



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

Newsletter - DECEMBER 2025

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

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What is the IAG-TVET group?

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

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

IAG-TVET's cooperation

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

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

Working Groups

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

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

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

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

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

Asia-Pacific focus: A short summary

This edition, the Inter-Agency Group is casting its spotlight on activities implemented in the Asia-Pacific region, as the second IAG-TVET meeting will take place on the 2nd of December 2025, in Manila, hosted by the Asian Development Bank.

In this Newsletter, Members have shared a comprehensive blend of focused publications, strategies, dedicated events and various knowledge management products that create a landscape of skills development practices in Asia-Pacific countries.

The International Labour Organization (ILO) proposes an extensive library of publications and webinars, covering the subcontinents of South and Southeast Asia, that highlights: the future of green skills; migration and recognition of skills; and ASEAN cooperation in TVET. The UN High Commissioner for Refugees provides an analysis of refugee inclusion

through a newly developed collection of "Southeast Asia TVET Country Profiles". The OECD partnered with the Royal Thai Government to develop a Skills Strategy in the context of post-COVID recovery, while the British Council advises and implements TVET programmes in Pakistan and Nepal. Kazakhstan's robotics skills sector benefits from support offered by the European Bank for Reconstruction and Development (EBRD), which is also advancing efforts towards higher inclusion of women in STEM learning. Lastly, UNESCO is leading two initiatives focusing on Asia-Pacific countries: the Global Skills Tracker (GST) and Global Inventory of national and Regional Qualifications Frameworks (GINRQF), which serve respectively as tools for skills demand, labour market analysis and national & regional qualifications frameworks mapping.

All initiatives from partners are complemented by the activities and knowledge produced by the Asian Development Bank (ADB), which focuses solely on the Asia-Pacific region.

Recent and future publications, events and initiatives

Joint publications, events and initiatives

Joint publications, events and initiatives

Team Europe Initiative on Opportunity-Driven Skills and Vocational Education and Training in Africa (TEI OP-VET)

The initiative aims to align vocational education and training (VET) with real employment opportunities, particularly those emerging from EU Global Gateway (GG) investments. It acts as a bridge between the private sector, which generates jobs, and the **skills development sector**, ensuring that training is tailored to market needs.

The initiative is jointly implemented by the **European Commission, BMZ**, and four Member State agencies: **Enabel, Expertise France, EDUFI, and GIZ**. It supports skills development in GG priority sectors such as **digital, transport, health, climate, and energy**, across all Sub-Saharan African countries.

The programme is structured around three pillars:

- **Technical Assistance Facility** (led by Expertise France)
- **Regional Exchange & Public-Private Partnerships** (led by EDUFI)
- **Competitive Funding & Grant Implementation** (led by GIZ)

Since its launch in April 2024, the programme has made significant progress. A Call for Proposals was issued in August 2024, leading to the signature of six grants by September 2025. The **Technical Assistance Facility** became operational in early 2025, with the first missions deployed in **Senegal** and **Namibia**. In parallel, the programme has fostered regional dialogue and visibility through three thematic events: one on **renewable energy** in **Uganda**, another during the **DRC Mining Week**, and a third on **green hydrogen** in **Namibia**.

The programme organised two webinars in the **TEI OP-VET & Friends Webinar Series** on the OP-VET approach and private public partnerships for skills and employment. A third webinar is planned for 4 December 2025 skills development along the value chains and how supporting young businesses and companies can enhance employment effects in collaboration with **IYBA**.

Looking ahead, the initiative is preparing to launch **Lot 2 and 3** of its grant scheme, extend technical assistance to **Guinea** and **Burundi**, and host a **side event** during the upcoming **EU-AU Business Forum in Angola**, further strengthening its role as a catalyst for skills-driven, opportunity-led development.

For 2026, 3 more regional events are planned in **Tanzania, Kenya and DRC**, the start of **8 more grants**, TA requests and a continuation of the **webinar series**.

More information:

https://capacity4dev.europa.eu/resources/team-europe-tracker/partner-countries/sub-saharan-africa/opportunity-driven-skills-and-vet-africa-op-vet_en

UNIDO and Team Europe Initiative on Opportunity-Driven TVET join forces in Guinea

In the context of UNIDO's public-private development partnership (PPDP) with the Government of Guinea and Alteo Refinery Guinea, a technical assistance request was approved by TEI OP VET. The technical assistance study, led by Enabel, will support the mapping of subcontractors (first tier) of the alumina refinery and assess their required skills and training needs. The results will inform the partners' strategy

to strengthen supplier capacities, promote backward linkages and develop local content within Guinea's emerging alumina industry.

EU TVET-IV project in Pakistan (2024-2028)

Co-funded by the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ), and implemented by GIZ and the British Council, this project contributes towards strengthened inclusive socio-economic development of Pakistan, with sufficient skilled human capital available to meet private sector needs. The British Council is leading on component 4 (10m EUR) which works to increase availability of skilled female labour force in digital skills and high-tech professions.

Implemented in Khyber Pakhtunkhwa, Baluchistan and Gilgit Baltistan, the project works to develop and roll out new digital skills and high-tech CBT&A packages in Robotics, Artificial Intelligence, IoTs, and Data Science/ Analytics including green skills and life skills as cross-cutting modules. The project is establishing two Centres of Excellence with the focus on digital skills, piloting innovative pedagogy, advancing partnerships with industry, and modelling inclusive governance and leadership.

<https://www.britishcouncil.pk/eu-tvet-iv>

IAG-TVET

- IAWG-TVET Autumn full group meeting: December 2 at ADB, Manila, Philippines
- IAWG on Work-Based learning meetings: September 19 and November 18
- IAWG-TVET on Skills Mismatch meeting, October 31
- IAWG-TVET on the Future of TVET meeting, November 4
- IAWG-TVET on Career Guidance organized the Global Career Month throughout November 2025. The group also updated the Leaflet "Investing in Career Guidance", which was published in November 2025 and is available at <https://www.etf.europa.eu/en/publications-and-resources/publications/investing-career-guidance-0>

Asian Development Bank (ADB)

Publications

STEM for All: Addressing Gender Disparities in Science, Technology, Engineering, and Mathematics

This brief highlights the need to close the gender gap in science, technology, engineering, and mathematics (STEM) education as crucial for sustainable development and economic growth. [Link](#)

Teachers' Perspectives on an Adaptive Software for Learning Mathematics: Evidence from Indonesia

Technological tools should be directed toward schools and individuals most likely to benefit from them and should serve as a complement to effective teaching, not a replacement. [Link](#)

Beyond Degrees: Pathways to Reforming Higher Education in Uttarakhand, India

This publication examines the multidimensional challenges faced by the higher education system in Uttarakhand, India. [Link](#)

Building Community Resilience Through Technical and Vocational Education and Training in Bangladesh

This brief explains how ADB is helping strengthen community resilience in Bangladesh by using technical and vocational education and training (TVET) systems to integrate climate adaptation and inclusion into teacher training, curricula, and institutions.

For more Publications visit the Education section of the ADB website www.adb.org.

Several publications will be released after the 11th Education and Skills Forum.

Planned events / webinars

11th international Education and Skills Forum

ADB will host the 11th international Education and Skills Forum from 3 to 5 December in Manila, Philippines. The forum aims to bring together a diverse group of stakeholders, including education ministers, global leaders, experts, policymakers, academia, private sector representatives, international organizations, and leading global experts.

These participants will strategize new and rejuvenated approaches, investments, and partnerships to unlock the full potential of human capital across Asia and the Pacific region.

Join online the forum by registering for online attendance at the following website [11th ADB International Education and Skills Forum: Applying a Fresh Lens to Unlock the Power of Human Capital | Asian Development Bank](#).

Initiatives / Special initiatives related to gender mainstream

You can find at the following links specific case studies outlining examples of ADB work to support gender equality. ADB is committed to support gender equality across all its operations, from identification to design and implementation.

- [Developing a Gender Equality Evaluation Index for Higher Education Institutions in Mongolia](#)
- [Maximizing the Female Education Subsidy Program in Bangladesh](#)
- [Increasing Girls' Access to Lower Secondary Education](#)
- [Smart Strategies for Getting More Women into the Workforce](#)
- [From Learning to Earning: Investing in Skills in Tajikistan | Asian Development Bank](#)

Separate section with focus on activities in Asia-Pacific

All Activities of the Asian Development Bank focus on Education and Skills Development in Asia-Pacific. For an overview of current projects and pipeline check www.adb.org.

- For an overview of latest knowledge events and insights check [Development Asia Education Section](#)

German Federal Ministry for Economic Cooperation and Development (BMZ)

Publications

Replication Toolkit on Online Freelancer Training

The GIZ's Gig Economy Initiative advocates for fair and decent working conditions for platform workers at a global level.

More and more young people in developing countries are turning to Online Freelancing as their main source of income. They are typically below the age of 35, TVET and University graduates, residing in an urban or suburban area, with access to the internet and a mobile device. However, they are often unaware of the precarious working conditions, lack basic digital, financial and soft skills, and do not have the tools to demand basic social protections.

This Online Freelancer Training (OFT) programme was piloted in four partner countries - Morocco, Kenya, India, and Ghana - between 2023 and 2025, by GIZ's Gig Economy Initiative to collectively reach 1000+ workers. The OFT Toolkit was born from the repeated success of implementations and demand from TVET Institutions, Universities and other Intermediaries for ready-to-use guide, curriculum and materials.

Download the publication and further information from: [Online Freelancer Training Toolkit for Gig Workers](#) | [BMZ Digital.Global](#)

Contact: pooja.gianchandani@giz.de

Roadmap for Strengthening Mutual Recognition of VET Qualifications between Ukraine, Germany, Poland, and Czechia

Ukraine is facing a severe shortage of skilled workers due to demographic changes, displacement, and migration. To address this challenge, the German Federal Ministry of Economic Cooperation and Development (BMZ) and the Ukrainian Ministry of Economy established the Skills Alliance for Ukraine in 2024, which has been joined by 84 member organisations. These include donors, international organizations, civil society actors and companies. The aim of the alliance is to strengthen vocational education and training of Ukrainians living at home and abroad and to mobilize further international support for their qualification.

Within this framework, a subgroup was established to identify action lines and recommendations to facilitate

the recognition of qualifications for Ukrainians living abroad and those returning to Ukraine. The findings show that recognition procedures remain complex and fragmented across Germany, Czechia, and Ukraine, with no common approaches or mutual agreements under the European Qualifications Framework. Overall, they highlight the need for stronger institutional cooperation, clearer guidance, and more streamlined procedures.

The findings were presented at the Ukraine Recovery Conference 2025 in Rome.

Link: [Roadmap for Strengthening Mutual Recognition of VET Qualifications between Ukraine, Germany, Poland, and Czechia - Skills Alliance for Ukraine – Global Partnerships Empowering Vocational & Digital Skills](#)

Contact: skills-alliance@giz.de

IDOS-GIZ Research Project “Feminist Employment Policy”

As part of the two-year research project “Feminist Employment Policy: Women, Structural Change, and Labor Markets in the Middle East and North Africa (MENA) and Sub-Saharan Africa (SSA)”, the German Institute of Development and Sustainability (IDOS) examined the specific labour market barriers faced by women. The project discusses how these barriers can be reduced, and which new employment opportunities for women are emerging in the context of ongoing structural transformation in the two regions. It was supported by the GIZ Sector Project Employment Promotion in Development Cooperation, on behalf of BMZ. The main results and recommendations are summarized in the Policy Brief [Promoting female employment in partner countries: priorities for development cooperation](#) by Tina Zintl and Alexander Stöcker (2025).

[The digital and digitally enabled economy as a driver of women employment? The Case of Jordan](#) by Tina Zintl (2025)

[Intersecting constraints: exploring labour market barriers for urban women in Sub-Sahara Africa](#) by Alexander Stöcker (2025)

[Economic development and barriers to \(decent\) work for women in SSA and MENA](#) by Tina Zintl and Alexander Stöcker (2024)

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Knowledge products developed in the framework of the G7 Commitment “Green Jobs & Skills” in collaboration with ILO

In 2022, G7 partners committed to increasing the share of official development assistance (ODA) for

employment and skills promotion directed towards green sectors and greening traditional sectors by 2025. This commitment spotlighted the transition to green economies on the agenda of international cooperation, with the intention that G7 programmes will drive a significant upward shift in the share of ODA directed towards green jobs and skills.

Following from these declarations made during the German G7 presidency, G7 development ministers requested the ILO to support the G7 in the development of tools to assist G7 partners in tracking and assessing their ODA investments related to green employment and skills, and foster policy debate and exchange of good practices.

Handbook on measuring green jobs and skills for green jobs: Monitoring, evaluation and learning | International Labour Organization

Tracking trends in Official Development Assistance towards green employment and skills promotion programmes | International Labour Organization

Input indicator specification: The green share of ODA for employment and skills promotion | International Labour Organization

Compendium of promising practices for the promotion of jobs and skills for a green economy | International Labour Organization

Green Employment Diagnostics for a Just Transition | International Labour Organization

Contact: laura.nieweler@giz.de

Initiatives / Special initiatives related to gender mainstream

Strengthening Social Dialogue in Bangladesh

Bangladesh has an interesting portfolio of TVET projects such as [PRECISE](#) or [TVET4RE](#). Social Dialogue was one topic of a TVET-workshop in Cox's Bazar in July. Georg Weininger, Union Scout at the German Trade Union Confederation (DGB), shared first hand experiences with colleagues and other TVET-players in Bangladesh.

The Union Scout Cluster at the Agency for Business and Economic Development ([AWE](#)) is part of the cooperation with the business sector. Four Union Scouts at DGB, IGM, IGBCE and GEW serve as important links between trade unions and international cooperation in relevant topics such as sustainable supply chains, education, energy or raw materials.

Contact: georg.weininger@giz.de (Union Scout @ DGB)

The British Council

Publications

Global Skills Partnerships- Exploring Transnational Education in TVET

This new British Council research explores the role of transnational education (TNE) in TVET. While TNE is well established in higher education, its application in TVET sector is less developed but holds enormous potential.

This study provides insights into models, opportunities and challenges, offering evidence-based recommendations for policymakers, institutions and partners. Drawing on international case studies, sector analysis and interviews, the research highlights how TNE can expand access to high-quality skills training, strengthen TVET systems, and create new employment pathways. The findings underline the importance of collaboration, contextualisation and mutual learning in shaping the future of skills worldwide. [Link](#)

Skills Levies in Africa: A Way Forward

Skills levies are critical in funding TVET globally, and particularly in Africa. This research explores the objectives, structures, and implementation practices of the skills levy systems in seven African countries - Botswana, Malawi, Mauritius, Morocco, Mozambique, South Africa, and Tanzania, as well as the UK.

By examining factors such as levy design, implementation, and contextual influences, the research offers insights into customising these systems to achieve meaningful and lasting outcomes. Key topics include balancing levy funding with other financial sources, providing exemptions for smaller employers, and ensuring transparency in levy operations, while identifying shared challenges and offering actionable policy recommendations. [Link](#)

Strengthening TVET systems globally: A showcase of our International Skills Partnerships

This publication showcases the impact of institutional peer exchanges in ten countries across Africa and Asia. Funded by the British Council, these institutional partnerships work to address national priorities around skills development and employment, whilst contributing to longer-term Sustainable Development Goals.

Through knowledge sharing, capacity building and reciprocal visits, UK and overseas partners work together to improve pedagogy and training delivery through new and innovative approaches, enhance employer engagement to boost the relevance of TVET, enhance the employability and entrepreneurial skills of graduates, and strengthen quality assurance and curriculum development to improve the quality of TVET systems. [Link](#)

Greening TVET systems self-assessment report: Mauritius

The British Council's Greening TVET Systems Comparative Analysis Tool aims to identify and measure how green a country's TVET system is at policy, industry and implementation levels by engaging all key stakeholders. Since its development in 2023, the tool has been implemented in Botswana, Ghana, Mauritius, Morocco, Mozambique and Tanzania bringing together senior stakeholders from government, TVET, industry and civil society for national dialogues on green skills. Findings from this exercise have provided a platform for the British Council-led support in these countries in shaping national greening TVET roadmaps. These follow up interventions have further created national greening TVET forums and networks bringing together key stakeholders, identifying sector priorities, and agreeing roles and responsibilities.

The most recent exercise was conducted in Mauritius resulting in the Green TVET Self-Assessment Report which presents 15 actionable recommendations across seven key areas to strengthen the TVET system in support of green skills development. [Link](#)

Planned events

Going Global conference, London, UK

At the British Council annual tertiary education conference, Going Global, that was held between 28-30 October 2025 in London, TVET emerged as a clear global priority - driving conversations on opportunity, inclusion, and innovation in education. From new models of transnational education and reverse-engineered, opportunity-driven TVET, to gender inclusion and Centres of Excellence, the conference highlighted how technical and vocational education is shaping the future of skills and employment worldwide. Explore the highlights and key insights from TVET sessions here. [Link](#)

International TVET policy seminar "TVET in a rapidly changing world", Belfast, UK

In June 2025, the British Council hosted international TVET policy seminar in Belfast, Northern Ireland, with a theme of TVET in a rapidly changing world. Bringing together 30 senior delegates from 12 countries, the event focused on showcasing UK expertise in TVET, promoting international collaboration, and exploring innovations such as project-based learning, apprenticeship models, and employer engagement. It offered expert-led sessions, site visits, peer exchange, and policy discussions. [Link](#)

International TVET policy seminar "Developing industry-led TVET for a greener future", Glasgow, UK

In February 2025, the British Council held a TVET policy seminar on "Developing industry-led TVET for a greener future" in Scotland. It involved 40 senior TVET sector stakeholders, drawn from government, industry and training providers from 13 countries. It explored key greening TVET themes through discussions on impactful models and partnerships between government, industry, and training providers in generating industry-led green TVET. [Link](#)

Initiatives / Special initiatives related to gender mainstream

EU TVET-IV project in Pakistan (2024-2028)

Co-funded by the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ), and implemented by GIZ and the British Council, this project contributes towards strengthened inclusive socio-economic development of Pakistan, with sufficient skilled human capital available to meet private sector needs. The British Council is leading on component 4 (10m EUR) which works to increase availability of skilled female labour force in digital skills and high-tech professions.

Implemented in Khyber Pakhtunkhwa, Baluchistan and Gilgit Baltistan, the project works to develop and roll out new digital skills and high-tech CBT&A packages in Robotics, Artificial Intelligence, IoTs, and Data Science/ Analytics including green skills and life skills as cross-cutting modules. The project is establishing two Centres of Excellence with the focus on digital skills, piloting innovative pedagogy, advancing partnerships with industry, and modelling inclusive governance and leadership. [Link](#)

VET Toolbox (2017 – 2024)

Strengthening the inclusion of vulnerable groups, including women, in VET and labour market activities was one of the core areas of [VET Toolbox project](#), co-funded by the EU and by the German government, that was delivered by the British Council in consortium with leading European agencies between 2017-2022 (Programme I) and 2020 – 2024 (Programme II).

It was mainstreamed in all 20 short-term technical assistance projects that the British Council delivered across 13 countries as part of this programme between 2017 – 2022.

Programme II of VET Toolbox, which the British Council delivered in [Ghana](#) and [Malawi](#), had a target of 35% female participation across its training and work-based experience learning programmes. The British Council's interventions focused on traditionally male-dominated areas within the agricultural sector, which underlined the achievement of reaching the set gender target in Ghana and Malawi. The project placed a strong emphasis on bringing in strong female role-models already working within traditionally male-dominated environments such as tractor operation, involving them in the curriculum development process for the first time and using their experience to ensure that the courses proposed were gender sensitive and adapted for the participation of all genders. During Work Experience Placements, specific effort was made to identify employers who were most suited to hosting female trainees, including dormitory and sanitary arrangements at the participating farms and the ability of female trainees to be able to come to placement accompanied by a child.

Finally, through the project's peer exchange with Gower College Swansea in the UK, specific mentoring sessions were dedicated to inclusion and to sharing ideas and learning on strengthening the involvement of disadvantaged groups in agricultural TVET courses. This culminated in an Inclusion Roadmap and Implementation Strategy being put together as a collaboration between Gower College and the vocational training institutes involved in the project, outlining an eight-stage plan to evaluate, plan and implement improving the applications, enrolments, successful course completion and progression of under-represented groups, particularly women. [Link](#)

Institutional collaborations through the Going Global Partnerships programme

Through the Going Global Partnerships programme, the British Council has supported a number of institutional partnerships connecting TVET training providers in the UK with peers around the world that work on improving engagement of women in vocational training and changing perceptions. Recent examples include partnerships in Botswana, Malawi and Morocco. These projects have worked to strengthen the capacity of women to lead in TVET roles and enhance their motivation to become role models and agents of change in their institutions, as well as on changing perceptions and enhancing career pathways for female learners in traditionally male dominated sectors, such as aeronautical engineering. [Link](#)

Separate section with focus on activities in Asia-Pacific

Public-Private Partnership Advancing Decent Work and Economic Growth in Pakistan

A collaboration between People 1st International, an industry-led skills expert in the UK, and the Khyber Pakhtunkhwa Economic Zones Development and Management Company (KPEZDMC) in Pakistan supported by the British Council has resulted in the establishment of a new Industry Advisory Taskforce Group in Pakistan, driving a sectoral approach to skills development in the food and beverage sector and providing a replicable model to develop public-private partnerships across multiple sectors. [Link](#)

Nepal's Green Skills Advisory Panel

Building on the successful delivery of the EU-funded [Dakchyata TVET Practical Partnership programme](#), which aimed to make TVET more responsive to labour market needs through public-private partnerships, the British Council continues to work with Nepal's Council for Technical Education and Vocational Training to facilitate stronger public-private partnerships that can support Nepal's transition to a greener economy. Supported through the Going Global Partnerships programme, this collaboration brings together a diverse range of public and private sector stakeholders in Nepal and the UK. The partnership has established Nepal's first ever Green Skills Advisory Board, endorsed by the Ministry of Education Science and Technology, and supported by five major national employer associations. This platform is now ready to transform green skills training across Nepal by driving more relevant, sustainable education and supporting inclusive pathways into employment. [Link](#)

European Centre for the Development of Vocational Training (Cedefop)

Publications

Cedefop. (2025). Lifelong learning in 2000 and 2020. What has changed for the individual citizen? Cedefop research paper. Publications Office of the European Union. DOI: 10.2801/0797591

This report examines the progress made over two decades (2000-2020) in transforming lifelong learning into a reality for individuals in Europe. The study finds that, while significant progress has been made in promoting flexible and inclusive education and training systems, barriers and challenges remain. Key changes include increased opportunities for personalisation of learning experiences, expansion of quality education and training pathways with improved accessibility, and easier portability of qualifications across countries.

The report provides policy recommendations to address these challenges, including promoting a cohesive strategy with stronger cross-system stakeholder collaboration, integrating non-formal and informal learning, and strengthening the capacity of institutions and stakeholders to further support their implementation. [Link](#)

Symeonidis, V. & Blomqvist, C. (2025). Policies and tools for comparing and recognising VET qualifications in Europe: an overview. Cedefop working paper. Publications Office of the European Union.

DOI: 10.2801/3747518.

This paper provides an overview of the policies and tools employed by EU Member States to ensure the comparability and recognition of VET qualifications. It explores the role of existing EU transparency tools, the methods used by national authorities and stakeholders to compare and recognise VET qualifications and identifies relevant themes and concepts that could support the development of a practically oriented framework for diverse recognition purposes in Europe.

The findings highlight the need for conceptual consistency, the importance of building mutual trust between national qualification systems and using learning outcomes in recognition processes, as well as the potential of digitalisation and artificial intelligence to enhance the efficiency and effectiveness of comparison and recognition processes. [Link](#)

Cedefop & ETF. (2025). Towards EU priorities: 2021-25 progress: insights from monitoring and analysis. Publications Office of the European Union. Policy brief.

DOI: 10.2801/3786859.

This joint Cedefop-ETF policy brief provides an overview of vocational education and training (VET) policy developments from 2021 to 2025 in the EU-27, Norway, Iceland and five candidate countries (Albania, Montenegro, North Macedonia, Serbia, and Türkiye). It highlights countries' activities to advance EU priorities in making national VET systems agile, flexible, excellent, attractive, inclusive and quality-assured, with selected examples illustrating progress across EU Member States and candidate countries. [Link](#)

Cedefop. (2025). The influence of learning outcomes-based curricula on teaching practices. Cedefop research paper. Publications Office of the European Union.

DOI: 10.2801/0800596.

This publication examines the influence of learning outcomes on teaching practices in vocational education and training (VET) through data from case studies across 10 countries: Bulgaria, Ireland, France, Lithuania, Malta, the Netherlands, Poland, Portugal, Slovenia and Finland. The research reveals that, while national policies across the countries promote learning outcomes as a key element of VET, the extent to which they influence classroom teaching practices varies. [Link](#)

Cedefop. (2025). Thematic country review on upskilling pathways for low-skilled adults in Croatia: Key findings of the first research phase. Cedefop research paper. Publications Office of the European Union.

DOI: 10.2801/5859408

This report presents the findings from the first (micro) phase of the thematic country review (TCR) on upskilling pathways (UP) in Croatia. The TCR on UP in Croatia focuses on key areas such as multilevel and multi-stakeholder governance, the provision of financial and non-financial support, and the strategies for outreach towards beneficiaries.

Cedefop's work on the thematic country reviews (TCRs) on upskilling pathways (UP) aims at supporting EU Member States in the development of systematic, coordinated and coherent approaches to UP for low-skilled adults. The aim is to undertake in-depth reviews of countries' national approaches to the

implementation of Council Recommendation of 19 December 2016 on upskilling pathways: new opportunities for adults (UP Recommendation), with the support of key national stakeholders. [Link](#)

Cedefop. (2025). Apprenticeships: incentives for employers and learners. Publications Office of the European Union. Cedefop reference series; 125.

DOI: 10.2801/6068679

This publication, based on contributions from members of the Cedefop community of apprenticeship experts, sheds light on how selected incentives for learners and employers participating in apprenticeships across Europe are designed, introduced and received by their target groups. [Link](#)

Cedefop. (2025). Shaping learning and skills for Europe: a time for commitment. Publications Office of the European Union.

DOI: 10.2801/2783450.

Released on the occasion of Cedefop's 50th anniversary, this publication advocates for a shift from traditional VET policy to a broader and integrated VET and Skills development (VET-S) approach. Against the backdrop of the twin transition, demographic shifts, and geopolitical uncertainty, the EU needs to invest in inclusive and future-ready learning systems that reinforce productivity, equality, and strategic autonomy. This will help unlock Europe's full potential and make lifelong learning a reality for all. [Link](#)

Cedefop & UNESCO-UNEVOC. (2025). Meeting skill needs for the green transition: skills anticipation and VET for a greener future: Cedefop practical guide 4. Publications Office of the European Union.

DOI: 10.2801/6833866

This publication, the fourth in a series of practical Cedefop skills anticipation guides, was developed in collaboration with UNESCO-UNEVOC. It focuses on skills intelligence and VET for the green transition. The guide highlights the value of sound skills intelligence and smart governance in supporting the green transition, showcasing how VET can make a practical impact. It explains how skills anticipation and governance can drive greening efforts, and how apprenticeship, upskilling, reskilling, validation, and microcredentials can contribute to a greener future. Good practice examples from Europe and beyond illustrate how to translate green ambitions for VET and skills into policy implementation. [Link](#)

Cedefop & Eurostat (2025). Delivering evidence from online job advertisements: tapping into 10 years of experience. Cedefop research paper. Publications Office of the European Union.

DOI: 10.2801/5070484 [Link](#)

Planned events / webinars

Microcredentials and the future of learning

23 October 2025

The workshop will focus on the diversity (profile and function) of microcredentials outside formal education and training, and the role of quality assurance and recognition in this context. Participants will be presented the first insights of the current research during the plenary and interactive breakout sessions. Discussions will also position microcredentials within specific labour market sectors and will examine their potential to promote social inclusion of end-users (notably disadvantaged groups or individuals). The event will bring together policymakers, stakeholders, experts, and researchers to reflect on the role of microcredentials in redefining learning and work in the 21st century. [Link](#)

2025 NQF developments across Europe

09 December 2025

The workshop will offer a platform for policy-makers, stakeholders, experts, and researchers to engage in discussions on the latest developments on National Qualifications Frameworks (NQFs) and trends across countries participating in the European Qualifications Framework (EQF) process. Cedefop will present the latest key findings of its research analysis on NQFs and the new version of the NQF online tool, aiming to collect reflections and ideas on the upcoming 2026 update of the European inventory of NQFs. [Link](#)

Conference on lifelong guidance across contexts, May 2026

Central to the conference will be Cedefop's publication An EU Reference Framework and Guidelines for Policies and Systems Development for lifelong guidance which will be published by the end of 2025

Workshops on big data from online job advertisements, planned for April 2026

A workshop for researchers and a workshop for policymakers is planned for April in Brussels. More information will be made available early 2026.

July 2025

Lees, C.J. & Pouliou, A. (2025). Inclusion in Greek initial vocational education and training (IVET): the case of gendered language and socio-pragmatic strategies in promotional VET material. Cedefop working paper. Publications Office of the European Union. DOI: 10.2801/8813753

The purpose of this working paper is to examine the use of gendered language and socio-pragmatic strategies which appear in the Greek Ministry of Education's promotional VET material encouraging young people to take up an IVET course. It is related to Cedefop's research on the Future of VET which aims to deepen its understanding of the interaction between the broad objectives of excellence and inclusion in the 21st century. By using methods from sociolinguistic ethnography and discourse analysis, the authors examine the ways in which gendered language and language practices related to the target group are used in the material. Finally, specific recommendations are presented against the background of the EU's commitment to inclusive access to education. [Link](#)

Donor Committee for dual Vocational Education & Training (DC dVET)

Publications

DC dVET policy briefs

DC dVET has developed and published a collection of policy briefs on its website to provide clear and concise guidance on key aspects of dual vocational education and training (dual VET) in development cooperation. These briefs serve as entry-level resources that explain essential concepts, highlight connections, and offer references for further reading. They are intended for policymakers, project managers, partner institutions, and anyone interested in understanding the fundamentals of dual VET.

The collection includes briefs on the following topics: VET systems and terminology, dual VET in development cooperation, the role of dual VET in the just green transition, promoting gender equality and social inclusion, leveraging financial incentives for dual VET, and cost-benefit considerations in dual VET. Each brief provides practical insights, clarifications, and recommendations to support informed decision-making and effective implementation.

DC dVET currently offers six policy briefs:

- VET Systems & Terminology: Clarifies what constitutes a dual system and how it compares to other VET systems.
- Dual VET in Development Cooperation: Outlines key elements, success factors, opportunities, and limitations.
- The Role of Dual VET in the Just Green Transition: Explores how dual VET can drive sustainability and green skills development.
- Promoting Gender Equality & Social Inclusion (GESI): Addresses barriers and strategies for inclusive VET.
- Leveraging Financial Incentives for Dual VET: Examines the pros and cons of subsidies and incentive schemes.
- Cost-Benefit Considerations: Discusses why cost-benefit analysis matters for companies and development partners.

The full collection of policy briefs can be found on the DC dVET website.

DC dVET discussion note on 'Measuring transformation of just and green transition in dual VET'

Special emphasis can be drawn to our recently finalized discussion note on ‘Measuring transformation of just green transition in dual VET’. As Development partners are under increasing pressure to report on impact and sustainability of their projects, the discussion note reflects on how projects can create lasting transformative social and environmental change. Through this discussion note DC dVET offers donors and project partners initial ideas on how gender equality, inclusion and just green transition can be mainstreamed and institutionalized in vocational training policies, systems and institutional practice at VET Centre level. It aims to explore how projects can be designed, implemented, and monitored from a transformative perspective. In this regard, it contains among others practical guidelines for critical reflection on the integration of just green transition (JGT) during the design phase of a project as well as further tools to assess and monitor progress and impact. [Link](#)

Planned events / webinars

DC dVET Celebrates 10 Years of Commitment to Dual Vocational Education – Reflections from the Regional Conference in Albania

From 22nd to 23rd October 2025, the Donor Committee for Dual Vocational Education and Training (DC dVET) celebrated its 10th anniversary with a high-level regional conference in Durrës, Albania. The event brought together over 100 professionals from across Southeast Europe and further afield, including representatives from ministries, vocational institutions, companies, and international organisations. The focus was on exchanging insights about dual vocational education systems, reflecting achievements and challenges over the past decade.

Highlights from the DC dVET Regional Conference

The two-day conference offered a mix of strategic dialogue and hands-on exchange. On the first day, there was a review of the development of dual VET in the region. This included keynote speeches and panel discussions. These highlighted the contributions of DC dVET to building trust between stakeholders, developing legal frameworks, and promoting practical, market-oriented approaches. Participants were introduced to DC dVET’s flagship products, which have supported dual VET implementation in numerous countries and projects. The day concluded with a festive anniversary reception, networking and celebration.

The second day of the programme involved practical engagement. Interactive formats such as the “Marketplace & Toolbox” and BarCamps showcased tools, experiences, and lessons learned from Albania,

North Macedonia, Kosovo, Moldova, Serbia, Uzbekistan and many more. Participants engaged in a transparent exchange, addressing challenges, identifying success factors, and exploring the role of development cooperation in (dual) vocational education. A final “Knowledge Harvest” session was held to gather key takeaways and ideas for future collaboration. The documentation including a photo protocol and an aftermovie of the Regional Conference can be found on our website. [Link](#)

10 Years of DC dVET – A Success Story in Dual Vocational Education

DC dVET, supported by its member organisations—SDC, ADA, BMZ/GIZ, and LED—looks back on a decade of impactful cooperation. They used the occasion to reaffirm their shared commitment to strengthening inclusive, practice-oriented vocational education systems. In their joint statements and active participation throughout the conference, they emphasized the importance of dual VET as a driver for youth employment, private sector development, and social cohesion. The anniversary was not only a moment to celebrate a decade of collaborative achievements, but also a chance to set the stage for a deeper regional engagement, more tailored support to partner countries, and continued innovation in dual vocational education and training.

European Bank for Reconstruction and Development (EBRD)

Publications

Care investment guideline in Türkiye

EBRD has published a care investor guideline (Care Investments in Türkiye: A Guide for Prospective Investors, 2024) aiming to provide targeted guidance for potential investors in the care sector in Türkiye, including childcare, elderly care and care for people with disabilities. The guideline provides step-by-step guidance on the regulatory, financial, and operational aspects that should be taken into account by the investors at the phase of investment planning. [Link](#)

Planned events / webinars

Event on the 14th of November 2025 promoting the [EBRD-Enerjisa-UNDP Joint Research Report Launch “Roadmap for Development of Green and Digital Skills for an Inclusive Energy Workforce”](#) in Ankara, Türkiye.

Initiatives / Special initiatives related to gender mainstream

Technical Assistance with Yuriya Pharm

EBRD is providing advisory support to Yuriya Pharm, one of Ukraine’s leading pharmaceutical manufacturing companies, to develop advanced new skills aligned with its operational needs and growth trajectory. Responding to the ongoing labour market challenges in Ukraine, the Company is now seeking to cooperate with local educational providers to develop advanced new higher education programmes in Chemistry and Microbiology alongside a vocational training programme addressing critical skills gap for operating and adjusting technical equipment within Ukraine’s pharmaceutical sector. The initiative will therefore contribute to preserving human capital within Ukraine’s pharmaceutical manufacturing sector and demonstrate best practices for other employers within the sector to follow.

Separate section with focus on activities in Asia-Pacific

Technical Assistance with Borusan Makina Kazakhstan

The EBRD provided advisory support to Borusan Makina Kazakhstan, a distributor of heavy machinery equipment in Kazakhstan, for the launch of a transformative project in the Karaganda region aimed at developing robotic skills through a new “Mechatronics” training programme at Abylkas Saginov Karaganda Technical University’s Engineering department. This initiative addressed critical skill gaps by providing cutting-edge training in robotics and automation, while also enhancing the capacity of university instructors. Strengthening the partnership between Borusan Makina Kazakhstan and the University, the project fostered sustainable knowledge transfer and educational excellence. Additionally, a focused local outreach plan was developed to encourage female students to pursue STEM education and careers, promoting gender diversity at the company and across the sector. This project exemplifies EBRD’s commitment to fostering local talent and supporting economic development in Kazakhstan, making a significant and lasting impact on the community.

Publications

Report on VET's role in the green transition

In July 2025, the Commission published the final report of the European Education Area (EEA) Working Group on Vocational Education and Training (VET) and the green transition. This report presents key insights from the Working Group's peer learning activities (PLAs), webinars and meetings. It also draws on the two editions of its Compendium of Inspiring Practices which provide over 120 examples of concrete practices from across Europe. The final report is available here [VET's role in the green transition - Publications Office of the EU](#) and the Executive summary is also available in all EU official languages through this [link](#).

Brochure on Erasmus+ Centres of Vocational Excellence (CoVEs) partnerships

A promotional brochure on the Erasmus+ initiative for Centres of Vocational Excellence is expected to be published by the end of the year. This new brochure will present a selection of 25 Erasmus+ funded CoVE projects, highlighting key aspects of their work such as building partnerships, developing skills for a dynamic labour market, fostering innovation in VET teaching and learning, supporting applied research and technology uptake, and sustaining and scaling their impact. The projects featured share their challenges, recount the stories of their partnerships, describe their approaches to VET excellence, and present their outputs.

The European Alliance for Apprenticeships (EAfA) published several factsheets in 2025:

- The [factsheet on the role of in-company trainers in apprenticeships](#) underlines the crucial role of in-company trainers in ensuring the quality, delivery and expansion of apprenticeships across the EU. The factsheet looks at enhancing the professional status of in-company trainers, strengthening their professional development, fostering collaboration between trainers and teachers, equipping trainers for new challenges, and supporting trainers in small and medium-sized enterprises (SMEs).
- The [factsheet on basic skills](#) examines how apprenticeship programmes can contribute to strengthening the basic skills of apprentices. The factsheet shows that key success factors for strengthening basic skills include accurately

assessing learners' needs, using learner-centred teaching methods, and ensuring effective collaboration between VET providers and employers. By showcasing good practices, the factsheet provides guidance on how apprenticeships can drive basic skills development and contribute to the European Commission's Union of Skills initiative.

- A third factsheet on higher apprenticeships will be published in December 2025.
- EAfA Toolkit: EAfA will publish a Toolkit on adult apprenticeships in November 2025. The objective of the toolkit is to support VET providers and employers with hands-on guidance on how to launch adult apprenticeship schemes in order to unlock the full potential of adult apprenticeships. Users of the toolkit may deepen their understanding of how to design and implement programmes that are responsive to the diverse needs, motivations, and life circumstances of adult learners.

Planned events / webinars

The 2025 Forum on Vocational Excellence

The 2025 Forum on Vocational Excellence (8-10 September 2025) brought together the Erasmus+ Centres of Vocational Excellence (CoVEs) and other VET stakeholders from across Europe to exchange knowledge, build partnerships, and explore the future of vocational excellence. The event featured a rich programme of policy discussions, workshops, and study visits, all aimed at inspiring and supporting the further development of CoVEs. To explore the event highlights and resources, visit the Forum's website. The Forum on Vocational Excellence was established in 2022 and is an annual event, organised by and for the Erasmus+ Centres of Vocational Excellence Community of Practice (CoP CoVE). The Erasmus+ Centres of Vocational Excellence is a flagship initiative of the European Commission. The annual calls for proposals have gained large popularity, and by the deadline of the 2025 call, 303 proposals had been submitted, compared to 132 in 2024. The evaluation of the project proposals is ongoing.

EAfA High-Level Event 2025

EAfA High-Level Event 2025 put apprenticeships at the heart of the EU's Union of Skills: The EAfA High-Level and Get Together Events, which took place on 30 June and 1 July 2025 in Brussels and online, gathered more than 230 participants to discuss the contribution of apprenticeships to the EU's Union of Skills and Clean Industrial Deal. Key highlights included the introduction of 100 placements for

VET graduates within the Commission's Bluebook traineeship programme, a pledge to create 50 000 STEM apprenticeship opportunities for women and girls in STEM by 2028, and renewed calls to strengthen inclusive, high-quality apprenticeships across Europe. The Get Together Event provided a dedicated space for EAfA members and stakeholders to share challenges and opportunities, with participants reflecting on how to strengthen apprenticeship systems and scale up impact through joint action. [Catch up on the event's highlights](#).

10th Seminar for EAfA Partner Countries

The European Alliance for Apprenticeships (EAfA) and the European Training Foundation (ETF) co-organised the 10th Seminar for partner countries on 7-8 October 2025 in Podgorica, Montenegro. The seminar attracted **around 100 on-site participants from 29 countries**, including newcomers from **Kosovo* and Ukraine**, that are now bringing the EAfA to **43 members**, and Tunisia as an observer country. Among those present were representatives from government bodies, businesses, social partners, chambers, vocational education and training (VET) providers, regional authorities, youth organisations, and other key stakeholders engaged in the European VET sector.

- The seminar featured a range of engaging panel discussions as well as three interactive site visits spread across the two days to learn more about WBL and apprenticeships in Montenegro. The key themes and discussions at the 10th seminar for EAfA partner countries were designed to:
- promote a greater number of high-quality apprenticeships and WBL opportunities across both European and EAfA partner countries;
- explore the use of financial and non-financial incentives to support apprenticeships;
- enable shared learning on overcoming challenges related to matching learners with companies;
- facilitate the exchange of best practices for developing and implementing apprenticeships in diverse national contexts.
- To follow the event's report and highlights, join the [EAfA LinkedIn group](#).

Initiatives / Special initiatives related to gender mainstream

The [Union of Skills](#), launched in March 2025, aims to empower people across the EU with the skills they need to succeed in their educational and professional lives. It will also make it easier to use these skills in different EU countries.

A forthcoming European Strategy for VET

In 2026, the Commission will launch under the Union of Skills a new European Strategy for VET with a focus on attractiveness, excellence and inclusiveness of VET. The Strategy will focus on the role of VET in supporting EU competitiveness and innovation, economic, territorial and social cohesion, and generational renewal by addressing skills shortages and mismatches, enhancing the attractiveness, quality and labour market relevance of VET and supporting mobility and internationalisation. The Strategy will also address gender and other stereotypes in making study choices and build on benefits and labour market outcomes of VET so that VET becomes an equally valued learning pathway as higher education, including for women.

Herning Declaration adopted in September 2025

On 11-12 September, ministers, officials, and stakeholders from across Europe came together in the Danish cities of Billund and Herning for two inspiring days to discuss the future of European cooperation in VET. The meeting focused on the educational innovation at LEGO, which was founded in Billund, and included key discussions on the attractiveness, mobility, and quality of VET. It concluded with the formal endorsement of the Declaration in Herning. The Herning Declaration marks a significant milestone for European VET cooperation, emphasising the need to strengthen VET across Europe in response to digital, green, and demographic transitions. It calls for closer collaboration between VET providers and social partners and places a strong emphasis on social inclusion and equal access to education for all learners. The goal of the Declaration is to ensure VET continues to be an attractive and future-ready pathway for both young people and adults across Europe. Read the [Herning Declaration](#).

Preparation of a Skills Potability Initiative (SPI)

The SPI is a key deliverable for the Union of Skills for 2026 to support circulating skills across the EU, to unlock the full potential of the single market. It contains three actions:

1. exploring the need for a potential legislative proposal to address barriers to the mobility of workers, including in unregulated professions, which could build on existing transparency tools and promote common European formats for interoperable digital credentials.
2. building on the Implementation Report of the Professional Qualifications Directive, the Commission will consider actions to further

facilitate, expand and modernise recognition processes for regulated professions, in particular by leveraging digital tools.

3. exploring whether to propose common rules for simpler procedures for handling the recognition and validation of qualifications and skills of third country nationals.

STEM Education Strategic Plan

The EU faces a critical shortage of STEM talent, affecting key sectors like clean technologies and aerospace, and hindering economic growth. Nearly 80% of SMEs struggle to find workers with STEM skills relevant to ICT, AI, and quantum computing. This shortage affects all sectors, including transport, food, and energy, and hinders economic growth and innovation. With declining maths and science skills among youth, there's a pressing need for specialist teachers.

The *STEM Education Strategic Plan*, a key initiative of the Union of Skills, sets out measures to reverse the trend of declining performance in STEM skills at school, and encourage more students, especially girls and women, into STEM studies and careers. The plan contains three pillars aimed at:

- Making STEM a strategic priority in the EU's education and skills policy ("Lead").
- Supporting to increase the number of STEM programmes that are future-proof ("Level up").
- Attracting more women and girls to STEM studies and careers, inspire future innovators and attract STEM talent ("Lift barriers").

EAfA work on gender

The European Alliance for Apprenticeship (EAfA) organized a *webinar* on 22 October 2025 on exploring how gender stereotypes influence VET and apprenticeships, and how these barriers can be overcome. The webinar, which was also a contribution by EAfA to the Commission's *STEM Education Strategic Plan*, had a special focus on women/girls in apprenticeships within STEM fields. In addition, EAfA members are committed to increase the number of apprenticeships for women/girls in STEM fields by at least 50 000 until 2028, as part of the Girls go STEM initiative.

The EAfA Community for Social Inclusion and Gender Equality, led by Fundació Catalana de l'Esplai, aims to produce a repository for social inclusion and gender equality best practices with the goal of promoting social integration within apprenticeship.

Separate section with focus on activities in Asia-Pacific

New strategic EU-India agenda

On 20 October 2025, the Council approved conclusions on a new strategic EU-India agenda, in which it welcomes the strong impetus in relations between the European Union and India. The Joint Communication on a "New Strategic EU-India Agenda" includes references to Vocational Education and Training (VET).

Publications

ETF (2025), From skills anticipation to skills action: Collection of articles to understand skills demand in EU Neighbouring Countries

This publication is the result of collective contributions and collaboration provided by the selected members of the ETF Skills Lab Network of Experts. It brings together 6 independent articles written by research teams from various countries in response to the ETF call for research papers implemented during 2022-2024. [Link](#)

ETF (2025), Towards vocational excellence: Building skills ecosystems for the future

Driven by artificial intelligence, digitalisation, automation, climate change, and the green transition, VET is no longer limited to job preparation but is emerging as a key driver of innovation, inclusion, competitiveness, and resilience. The publication highlights the role of Centres of Vocational Excellence (CoVEs) as dynamic hubs that connect education, research, industry, and society, ensuring that skills development supports both people and systems. [Link](#)

ETF and CEDEFOP (2025), Towards EU priorities in VET - 2021-25 progress: insights from monitoring and analysis

This policy brief summarises evidence from Cedefop's and ETF's monitoring and analysis of 2021-25 policy developments in national implementation plans (NIPs). Since 2021, about 500 measures, policies and initiatives have been launched across the EU-27, Norway and Iceland (EU-27+), and five candidate countries (CCs) to create agile and flexible, excellent and inclusive, attractive and quality-assured VET systems. [Link](#)

ETF (2025), A taste of vocational excellence: International recipes for skills development

Just as there is no single way to create the perfect dish, there is no one-size-fits-all approach to achieving vocational excellence. The journey to becoming a Centre of Vocational Excellence (CoVE) is shaped by a unique blend of institutional ambition, national policy, and local needs, much like how a dish's final flavour is influenced by its ingredients, preparation technique, and personal preferences.

This cookbook is designed for those with a taste for excellence. It brings together recipes from around the world, demonstrating how, with similar ingredients, different approaches to vocational excellence can be created. Get ready to explore 11 distinct 'dishes' from Canada, Finland, France, Georgia, Italy, Moldova, Morocco, Singapore, Spain, Tunisia, and Türkiye. [Link](#)

ETF (2025), Key trends in employment and labour

Results from the 2nd monitoring exercise of the priorities of the 5th UfM Ministerial Declaration on Employment and Labour – Cross country report. [Link](#)

ETF (2025), Accelerating Vocational Excellence in the Construction Sector

The construction sector faces a major skills gap in green building practices, limiting its ability to meet climate goals. This policy paper presents a strategic framework that connects bottom-up innovation with top-down policy, highlighting the urgent need for skills to drive the green transition across the construction value chain. [Link](#)

ETF (2025), Education and training in West Bank and Gaza: Facts and Figures - Update 2025

This document provides an updated overview, as of June 2025, of the impact of the war in Gaza on education, training, employment, and the livelihoods of its residents. [Link](#)

ETF (2025), Qualification data needs to support recognition of non-EU country vocational qualifications

The study provides a snapshot of recognition practices and data needs across a small selection of non-EU and EU countries along with an examination of some enablers and challenges to recognition. [Link](#)

ETF (2025), Skilling-up the Western Balkans Agri-food Sector: Preparing for a More Competitive and Sustainable Future

Focusing on two strategic sub-sectors—agri-tech and organic and functional food production—the report presents the results of a participatory foresight study conducted with stakeholders from across the region. It identifies key technological and non-technological drivers of change, maps emerging skill needs, and examines the extent to which current education and training systems are equipped to meet future labour market demands. [Link](#)

ETF (2025), Impact of USAID Withdrawal on Global Education and Skills Development

This report examines the implications of USAID's funding withdrawal through four key lenses: funding trends and magnitude, geographic and programme impact, consequences for global education, and policy responses. It provides both a summary of USAID's impact and a roadmap for moving forward. [Link](#)

ETF (2025), Evaluating Active Labour Market Policies in Fragile Contexts

Insights and lessons from evaluation studies in the ETF partner countries focused on the transition from unemployment or inactivity to employment and the role of skills development. [Link](#)

ETF (2025), ETF Partner Countries through the lens of Pisa - An ETF Thematic Monitoring Report

Further analysis of PISA results for the ETF Partner Countries with focus on the policy implications. [Link](#)

ETF (2025), Torino process system monitoring report (2024)

Algeria, Egypt, Kyrgyzstan, Palestine, Georgia and *Tunisia*. The reports capture the progress of education and training policies with focus on initial and continuing VET, persistent challenges and overall system performance.

ETF (2025), Governance practices for youth guarantee: The case of the Republic of Slovenia

As part of the initiative to support the EU neighbouring countries on school to work transition policies, the ETF explores a number of EU Member States' institutional arrangements that led to successful implementation of Youth Guarantee (EU initiative). [Link](#)

ETF (2025), Work-based learning: an assessment per EU quality standards

Albania, Algeria, Kosovo, Montenegro, North Macedonia, Serbia and *Ukraine*

The country reviews examine the legislation, institutional arrangements and practices in the area of work based learning and their compatibility with the EU quality assurance frameworks applicable for apprenticeships and traineeships.

Events/Webinars April-beginning November 2025

10th annual Seminar for EAfA Partner Countries

ETF and the European Commission, in cooperation with the Ministry of Education, Science and Innovation of Montenegro, organised the seminar in Podgorica on 7-8 October 2025. The seminar brought together stakeholders from government bodies, businesses, social partners, vocational education and training (VET) providers, youth organisations, and other relevant parties from the EU Member States and ETF partner countries that are members of EAfA. The event focused on two key themes: financial and non-financial incentives for apprenticeships and the matching of companies and students. [Link](#)

Support to the Youth Guarantee in Western Balkans, Austria, Vienna, 27-28 May 2025

Support to the Youth Guarantee in Western Balkans: monitoring progress and assessing quality of outreach with focus on career management skills and career guidance activities. [Link](#)

VET developments in candidate countries: closing the Osnabrueck cycle, Italy, Milan, 14-15 April 2025

This event brought together Directors General for VET (DGVET) and members of the Advisory Council for Vocational Training (ACVT) for two days of collaboration, insight, and innovation. [Link](#)

Validation of non-formal and informal learning (VNFIL) – focus on practitioners, 2 April, Turin, Italy, Turin.

The ETF Partner Countries have engaged in development of their national validation systems. In support of their efforts in 2023 ETF launched an informal network on validation that includes countries covered by the ETF Inventory on non-formal and informal learning. The network meets on an annual basis for peer learning activities. [Link](#)

Private sector engagement in skills governance and anticipation of future skills needs in South-East Europe - Skills Lab Network regional webinar, 25 September 2025, online

This webinar explored how employers and business organisations are contributing to sectoral skills councils, participating in the governance of VET schemes, and collaborating with education providers to co-design curricula. [Link](#)

Enhancing labour mobility for EU enlargement economies: the role of ESCO, Italy, Turin, 24-25 June 2025

The ETF and the Regional Cooperation Council's (RCC) Employment and Social Affairs Platform Project 3 (ESAP 3) organised a two-day capacity-building event dedicated to the enlargement economies to explore the use of ESCO. The event was placed within the context of labour and skills mobility and EU accession efforts in the area of free movement of workers, notably in relation to EU tools such as EURES and Europass, as well as recent policy priorities set out in the Union of skills. [Link](#)

Inter-Agency Working Group (IAG) Workshop on the Trends and Impact of AI in the labour markets | ETF

Within the context of the IAG Working Group on "Skills Mismatch in Digitized Labor Markets", ETF organised "IAG workshop on the trends and impact of AI in the labour markets" 14-15/05/2025 in Turin. The IAG Working Group agreed to collaborate for drafting a joint paper 'Impact of AI on skills demand'. ETF is currently working on the first draft of the paper, which will be focused exclusively on skills demand emerging from AI, based on the written inputs provided by IAG members from their ongoing work on the topic. It will be published as a joint paper in 2026. [Link](#)

ETF – DVV International High-Level Round Table.

A Framework to Drive Adult Learning Reforms. Advancing lifelong learning in the context of EU accession and neighbourhood, Italy, Torino, 18-19 November 2025

Evidence in action: an ETF monitoring, Italy, Milan, 28-29 October 2025 [Link](#)

DARYA High-Level Group Meeting, Italy, Turin, 30-31 October 2025 [Link](#)

ETF Networks

The ETF's Skills Lab Network of Experts reached over 700 members, with key documents shared here: The [Skills Lab Network of Experts | Open Space](#), and a LinkedIn group for exchange here: <https://www.linkedin.com/groups/9855530>.

Recent activities organised within the Skills Lab Network include:

- A regional webinar focusing on the Southern and Eastern Mediterranean region on '[Labour migration and skills: Policies and pathways](#)

[for triple win solutions](#)' 14 April 2025, to foster dialogue and identify actionable policies and pathways for navigating the complexities of migration and skills in the Region.

- The webinar on '[Going green: Upskilling and reskilling of adults for the green transition](#)' 21 May 2025 with the aim to provide a platform for exchange on how different systems are addressing re-skilling challenges in the context of the green transition, and to identify promising practices relevant to both policy and practice at various levels.
- A regional webinar on '[Just and green transitions in Central Asia: Strengthening policy, finance, and labour market skills](#)' 11 June 2025 to bring together leading experts, policymakers, and practitioners to explore how Central Asian countries could strengthen the policy, institutional, and human capital foundations for a just and green transition.
- [A peer visit to Italy](#) 17 to 19 June to expose participants to insights into the structure and functioning of the Italian skills intelligence ecosystem, its actors and most relevant tools. A specific focus was placed on showcasing key strategies developed to overcome the abovementioned country's structural limitations, serving as best practices for participants.
- A webinar on '[Future-proof skills: How AI is shaping the education and training system](#)' 11 September. The event was structured around three pillars: global trends in changing skill demands, education and training system responses to digital transformation, and the use of AI-powered tools to promote inclusivity—particularly for learners with disabilities.
- A [peer visit to Finland](#) 15 to 18 September to provide insights into the key actors within Finland's Labour Market and Skills Intelligence system, its defining characteristics, and the functioning of its main skills forecasting and foresight exercises.
- A regional webinar on '[Co-creating the future workforce: Private sector engagement in skills governance and anticipation of future skills needs in South-East Europe](#)' 25 September, to explore how employers and business organisations are contributing to sectoral skills councils, participating in the governance of VET schemes, and collaborating with education providers to co-design curricula.

In 2025, ETF created a sub-community on Skills and Migration under the Skills Lab Network. A call for papers on Skills and Migration was launched, abstracts have been selected, the submission of full papers is expected later in 2025 in view of a publication in a compendium and event in 2026.

Community of Innovative Educators Community of Innovative Educators

The *ETF Community of Innovative Educators* keeps on fostering knowledge sharing among its more than 1600 members. In the period, the community has been working through NewLearning Clubs of educators in the areas of STEAM, Teachers Professional Development, Adult Upskilling and Teaching with AI. As an example of the community activities, the Club organized two online meetups: *a Webinar: Exploring AI pedagogy and its impact on students learning with Dr. Cristóbal Cobo & Matti Seise | Open Space*, focused on pedagogy and the integration of AI tools, particularly for students with special needs, and one on Ethics and Explainable AI | Open Space, addressing the specific ethical challenges educators encounter when using AI in education, with a particular emphasis on explainable AI. [Link](#)

Vocational excellence – ENE

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.

- *Understanding vocational excellence within ENE - Key takeaways from ENESAT assessment 2020 – 2024*, Italy, online zoom webinar, 14 May 2025: The scope of ENESAT is to build a shared understanding of vocational excellence within the ENE and to help its members to gauge their own level of development with respect to what might be expected of a CoVE.
- DIGI ENE, one of the subinitiatives organised a peer-learning activity back-to-back with the Forum on Vocational excellence with visit to the *Digital Hub Denmark*
- *Building green: Greening to excellence in the construction sector*, Italy, Turin, 20 May 2025:
- *Entrepreneurial Centres of Vocational Excellence : the way to go*, Italy, Turin, 28 April 2025

ETF Network for Vocational Excellence | Open Space

GLAD (Governance, Learning, Action, and Dialogue)

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. [Link](#)

- **GLAD webinar by ETF-DVV International: Adult learning progress and development in EU candidate and neighbour countries**, Italy, online, 9 July 2025: Hosted jointly by the ETF and DVV International, this webinar assessed the progress and developments in adult learning in candidate and EU neighbouring countries. [Link](#)
- **GLAD webinar by ETF-OECD on Stronger coordination and stakeholder engagement for skills**, Italy, online, 11 June 2025. [Link](#)

GLAD Open Space

EU Projects Managed by ETF

SER Supporting education reforms and skills in the Eastern Partnership region

The first EU'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. Recent:

- **ETF (2025), The teacher management system** – Insights and strategies in *Armenia, Azerbaijan, Georgia, Moldova* and *Ukraine*. *Country Profiles Teaching Excellence – Empowering Educators organised in Finland and Estonia* in 2024 offer an overview of these countries' teacher management system, key data on the teaching workforce, and an analysis of main challenges and policy measures.
- **Peer-learning Event - Quality Education for All: Adapting School Networks for Equitable Access** - Latvia and Estonia, Riga, Tallin, 12-16 May 2025: the event aimed to foster regional cooperation by facilitating exchange and knowledge sharing among Eastern Partnership countries. [Link](#)

DARYA – Dialogue and action for resourceful youth in Central Asia

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

DARYA: International Conference on Youth Employment and Skills Development, Kazakhstan, Astana on 24-26 September 2025

The International Conference on Youth Employment and Skills Development took place in Astana, Kazakhstan, in the framework of the EU-funded DARYA programme. Organised by the ETF and the Ministry of Labour and Social Protection of Kazakhstan, the conference gathered over 100 policymakers and experts from Central Asia, the EU, and the Western Balkans. The event focused on school-to-work transitions and creating opportunities for young people, especially vulnerable groups such as NEETs. [Link](#)

DARYA Summer School on Excellence in Teaching and Learning; Issyk Kul, 5-8 August 2025.

This seminar brought together Ministries of Education, VET providers, SCAFFOLD pilot organisations, educators, and Award winners from across Central Asia. It focused on three key tracks: teaching and learning, partnership and coordination, and governance and resources. [Link](#)

DARYA: Peer learning visit on Centres of Vocational Excellence, Italy, Turin, 20-22 May 2025

This inter-active three-day capacity building and peer learning workshop introduced a new topic within the working area of teaching of learning, of the EU funded DARYA project. The workshop introduced participants to the Concept of Centres of Vocational Excellence, shared a conceptual framework that can be used to develop Centres of Vocational Excellence as well as practical tools, including ISATCOVE, the International Self-Assessment Tool for Centres of Vocational Excellence. [Link](#)

Inter-American Development Bank (IADB)

Publications in 2025

Skills to Advance Sustainability: Lessons Learned from Latin America and the Caribbean.

Anauati, M. V., Prada, M. F., Rucci, G., & Saavedra, F. (2025). <https://doi.org/10.18235/0013525>

Skills for Work in Latin America and the Caribbean: Unlocking Talent for a Sustainable and Equitable Future. Second edition

Prada, M. F., & Rucci, G. (2025).

Driving Sustainability with More and Better Talent: Lessons from Latin America and the Caribbean. Inter-American Development Bank

Prada, M.; Rucci, G.; Tolis, M. 2025. [Link](#) (and the [Spanish version](#))

A Fund for the Transformation of Technical and Vocational Education and Training in Latin America and the Caribbean

Prada, M; Rucci, Tolis, M. 2025.

Three Lessons About the Human Capital Needed for the Energy Transition. Inter-American Development Bank

Correa, C.; Rucci, G.; Tolis, M. 2024. [Link](#) (Spanish version)

Building a Skilled Workforce for the Green Transition: The Changing Technical and Vocational Education Landscape in Belize

Findlater, E., Näslund-Hadley, E., Acosta, I., Prada, M. F., & Eckardt, M. (2024). <https://doi.org/10.18235/0005499>

Skills for the Green Economy and Conservation

Prada, M. F., Caballero Saavedra, F., & Itaú Educação e Trabalho. (2024). In C. Giambruno, J. C. Hernández Cardozo, J. Cossi, M. Bourroul Gonsalves, & M. Pérez Alfaro (Eds.), Skills for Green Economy and Conservation (pp. 60–62). <https://doi.org/10.18235/0012989>

Education and labor: Argentina's Collective Commitment. Inter-American Development Bank

Rucci, G. ; Vinacur, T ; Tolis, M. 2024. [Link](#) (Spanish version)

Do entrepreneurial skills unlock opportunities for online freelancing? Experimental evidence from El Salvador

One article published in the Journal of Development Economics presenting the effect of the training program on freelancing outcomes in El Salvador financed by the Multi-donor TVET Fund (available in [English](#)).

Diseño de estrategias de escalabilidad de una política de capacitación y empleo para madres adolescentes vulnerables y estimación del retorno a la inversión (ROI) del modelo 360° de la Fundación Juanfe

One publication with Universidad de los Andes presenting the SROI of the 360° Model, a comprehensive care program for vulnerable adolescent mothers in Colombia, showing cumulative positive net benefits after 18 months (available in [Spanish](#)).

Audiovisual materials

The TVET Multi-Donor Fund beneficiaries' experiences:

[Video from Modelo 360° in Colombia](#), where young women developed technical, soft, and socio-emotional skills, while also gaining access to psychosocial support and job placement services. The program enabled participants to enter the labor market, pursue further education, and enhance their overall well-being.

[Video from Technological Capabilities in the Agricultural Sector in Argentina](#), where students gained practical, innovative knowledge by learning about new food technologies through virtual courses, mentoring, and digital simulations. This helped them learn relevant skills by tackling real-world challenges in Argentina's agro-industry.

[Video from Palmipilos](#), where students combined technical courses, basic skills support, and structured internships in local companies. By working on real projects with industry partners and receiving socioemotional training, the participants were prepared for opportunities and challenges beyond school.

[Video about Skills to Promote Sustainability: Lessons from Latin America and the Caribbean](#)

International Labour Organization (ILO)

Publications

Meaningful employers' engagement: key to boost training funds' quality in Sub-Saharan Africa

Building on previous reviews of training funds (ILO, 2020; UNESCO, 2022), the ILO has conducted a qualitative assessment of employer engagement in these funds, examining whether the extent of employer involvement influences the overall quality and effectiveness of the funds. [Link](#)

Guidelines on costing and financing: Recognition of prior learning.

These guidelines provide a comprehensive framework for understanding and developing the financial architecture of RPL, detailing the direct, support, and opportunity costs involved, and explores diverse financing models and provides practical guidance on building the sustainable, inclusive, and equitable financial arrangements required for robust national systems. [Link](#)

Empowering people, strengthening societies: Investing in skills and lifelong learning (WSSD Brief).

This brief highlights the need for integrated, inclusive skills and lifelong learning systems to address global labour market mismatches and prepare for green and digital transitions. It outlines policy priorities to align education, training, and employment strategies for sustainable, equitable growth. [Link](#)

Bridging the digital divide, Policy brief prepared for the Second World Summit for Social Development (WSSD2 Brief).

The brief highlights the issues associated with digitalisation of work and AI faced by social actors in countries around the world. [Link](#)

Skills for Productivity, Environment and Economic Diversification (SPEED), ILO 2025

The Skills for Productivity, Environment, and Economic Diversification (SPEED) methodology represents an evolution of the established, Skills for Trade and Economic Diversification (STED) initiative developed by ILO and designed to address certain basic realities of today's economic landscape. [Link](#)

Global Employment Policy Review 2025: Do employment-responsive policies work? – How impact assessments, diagnostics and dialogue contribute to the answer

Chapter 7 critically examines skills policies and their link to productivity and economic growth across macro, meso, and micro levels challenging the linear view of human capital theory. [Link](#)

Integrating skills for just transition in Nationally Determined Contributions (NDCs) 3.0, ILO 2025

NDCs 3.0 are a key strategic priority from a just transition and decent work perspective, as they can leverage climate action to create decent jobs and mitigate potential negative impacts on labour markets. [Link](#)

Upcoming publications

Rapid skills need assessment in fragile settings

This guide offers a framework for skills needs assessment tailored for TVET providers in fragile environments.

ILO's Mainstreaming Core Skills in Training Programmes Tool

ILO has developed the *Mainstreaming Core Skills in Training programmes* Tool to strengthen the capacity of TVET instructors, course developers, and assessors to systematically embed core skills into curriculum design, training delivery, and assessment practices.

ILO Policy brief on Developing National Core Skills Frameworks

This forthcoming policy note, to be published in December, provides practical guidance for policymakers, social partners, and other stakeholders considering the development and adoption of a national core skills framework.

Identifying Green Jobs in Emerging Economies: An NLP-Based Approach Using Big Data

This brief proposes a practical way to identify green occupations by combining online vacancy data with a refined ILO green dictionary—472 terms grouped into nine sustainability domains—to detect green tasks and classify green occupations across countries with scarce traditional labour-market data.

Events / webinars

Skills Bridge Masterclass: Future-ready skills policy: low- and middle-income countries pathways to growth, social justice and employment (12 November 2025)

This high-level roundtable aims to convene leading international experts, policymakers, and stakeholders to share experiences, insights, and lessons learned in overcoming both perennial and emerging challenges in skills development systems. [Link](#)

Career guidance for decent work: unlocking pathways to equity, inclusion, and sustainable development (14 November 2025)

In this webinar, global experts will explore the transformative impact of career guidance as a key instrument for fostering access to decent work, advancing socio-economic development and social justice. [Link](#)

An uncertain elite: Automation and rationalization of data science work in Germany

(4 November 2025). This seminar examines how automation is reshaping high-skill data work in Germany, focusing on data engineers, scientists, and analysts. [Link](#)

Initiatives / Special initiatives related to gender mainstream

Strategic Skills Partnership Initiative (SSPI) for excellence and innovation in TVET

As part of the German-funded initiative “Excellence in VET – Towards a Global TVET Agenda (TGVA)”, financed by the Federal Ministry of Research, Technology and Aeronautics (BMFTR), the International Labour Organization (ILO) is coordinating the Strategic Skills Partnership Initiative (SSPI) which aims to strengthen the capacity and collaboration of social partners and policymakers to promote excellence, inclusion, and innovation in TVET. It will deliver three flagship global outputs: a **Global TVET Policy Guide**, a **TVET Policy Academy**, and a **Global Skills Forum**.

Career Development - ITC/ILO Online course (24 November - 5 December 2025)

TVET is positioning itself as a valid solution to the traditional workforce shortage issue as well as to the rapid changes in the labour market. However, in many countries, it is still considered a second choice, and the lack of proper guidance often exacerbates the situation. [Link](#)

“Decent Work for Domestic Workers through Skills Development: A Theory of Change”. ILO 2025

This theory of change aims to highlight the conditions needed to ensure skills training and recognition improve the working conditions and increase the wages of domestic workers, including in the context of national care policies. [Link](#)

Separate section with focus on activities in Asia-Pacific

Publications

Vientiane Declaration on Skills Mobility, Recognition and Development for Migrant Workers

The ILO supported the development of the Declaration and Checklist in close coordination with ASEAN countries and the IOM, ASEAN Secretariat. ASEAN leaders agreed on important declarations regarding skills mobility for migrant workers and the prevention of child labour. [Link](#)

Regional mapping of labour market information for skills and employment policies in ASEAN Member States.

The report, developed by the ILO in collaboration with ASEAN and GIZ, provides a comprehensive overview of how labour market information (LMI) systems are organized, governed, and utilized across the region. [Link](#)

Joint Statement on Skills Development for the Future Workforce in ASEAN

The ILO is the technical partner of the ASEAN Year of Skills 2025, delivered by Malaysia as chair of ASEAN during 2025. The Joint ASEAN Statement is a declaration made at the end of the ASEAN Year of Skills 2025 which reaffirms ASEAN's shared commitment to building a skilled, inclusive, and future-ready workforce. [Link](#)

Assessment of gender equality and social inclusion gaps in the skills and TVET sector of Bangladesh.

This report highlights the need for significant improvements in gender equality and social inclusion (GESI) within Bangladesh's Technical and Vocational Education and Training (TVET) system through a coordinated approach involving various stakeholders. [Link](#)

Policy brief: Financing lifelong learning in India

The brief explores the adequacy of financing for lifelong learning in India in the context of current

growth policies, and to understand whether the financing approaches in place allow for vulnerable populations to access training as a pathway to decent work and further education. [Link](#)

Towards a sector skills strategy for Viet Nam's textile and garment industry: Priority skills need, actions, and recommendations for education and training system.

The report provides critical insights into priority skills needs and actionable recommendations to inform a sectoral skills strategy, focusing on developing skills that cater to the current and evolving needs of both the textile and garment subsectors and various types of enterprises. [Link](#)

Skills for Trade and Economic Diversification: Analysis of the Textile and Garment Industry in Viet Nam, ILO 2025.

This report provides key inputs towards developing a sector skills strategy for the country's textile and garment sector. [Link](#)

Qualifications and occupational map to help navigate evolving occupations and skills needs of Thailand's automotive manufacturing sector.

The map is designed to assist employers, workers and policymakers in navigating sectoral changes by providing a clear framework to understand the changing nature of jobs in the sector. Specifically, the tool outlines the competencies required per occupation at each stage of a worker's career in line with national skills standards and the evolving labour market demands of the sector. Importantly, the map identifies new occupations which will be critical as the sector adopts more sustainable practices. [Link](#)

Skills development and responsible business conduct: Training manual for trainers

Designed to supporting industry transformation and advancing responsible business practices, the training manual serves as a practical tool to help enterprises—particularly small and medium-sized ones—enhance productivity, competitiveness, and compliance with international labour standards. The manual was developed under the ILO project “[Skills Development and Responsible Business Conduct \(RBC\) for Transition](#)” with strong focus on automotive sector in Thailand and Electrical and Electronics in Indonesia. [Link](#)

Apprenticeship programme in Indonesia: A guideline for employers

The report provides guidance to employers on how to implement an apprenticeship programme in Indonesia based on the Ministry of Manpower

and Transmigration's regulation on their rights and obligations including recruitment, training, and working conditions for the apprentices. It also serves to promote good practices in apprenticeship among employers. [Link](#)

Technical guidelines on the development of grievance mechanism for apprentices in Indonesia

The guidelines, developed by the ILO in partnership with the Ministry of Manpower, KADIN and APINDO Indonesia, outline a step-by-step process for companies, detailing how apprentices can submit complaints and grievances, the types of issues to be addressed and the appropriate actions companies should take upon receiving them. [Link](#)

Guide on Core Skills for the Green Transition (in Chinese)

ILO's Quality Apprenticeship and Lifelong Learning Project released the Guide on Core Skills for the Green Transition (Teacher's Book and Student's Book) under its 'GreenPulse for TVET' initiative.

The Guide has three major components, Green Literacy, Green Thinking, and Green Production and Service, covering a total of 13 modules and more than 30 case studies. Notably, these cases incorporate green good practices from emerging economies such as China. [Link](#)

Forthcoming publications

Cambodia Skills and Productivity Report and Sector Skills Council Review Report, supported by ILO-China in collaboration with the Cambodian Federation of Business Associations (CAMFEBA), expected December 2025.

Background paper on the development and implementation of the Vientiane Declaration for Skills Mobility, Recognition and Development for Migrant Workers in ASEAN expected December 2025.

Sector skills bodies and demand-led skills systems in ASEAN: Case studies and practical guidelines for effective establishment and operationalisation expected early 2026.

Promoting Apprenticeships in MSMEs in India is currently being developed to provide policy recommendations for upgrading apprenticeships in Indian MSMEs.

Analytical framework and toolkit for the review of national lifelong learning systems expected early 2026.

Thematic Policy Briefs to capture the key discussions, insights, innovations, and policy recommendations emerging from the four flagship events of the ASEAN Year of Skills.

Events and webinars

Asia Pacific Global Accelerator Policy Forum. 8-9 April 2025. Report: [Asia Pacific Global Accelerator Policy Forum - Meeting the Commitments for Productive Employment and Universal Social Protection | UN Global Accelerator](#)

ASEAN Human Capital Development Investment Symposium. 22-23 May 2025.

Launch of the updated National Skills Assessment Manual in Lao People's Democratic Republic. 11 June 2025

ASEAN Training Market Conference. 18-19 July 2025

Towards the development of Indonesia's Skills Development Fund (SDF). 24 July 2025.

Rewiring the future: How AI can empower girls and youth for the green transition in Asia-Pacific? 15 July 2025.

ASEAN TVET Conference. 28-29 August 2025

Green Skills for Sustainable Development Symposium. 21 – 22 September 2025

Global Skills Forum 2025

Organized 22-23 October 2025. [Link](#)

Cooperation on migration and skills mobility between the European Union and India

The EU-India Technical Dialogue on Skills Frameworks, held on 3–4 November 2025 at in New Delhi, brought together Indian and European stakeholders to exchange knowledge on national qualification systems. The event featured technical presentations and discussions on India's National Skills Qualification Framework (NSQF) and the European Qualification Framework (EQF). Key topics included quality assurance, recognition of prior learning, learning outcomes, and the operationalization of national frameworks. The event marked a significant step toward enhancing the comparability and mobility of skills across borders through international cooperation.

Forthcoming events and webinars

Awareness raising and sensitization sessions with Bangladesh TVET teachers, students and local multi-level stakeholders to commemorate 16 Days

Campaign to end violence against women. Last week of November 2025.

Capacity development workshop with the Bangladesh Gender and Skills Taskforce members on ILO Conventions 100, 111 and 190. 2 December 2025.

Webinar - ILO's Global Gender network in Bangladesh: Gender Equality, Entrepreneurship and Skills Development: Exchange of good practices from Development Cooperation. 3 December 2025.

Launching ceremony of Graduate Tracking Management System (GTMS) in Bangladesh. January 2026.

Initiatives / Special initiatives related to gender mainstreaming

Bangladesh

- Gender and Skills Taskforce launched and operationalized through drafting the action plan by its sub-committees
- Revising industrial attachment programme engaging students across 6 industries to bridge the education–employment gap and promote gender-responsive workplace readiness.
- Developing of competency standards, competency-based learning materials, and assessment tools in collaboration with industry experts and BTEB.
- Developing a draft SME Policy 2025 through divisional and national consultations to reflect small business realities and support inclusive, evidence-based reforms.
- Supporting BTEB in integrating the Dual Certification programme for TSC/Polytechnic students, improving employability after five pilot batches, with plans to mainstream it for SSC/HSC vocational students.
- Establishing Business Development Service Centres at NASCIB, Chittagong Women Chamber, and Sylhet Women Chamber to strengthen women's economic empowerment and promote gender-responsive enterprise development.
- Establishing a Community-Based Tourism model in the Khasi community, Jafong, Sylhet, to empower women and youth through skills training, entrepreneurship, and income-generating opportunities, promoting gender equality and inclusive community development.

Organization for Economic Co-operation and Development (OECD)

Publications

OECD (2025), Trends in Adult Learning: New Data from the 2023 Survey of Adult Skills, Getting Skills Right

OECD Publishing, Paris, <https://doi.org/10.1787/ec0624a6-en> (July 2025)

This report assesses the state of adult learning across OECD countries, exploring trends in participation rates and modes of delivery of adult learning. It highlights differences between socio-demographic groups in their propensity to participate in adult learning, identifies groups that are most vulnerable to encountering barriers to learning, and makes policy recommendations to improve the accessibility and effectiveness of adult learning. Despite growing consensus on the importance of lifelong learning for economic resilience and individual opportunity, participation in adult education is stagnating or even declining in many countries. While participation gaps are narrowing in many cases, this is often due to falling participation among adults who had previously been more likely to participate rather than rising rates among groups who were traditionally less likely to do so. Furthermore, much of today's adult training is compliance- or safety-driven and of quite short duration; this may be insufficient to meet the upskilling and reskilling needs of fast-changing labour markets. Drawing on new data from the Survey of Adult Skills (PIAAC), this report will be of interest to policymakers, education providers and employers seeking to design more inclusive, responsive adult learning systems that support both individuals and labour markets in transition.

OECD (2025), Advancing Adult Skills through Individual Learning Accounts: A Step-by-Step Guide for Policymakers, Getting Skills Right

OECD Publishing, Paris, <https://doi.org/10.1787/08e1bdaf-en> (July 2025)

Individual Learning Accounts (ILAs) – virtual accounts in which individuals accumulate training rights over time – are gaining renewed momentum as a means of placing individuals at the centre of lifelong learning. Yet, establishing ILAs is a resource-intensive process that requires strategic planning, sustained investment and ongoing refinement. This report

presents a comprehensive framework to support policymakers in navigating this process, drawing on insights from six countries: Croatia, Czechia, France, Lithuania, the Netherlands and Singapore. It offers practical guidance on addressing key policy decisions across the design and implementation phases. In the design phase, the report explores how to define budgets, set clear objectives, identify target groups, select eligible training opportunities and determine funding allocations. In the implementation phase, it examines governance structures, digital platforms, training quality assurance, enabling frameworks and mechanisms for evaluation and continuous improvement.

Skills-First Readiness and Adoption Index (October 2025)

The Skills-First Readiness and Adoption Index is a multi-dimensional index that captures employer practices, policy alignment, education and training systems, and individual experiences to offer an actionable picture of the degree of skills-first readiness and adoption across countries. It has been co-developed by the OECD Directorate for Employment, Labour and Social Affairs, in collaboration with the Centre for Skills-First Practices at the Singapore University of Social Sciences-Institute for Adult Learning (SUSS-IAL). [Link](#)

OECD (2025), Generative AI and the SME Workforce: New Survey Evidence

OECD Publishing, Paris, <https://doi.org/10.1787/2d08b99d-en>.

This report examines the potential for generative AI – tools that generate text, images, video or audio, such as ChatGPT, Copilot and Midjourney – to help SMEs address labour and skill needs. It presents evidence from a representative 2024 OECD survey of over 5 000 SMEs in Austria, Canada, Germany, Ireland, Japan, Korea and the United Kingdom, on how SMEs use generative AI, how its use may be helping to address labour and skill needs, and how SMEs are preparing employees to use generative AI. The survey shows that generative AI is in use in 31% of SMEs. SMEs report that generative AI improves performance, helps compensate for skill gaps and labour shortages, and increases the need for highly-skilled workers. SMEs have concerns about copyright, legal and regulatory issues, though negative attitudes towards generative AI are rare. The findings highlight the promise of generative AI but also the need for structured policy support to close digital and skills gaps between SMEs and larger firms and to ensure that any gains from generative AI are broadly shared across the economy and the workforce.

OECD (2025), “Bridging the AI skills gap: Is training keeping up?”

OECD Publishing, Paris

Artificial intelligence (AI) is becoming increasingly important in the workplace, driving demand for both specialised AI professionals and workers with a more general understanding of AI. Upskilling and reskilling initiatives are essential to ensure the existing workforce is well-prepared for the changes brought about by AI adoption. However, there is currently limited understanding of whether available training supply is sufficient to meet present and future AI skill needs. This brief explores the government policies and training initiatives related to AI that OECD countries have implemented. It examines how governments are fostering both advanced AI expertise and general AI literacy, and ultimately argues that current training supply may not be sufficient to meet the growing need for general AI literacy skills. The brief also highlights various approaches governments can adopt to expand incentives for AI training and improve its accessibility and inclusivity. [Link](#)

Planned events / webinars

Update of the Skills for Jobs database – planned for spring 2026

Skills and the Future of Work Webinar Series – with [link](#) to register to receive invites

The world of work is undergoing profound transformation. Technological change and the rise of artificial intelligence, the shift to a low-carbon economy, globalisation and demographic shifts are all reshaping jobs and the skills they demand. Developing a clear understanding of the Future of Work and closely tracking evolving skill needs is now essential. This webinar series offers insights for governments on how to shape, prepare for and respond to these megatrends – through regulation, upskilling and reskilling, and social dialogue. It also aims to support workers in navigating change and help employers identify the skills they need to adapt, adopt and innovate

The OECD Centre for Skills and the Institute for Adult Learning Singapore (IAL) will co-host a joint seminar titled “Vision to Practice: International Lessons on Implementing Skills-First Policies” on 10 February 2026. The event will explore how countries are translating the concept of skills-first approaches—prioritising what people can do over the degrees they hold—into practice. As labour markets continue to evolve under the combined forces of digitalisation, demographic change, and the green transition, skills-first policies are

gaining traction as a way to make labour markets more inclusive, responsive, and transparent. The seminar will launch a new OECD-IAL policy paper on this topic and bring together policymakers, experts, and practitioners to share international experiences, present the latest evidence on skills-first practices, and identify the key conditions for successful implementation.

Separate section with focus on activities in Asia-Pacific

OECD Skills Strategy Thailand – September 2025

Building on OECD Skills Strategy Southeast Asia – Skills for Post-COVID Recovery and Growth, OECD Skills Strategy Thailand offers a detailed assessment of Thailand's skills performance and tailored recommendations to strengthen its skills system. In partnership with the Royal Thai Government, the OECD identified key policy priorities and co-developed practical solutions. The project combined in-depth analysis with wide-ranging stakeholder engagement. Published in July and launched in September 2025, the report was unveiled at a national event attended by the Minister of Education and senior officials. The launch featured speeches, expert panels, OECD presentations, and gained strong media coverage. The report outlines 20 targeted recommendations across three priority areas: i) Strengthening the skills of youth in initial education; ii) Increasing participation in adult learning; iii) Improving governance of the skills system. These recommendations provide a clear path towards a more inclusive, resilient, and future-ready workforce, forming a solid foundation for a cohesive national skills strategy aligned with long-term goals and emerging needs. [Link](#)

UNESCO

Planned publications

Lifelong learning entitlements: From design and impact - Cases of Australia, Canada, France, Ireland, Republic of Korea and Singapore

This UNESCO report illustrates how six countries are putting Lifelong Learning Entitlements into practice through innovative measures such as personal learning accounts, vouchers, subsidies and tax incentives. It analyses how, by linking training rights directly to individuals rather than to jobs, these mechanisms make education more portable, inclusive, and responsive to rapidly evolving labour markets.

Skills Development in the Cultural and Creative Industries (CCI): Unleashing the potential for decent work and inclusive growth

This report presents findings on the essential role of skills development in CCIs for maximizing their economic potential and ensuring a workforce equipped with the necessary knowledge and competencies to meet the sector's employment demands. This publication underscores the urgent need for coordinated investment in skills systems, robust teacher training pipelines, improved data collection, and inclusive policies that align education and labour market needs to fully harness the economic and social potential of CCIs.

Developing Foundational Skills for the Employability of Youth and Adults. Concepts, Approaches and Recommendations

This report responds to the call for building strong foundations for learning as a precondition to realize the right to education. It provides evidence-based insights into how TVET systems can better define, integrate and assess foundational skills as part of a lifelong learning continuum. It highlights the critical role of policy coherence, institutional collaboration, and inclusive pedagogical approaches in equipping all learners, especially those from vulnerable groups, with the skills they need to adapt, innovate and thrive.

10 December - Webinar: 'Lifelong learning entitlements – from vision to action'

Organized jointly with UIL, on the occasion of Human Rights Day, this webinar will explore key findings from a new UNESCO report Lifelong Learning Entitlements: From Design to Impact – Cases of Australia, Canada, France, Ireland, Republic of Korea, and Singapore. To register please visit: <https://www UIL.unesco.org/en/articles/webinar-lifelong-learning-entitlements-vision-action>

Separate section with focus on activities in Asia-Pacific'

Global Skills Tracker

UNESCO and UNESCO-UNEVOC, in partnership with Lightcast, have launched the Global Skills Tracker, a tool that monitors skills demand and shares real-time data on labour market conditions with key stakeholders, to guide programme and policy development. The Global Skills Tracker dynamically consolidates data on skills demand, including information about job profiles, trades, occupations and sectors, with a significant focus on digital, AI and green skills. The tool currently covers two countries from Asia, The Philippines and Indonesia. An Assessment Model is also being produced as an associated toolkit, to help countries assess the strength of their online job market. [Link](#)

Global Inventory

In collaboration with CEDEFOP, ETF and UIL we are preparing the 6th edition of the Global Inventory of National and Regional Qualifications Frameworks. The publication gathers information on progress in establishing national and regional qualifications frameworks, as well as related challenges and success factors in their implementation. It shows how countries around the world are reforming their education systems by improving the quality and relevance of their qualifications. Several countries from the region are participating in this publication including Japan, The Philippines and Timor Leste.

Publications

Transforming TVET for the building and construction sector: Embracing digitalization, greening and migration trends

This publication examines the transformation of TVET for construction through intersecting lenses of digitalization, greening and migration. Drawing on insights from the Bridging Innovation and Learning in TVET (BILT) Expert Group, case studies and literature from Africa, Asia and the Pacific, and Europe, it analyses trends and provides recommendations for making TVET more inclusive, future-focused and resilient. [Link](#)

Strengthening resilience in technical and vocational education and training – A guide for sector planners

Strengthening resilience in technical and vocational education and training is essential for navigating today's complex challenges—from armed conflict and forced displacement to economic instability, digital disruption, health emergencies and climate-related disasters. TVET systems are uniquely positioned to equip individuals with the skills needed to adapt, recover and contribute to sustainable development. This guide presents a learner-centred, system-wide model built around a readiness–response–recovery cycle. [Link](#)

Inclusion in TVET: a practical guide for formal, non-formal and informal TVET institutions

This guide provides actionable strategies for building inclusive TVET systems. It promotes collaboration among NGOs, private sector actors and education providers to ensure no learner is left behind. This hands-on guide shows how to move beyond identifying challenges to creating real impact. It offers practical tools and a five-step implementation framework, including the 4A tool (Availability, Accessibility, Acceptability, Adaptability). It proposes the use of pilot projects as a start for holistic institutional transformation on inclusion. [Link](#)

Practical approaches to increase inclusion of migrants and refugees in TVET in the Arab States: Discussion paper

Migration is increasing due to political and economic instability, with the Arab States experiencing a substantial rise in refugees, migrants, and internally displaced persons. In response, this study, initiated by UNESCO-UNEVOC in collaboration with UNRWA, examines the barriers to accessing Technical and

Vocational Education and Training (TVET) for migrants and refugees, while also exploring promising practices and interventions in the region that support their inclusion. [Link](#)

Meeting skill needs for the green transition. Skills anticipation and VET for a greener future. Cedefop-UNEVOC practical guide 4

This guide aims at demonstrating the value of sound skills intelligence and smart governance in the context of the green transition and at showcasing how VET can make a difference in practice. It explains how skills anticipation and governance approaches can become drivers of greening and how apprenticeship, up- and reskilling, validation and microcredentials can be leveraged on the way towards a greener future. Good practice examples from all over Europe and beyond illustrate what it takes to go from green ambitions for VET and skills to policy implementation. [Link](#)

Update: BILT Atlas of emerging trends in TVET

The BILT Atlas has recently been updated with new scoping studies on Europe. These studies explore two key areas shaping the future of TVET: the integration of artificial intelligence and the role of TVET in advancing the green and digital twin transition. They provide evidence-based insights for policymakers, institutions and stakeholders. [Link](#)

Update: Innovative and Promising Practices in TVET

UNESCO-UNEVOC's Innovative and Promising Practices database now contains more than 125 TVET initiatives from around the world that promote sustainability, inclusion, entrepreneurship, digitalization and more. <https://unevoc.unesco.org/home/Promising+Practices+in+TVET>

The database is also available as part of UNESCO's SDG 4 Knowledge Hub: <https://www.unesco.org/sdg4education2030/en/knowledge-hub>

Recent events / webinars

Global TVET Forum 2025, 28-30 October 2025

The Global TVET Forum 2025 provided a platform for collaboration and coordinated action between multilateral, regional and national TVET organizations. A main highlight of the event was the launch of the 'Towards a global TVET agenda' initiative, sponsored by the BMBFSFJ, with strategic input and expertise from UNESCO-UNEVOC, ETF, ILO, OECD and BIBB. [Link](#)

Webinar series - Skill up, stay ahead: TVET for employability, 30 September – 21 October 2025

This four-part webinar series ran from 30 September to 21 October and explored key themes such as work-based learning models, career guidance approaches and partnerships with industry for shaping the future of skills development. It put a spotlight on Latin America and the Caribbean by including innovative practices from the region in each of the sessions, pairing them with examples from Africa, Asia and the Pacific, and Europe. [Link](#)

Celebrating 10 years of World Youth Skills Day, 15 July 2025

In celebration of the 10th anniversary of World Youth Skills Day and the 5th anniversary of the Global Skills Academy, UNESCO convened a global hybrid event at the Learning Planet Institute in Paris to reflect on progress, renew commitments and explore future pathways. The theme for WYSD 2025 focused on Youth empowerment through AI and digital skills. [Link](#)

Policies for the digital transformation and integration of AI in TVET, 28 to 30 May 2025

At the Global Digital TVET Transformation Summit (DOTS25) in Malaysia, UNESCO-UNEVOC's BILT project held a bridging event focused on advancing policies for digital transformation and AI integration in TVET. Discussions emphasized the need for responsive policies to harness digital technologies and artificial intelligence for future-ready skills development. [Link](#)

Flexible and accessible learning pathways – Success stories from the construction sector, 30 April 2025

This BILT Learning Lab showcased real-world examples of how flexible training models are transforming skills development in construction. Industry leaders and educators shared innovative approaches that make learning more accessible, especially for underrepresented groups. [Link](#)

Initiatives

Launch of the UNEVOC Network Coaction Initiative 2025

Now in its third edition, the Coaction Initiative continues to strengthen collaboration and peer learning across the UNEVOC Network, which consists of 245 UNEVOC Centres in 152 countries. The 2025 edition brought together lead and partner Centres from multiple regions to work on projects that promoted innovation, digitalization, sustainability and intercultural competencies, among others. [Link](#)

Empowering youth for the green transition, 12-15 August 2025

More than 175 students from higher technical education institutions took part in a microlearning programme organized by UNESCO-UNEVOC under the UNESCO CFIT Project Phase III. The programme focused on green and circular economy foundations, emerging labour market trends inclusive of required skills and circular business models. [Link](#)

Training of trainers on green skills development in higher technical education, 5-7 August 2025

A training of trainers programme brought together over 130 educators and administrators from six countries – Ethiopia, Gabon, Côte d'Ivoire, Senegal, Tanzania and Uganda – to strengthen the capacity of higher technical education institutions (HTEIs) to support green transitions and the sustainable development agenda. [Link](#)

Strengthening TVET systems in West Africa, BEAR III project

Through its Technical Cooperation Unit, UNESCO-UNEVOC mobilizes expertise from the UNEVOC Network to support capacity-building and technical assistance requests from UNESCO Member States and Field Offices. Within this framework, UNESCO-UNEVOC has partnered with UNESCO Headquarters and the UNESCO Regional Office in West Africa to jointly deliver hybrid training and capacity building for TVET managers and practitioners in the target countries as part of BEAR III. [Link](#)

United Nations High Commissioner for Refugees (UNHCR)

Planned events / webinars

Second Africa Skills Week (ASW 2025)

From 13–17 October 2025, the Second Africa Skills Week (ASW 2025) took place in Addis Ababa under the theme “Powering Africa’s Industrial Future: Skills for Innovation, Growth, and Sustainability.” In close collaboration with the African Union’s Education, Science, Technology and Innovation (ESTI) Department, UNHCR successfully brought refugee inclusion to the forefront as one of the key themes of the event, ensuring that discussions on continental TVET strategies addressed access and opportunities for displaced populations.

On 16 October, UNHCR, with the support of GIZ and contributions from partners including the Ethiopian Ministry of Labour and Skills, Refugees and Returnees Service, Finn Church Aid, and refugee-led organizations, co-hosted a panel discussion on “Inclusive TVET for Refugees, From Pledges to Practice: Ethiopia’s Commitment on Refugee Skills and Economic Inclusion.” The session showcased Ethiopia’s leadership and progress in implementing Global Refugee Forum pledges on refugee skills development and employment inclusion.

UNHCR also contributed substantively to the development of the Continental TVET Implementation Plan under the African Continental TVET Strategy 2025–2034, ensuring that refugee inclusion is embedded across policy, financing, and monitoring components.

Mapping Pathways to Higher Education for Venezuelan Refugees and Migrants in LAC

The UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO IESALC), in partnership with the UNESCO Regional Office in Santiago and the UNHCR Regional Office for the Americas, plans to hold a webinar towards the end of November or in December 2025 titled “Mapping Pathways to Higher Education for Venezuelan Refugees and Migrants in LAC.”

The session will present the findings of UNESCO IESALC's regional report "Mobility, Migration and the Right to Higher Education in Latin America and the Caribbean," which reviews public policies, barriers, and good practices across seven countries. The event will also highlight the tripartite alliance between UNESCO and UNHCR to strengthen inclusive higher education systems in displacement contexts, showcasing global and regional initiatives such as the UNESCO Qualifications Passport, UNHCR's DAFI Scholarship Programme, and the Tertiary Refugee Student Network (TRSN). [Link](#)

Practical Guide to Youth Engagement in TVET

Following the inclusion of refugees in the African Union Continental TVET Strategy 2025–2034, UNHCR is working closely with ILO and partners, including GIZ, to contribute to the development of a Practical Guide to Youth Engagement in TVET. The initiative aims to ensure that refugee and displaced youth voices are meaningfully represented in shaping regional TVET guidance and practice.

As part of this collaboration, a refugee youth representative from the Tertiary Refugee Student Network (TRSN) in Ghana has joined the project committee, marking a concrete step toward ensuring inclusivity and participation of displaced youth in continental and national skills development processes.

Separate section with focus on activities in Asia-Pacific

UNHCR and [SEAMEO VOCTECH](#) begin initial steps toward partnership on refugee inclusion in [Southeast Asia TVET country profiles](#). UNHCR and SEAMEO VOCTECH have exchanged ideas over the past year on strengthening refugee inclusion within TVET data and information systems in Southeast Asia. SEAMEO VOCTECH has confirmed its openness in principle to reflect refugee-related information in the SEA-VET country profiles, and UNHCR will continue providing relevant contacts and technical inputs as discussions advance. This represents an early step toward supporting the inclusion of refugees in national TVET systems, in line with UNHCR's Sustainable Refugee Response approach to strengthen access within national structures.

United Nations Industrial Development Organization (UNIDO)

Publications

Skills training to support Guinea's industrial transformation

This policy brief, co-produced by UNIDO and the European Centre for Development Policy Management (ECDPM), examines Guinea's approach to addressing systemic skills shortages and driving industrial transformation through a public-private development partnership (PPDP) with UNIDO and ALTEO in the context of Alteo's greenfield investment project - an alumina refinery. The brief outlines the rationale for establishing the Centre d'Excellence et de Perfectionnement en Industrie et Alumine de Guinée (CEPIAG), summarizing key challenges, lessons from the design phase, and success factors. Drawing on a UNIDO-commissioned political economy analysis of Guinea's skills ecosystem and a multi-stakeholder workshop convened by ECDPM in May 2025, the policy brief offers strategic guidance for resource-rich countries seeking to develop a local skilled workforce and to create high-value industrial jobs. [Link](#)

UNIDO and Team Europe Initiative on Opportunity-Driven TVET join forces in Guinea

In the context of UNIDO's public-private development partnership (PPDP) with the Government of Guinea and Alteo Refinery Guinea, a technical assistance request was approved by TEI OP VET. The technical assistance study, led by Enabel, will support the mapping of subcontractors (first tier) of the alumina refinery and assess their required skills and training needs. The results will inform the partners' strategy to strengthen supplier capacities, promote backward linkages and develop local content within Guinea's emerging alumina industry.

UNIDO's Learning and Knowledge Development Facility Forum 2025: "Skills Development and Local Value Addition"

In June 2025, the United Nations Industrial Development Organization (UNIDO) hosted the Learning and Knowledge Development Facility (LKDF) Forum in Gothenburg, Sweden, focused on "Skills Development and Local Value Addition: Ensuring Sustainable Growth in Global Supply Chains." The event brought together a diverse array of stakeholders

for discussions on skills for value addition and sustainable supply chains. 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 supply chains. They also emphasized the importance of investing in youth skills and entrepreneurship for driving innovation and competitiveness. 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. [Link](#)

The World Health Organization (WHO)

Publications

World Health Organization (WHO) Academy

WHO Academy quality standards

The WHO Academy has developed a set of quality standards to improve the quality of health worker education and lifelong learning in health. These standards guarantee that learning content upholds WHO's values, principles and evidence-based approaches while providing a high-quality educational experience.

This document acts as a guide for those working with, and for, the WHO Academy in the design, development and delivery of high-quality learning in health. Each standard reflects a specific and critical aspect of course design and delivery, from aligning with WHO values to incorporating inclusive and accessible content, innovative instructional design approaches and robust assessment and award mechanisms. Together, these standards create a holistic approach to education and training that prioritizes the learner's experience while addressing global public health priorities.

The WHO Academy quality standards also serve as a reference point for other WHO entities and partners in ensuring consistency and excellence in health education for health professionals, policymakers and public health practitioners worldwide.

To download a copy of the standards visit:

[*WHO Academy quality standards: leading lifelong learning for a healthier world*](#)

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