proposes approaches to facilitate the dual transition in hospitality and tourism, structured around the identification of emerging green and digital competencies in a timely manner, their integration into future-oriented curricula and their effective implementation in TVET. Drawing on practical examples from Africa, Asia-Pacific and Europe, it offers actionable recommendations for policymakers and practitioners. <https://unevoc.unesco.org/i/942>

Embracing new qualifications and competencies at TVET provider level: a guide to the institutional self-reflection process (publication March-April 2025)

To remain effective, TVET must not only keep pace with, but also anticipate changes happening in a globalized world. The rapid transformations of the 21st century, including technological advancements, social shifts, growing demand for sustainability and workplace changes pose significant challenges. Among these, digitalization and greening are particularly central. This guide provides TVET institutions with a structured self-reflection process to assess and improve their readiness in responding to these global trends and equip learners with the necessary green, digital and 21st century competencies to thrive in the changing labour market.

Event

Innovating Iran's Instructor Training Center (ITC) - Project kick-off event

17 December 2024, ITC Karaj, Iran

The kick-off event for UNESCO's project "Innovating Iran's Instructor Training Center" was a marked the formal opening of the Project Office at the ITC in Karaj, Iran. The event featured an interactive 'marketplace of ideas' where ITC and its partners showcased innovative approaches in vocational training. International and national speakers shared knowledge on TVET innovation and market-oriented skills gaps among graduates. The achievements of youth participants from national and international skills competitions were celebrated, raising awareness about the support provided by national TVET centers and programs.

The event saw the participation of over 150 national and international authorities and stakeholders, including managers, administrators, researchers, master trainers and instructors from ITC and other selected TVET training centers, youth champions and TVET students and graduates. This diverse gathering

underscored the collaborative spirit of the project, aiming to enhance the quality and relevance of TVET in Iran through the provision of training in technology, digital, green and entrepreneurial skills.

Webinar: BeChangeMaker

9 April (Tuesday), 09:00-15:00 (GMT)

10 April (Wednesday), 09:00-12:30 (GMT)

The BeChangeMaker (BCM) Youth Festival, organized by UNESCO-UNEVOC with the support of WorldSkills International and HP, aims to spotlight social enterprises and initiatives led by members of the BeChangeMaker Alumni Network.

The festival is designed to create dynamic, engaging experiences that combine professional development, networking and celebration. This year's virtual festival, themed "Igniting Change, Empowering Action", will equip participants with tools, networking opportunities and inspiration to scale their social impact.

BILT Learning Lab: Building a green future. Virtual learning visit on green technologies & vocational excellence

19 March 2025, 12:00 - 14:30 CET

Organized by the ETF in collaboration with UNESCO-UNEVOC and BIBB

The construction and building sector stands at the forefront of one of the biggest challenges of our time - climate change. Buildings contribute nearly 40% of global CO₂ emissions, making green skills, innovation and collaboration more critical than ever. The event explores cutting-edge green technologies, innovative training ecosystems and solutions to bridge the skills gap in sustainable construction.

BILT learning Lab: Flexible and accessible learning pathways – success stories from the construction sector

30 April 2025 from 09:00 – 10:30 CEST

The construction industry is reliant on a workforce with diverse skill sets, ranging from carpentry and masonry to digital design and sustainable building techniques. This makes it an attractive option to both unskilled and highly specialized workers, who are then in need of very different trainings. But what exactly can flexible learning pathways in the construction sector look like and how can we develop them? This BILT Learning Lab aims to delve into these questions and many more featuring three practice examples from Europe, Kenya and New Zealand.

OER webinar series: Making education more accessible and affordable

18 March 2025, UNESCO-UNEVOC with ETF and ICDE

This webinar, titled "Making education more accessible and affordable," highlighted the role of Open Educational Resources (OER) in reducing costs for students and improving access to education. The webinar featured an introduction to OER, followed by a presentation from the Milwaukee Area Technical College on their successful Open Access Initiative, which has saved students \$5 million in textbook costs over three years. Additionally, Susanne Grimm from OERinfo Germany presented the relaunched OER World Map, an interactive tool for sharing information and experiences related to OER. The session further included an update on ICDE's new OER strategy and its Open Education Network, as well as a presentation of UNESCO-UNEVOC's new guide for inclusive education.

The objective of this webinar series is to build the capacity of TVET leaders and practitioners in using OER to increase the innovation potential of their educational offerings and become more inclusive. OER are teaching and learning materials released with open licenses, allowing users to own, share and modify them. The series is organized by the European Training Foundation (ETF), the International Council of Open and Distance Education (ICDE) and UNESCO-UNEVOC. <https://unevoc.unesco.org/i/940>

TVET leadership workshop on digital transformation in Shenzhen, China

This edition of the TVET Leadership Workshop was organized by the UNESCO Chair on Digitalization in TVET at Shenzhen Polytechnic University (SZPU) in collaboration with the UNESCO-UNEVOC International Centre and the UNESCO Multisectoral Regional Office for East Asia. The workshop brought together 30 TVET leaders, government officials and leaders or directors from universities and TVET institutions from 24 countries across the Asia-Pacific and Africa.

UNEVOC Network welcomes new members

December 2024

In December 2024, 15 new UNEVOC Centres from 14 countries joined the UNEVOC Network. The new members are ministries, national bodies, training providers and research institutions from Cambodia, Chile, Ecuador, Ethiopia, Georgia, Germany, India, Kiribati, Mauritius, Rwanda, Senegal, Slovenia, South Africa and Tunisia.

This strategic expansion underscores the UNEVOC Network's commitment to advancing the global TVET agenda, strengthening TVET capacities of institutions and enhancing the employability of young and adult learners. The new UNEVOC Centres bring with them a wealth of experience and insights on national and regional stewardship of TVET, research and policy perspectives on different dimensions of TVET and training and capacity building expertise needed for upskilling and reskilling.

UNESCO-UNEVOC national TVET policy dialogue, Nepal

UNESCO-UNEVOC, in collaboration with UNESCO Kathmandu and the Council for Technical Education and Vocational Training (CTEVT - a UNEVOC Centre) organized a National TVET Policy Dialogue in Kathmandu, Nepal on 20 and 21 November 2024. The theme of the dialogue was 'Strengthening TVET for sustainable development in Nepal: International trends and their relevance for Nepal TVET sector strategic plan - Harnessing digital transformation, private sector engagement and greening TVET.' It was anchored in the implementation of the Government of Nepal's TVET Sector Strategic Plan (2023-2032).

The UNESCO-UNEVOC TVET Policy Recommendations Note has been collaboratively developed with senior officials from the Ministry responsible for TVET and Skills development. The foreword, penned by the Minister herself, highlights the importance of this initiative. The document is currently in its final stages of completion.

UNEVOC contributing to the draft Continental Education Strategy for Africa 2026-2035

This high-level meeting for drafting the revised Africa Continental TVET Strategy 2025-2034 was convened from 6 to 8 August 2024 at the African Union Headquarters in Addis Ababa, Ethiopia. UNESCO-UNEVOC was part of the drafting team and took the opportunity to provide technical assistance and expertise for the strategy review and development.

During the last quarter of 2024, UNESCO-UNEVOC was also involved in designing the Monitoring and Evaluation (M&E) Framework for this new strategy.

United Nations High Commissioner for Refugees (UNHCR)

Planned events / webinars

UNESCO-UNEVOC and UNHCR Joint Webinar on TVET for Refugees UNESCO-UNEVOC and UNHCR will host a joint capacity-building webinar on TVET for refugees

March 17, 2025

The event aims to improve UNHCR staff's understanding of TVET in formal and non-formal education contexts. UNESCO-UNEVOC experts will present on topics including their medium-term strategy, the UNEVOC Network, online resources, and work on inclusion. In addition, UNHCR will share efforts to promote refugee access to TVET, focusing on formal education at the higher education level. UNHCR will also present recent developments and initiatives on including refugees in national TVET systems, providing UNEVOC team members with insights into UNHCR's work in this area. This collaboration aims to strengthen UNHCR staff's ability to support refugee integration into national TVET systems. The webinar will also increase awareness of the UNEVOC Network among UNHCR country colleagues, creating opportunities for future partnerships to advance the inclusion of refugees in national and regional TVET programs. UNHCR welcomes opportunities to work with other TVET-IGAD group members for future events promoting expanded access to TVET for refugees and forcibly displaced persons in host countries.

UNHCR participated in the IGAD Regional TVET Workshop on Skills Development

Feb 26-28, 2025, Nairobi, Kenya

The workshop focused on promoting learning-to-earning pathways and built upon the IGAD Policy Framework on Refugee Protection and the African Union TVET Strategy. UNHCR's participation emphasized the organization's commitment to working with all stakeholders on implementing the upcoming Regional Strategy on TVET.

Key points highlighted during UNHCR's participation included:

- The importance of ensuring full and sustainable inclusion and self-reliance for all forcibly displaced people and their host communities.
- The crucial role of green jobs in equipping both refugees and host communities to meet future labor market demands.

- This participation aligns with UNHCR's ongoing efforts to improve inclusive education and skills development for refugees and internally displaced persons in Africa, complementing the organization's recent contributions to the Continental Education Strategy for Africa (CESA) 2026-2035 and the African Continental TVET Strategy 2025-34.

Initiatives

UNHCR has made important contributions to improve inclusive education and skills development for refugees and internally displaced persons (IDPs) in Africa. Working with the African Union Commission's Education, Science, Technology and Innovation (ESTI) department, ILO, Finn Church Aid, GIZ, and other partners, UNHCR helped shape two key strategic frameworks: the Continental Education Strategy for Africa (CESA) 2026-2035 and the African Continental TVET Strategy 2025-34 for Sustainable Development, Social Justice and Employability for all. The new CESA 2026-2035 now explicitly includes refugees and IDPs, recognizing their urgent educational needs and identifying them as vulnerable groups requiring accommodation in education systems. Refugees are included in Objective 18 under Strategic Area 6 (Gender, Equity, and Inclusion). This strategy covers the entire education spectrum, including TVET. UNHCR's input to the African Continental TVET Strategy 2025-34 helps ensure TVET strategies in Africa include all populations, including refugees and IDPs. This approach supports social cohesion and sustainable development through inclusive TVET. These efforts show UNHCR's commitment to making sure education and skills development strategies in Africa include all populations, supporting social cohesion, sustainable development, and better employability for refugees and host communities.

United Nations Industrial Development Organization (UNIDO)

Panned events/webinars

UNIDO's Learning and Knowledge Development Facility Forum 2024: "Skills for Critical Raw Materials Supply Chains"

November 2024

The United Nations Industrial Development Organization (UNIDO) hosted the Learning and Knowledge Development Facility (LKDF) Forum in Kitwe, Zambia, focused on "Skills for Critical Raw Materials Supply Chains: Ensuring Responsible and Sustainable Practices for the Green and Digital Transition." Bringing together industry leaders, policymakers, and training providers, the event emphasized the urgent need to address skills shortages in critical raw materials (CRM) sectors to support global sustainability goals. Discussions underscored the importance of public-private partnerships in aligning vocational training with industry needs, ensuring that training programs are responsive to the rapidly evolving demands of CRM supply chains. By fostering collaboration among diverse stakeholders, UNIDO aims to build a future-ready workforce capable of navigating the challenges of sustainable industrial development. For a deeper dive into the key takeaways and recommendations, the LKDF Event Report provides a comprehensive summary of the discussions and insights shared during the Forum.

The LKDF Sustainability Curricula: Integrating Sustainability into Vocational Training

The LKDF Sustainability Curricula is a comprehensive learning resource designed to bridge the gap between training systems and industry demands. Developed in collaboration with industry partners and academic institutions, the curricula provide practical tools for organizations and learners to implement responsible production methods, enhance resource efficiency, and meet evolving regulatory standards. The initiative aims to equip companies and their workers with the knowledge and skills necessary to drive sustainable transformation across industrial sectors. This fosters a more interconnected and resilient global business ecosystem where a focus on sustainability empowers workforces to drive the transition to a greener future.

The World Health Organization (WHO)

Publications

Health Workforce Department, World Health Organization

Principles to award learning achievements for lifelong learning in health using micro-credentials: an international Delphi study

An international Delphi study into the principles to award learning achievements for lifelong learning in health using micro-credentials has been published. The results highlighted that standards should be competency-based; require evidence of learning indicating what a learner can do; and that a valid award or micro-credential should be portable, standardized, secure, interoperable, stackable and verifiable. The results of the Delphi will inform the forthcoming WHO programme of work to develop standards for the recognition of learning achievement.

Initiatives / Special initiatives related to gender mainstream

The World Health Organization (WHO) Academy

The World Health Organization (WHO) Academy, inaugurated on 17 December 2024, aims to address critical gaps in health and care worker education by enhancing lifelong learning opportunities worldwide. Located in Lyon, France, the Academy offers both online and in-person training on pressing health topics. It fosters partnerships with WHO Member States, academia, and international organizations.

The opening ceremony featured notable guests, including WHO Director-General Dr. Tedros Adhanom Ghebreyesus and French President Emmanuel Macron. Their presence underscored the Academy's commitment to upskilling the health workforce through innovative learning methods.

Approximately 600 participants attended the opening, demonstrating broad support for this initiative. The Academy represents a significant step toward improved lifelong learning in health and capacity building, empowering health professionals to tackle current and future health challenges effectively.

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