



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

Newsletter - MAY 2026

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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.
- 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.

## Focus of this newsletter: A short summary

In line with the format of the upcoming IAG-TVET meeting, this edition of the newsletter focuses exclusively on contributions from Core Members. It highlights recent publications, events and initiatives related to future-oriented skills development, green and digital transitions, inclusion and international cooperation in TVET.

## Joint publications, events and initiatives

### The Africa Skills Landscape Workshop/15–16 June 2026/Paris

UNHCR will attend the Africa Skills Landscape Workshop, taking place on 15–16 June 2026 in Paris. Convened by WorldSkills International, in partnership with UNIDO, UNESCO and the African Union Commission, the workshop will bring together key stakeholders engaged in TVET across Africa to map major initiatives, identify gaps and overlaps, and explore opportunities for stronger coordination and collective impact. UNHCR will contribute a displacement and inclusion perspective, highlighting the importance of ensuring refugees and displaced persons are included in national and regional TVET systems, skills development initiatives and pathways to employment and entrepreneurship.

The Africa Skills Landscape (ASL) aims to provide a structured mapping of TVET initiatives across the continent. The ASL will be launched in the coming months, with preliminary results to be presented at the WorldSkills Conference 2026 in Shanghai. Given the central role of TVET in supporting youth employment, quality education and industrial development, a wide range of stakeholders—including bilateral agencies, international organizations, private sector actors and foundations—are implementing TVET initiatives across the African continent.

While this reflects strong momentum, it has also led to a fragmented landscape where efforts may overlap or remain uncoordinated, and where visibility on ongoing activities is limited. In this context, a significant decrease of development assistance in 2025 reinforces the need for stronger coordination, more strategic allocation of resources to priority sectors and regions, and a clearer understanding of who is doing what, to enhance complementarity and additionality. Aligned with continental priorities, such as the Continental TVET Strategy 2025–2034, the ASL is designed to address these challenges by identifying gaps in implementation across different levels of the system—from macro-level policy and governance, to meso-level institutional coordination, micro-level delivery by training providers and companies, and individual-level support. With the participation of the involved implementing entities, the ASL will deliver analytical outputs to identify trends, gaps and

opportunities, supporting more informed planning, stronger partnerships and more strategic and sustainable TVET initiatives in Africa.

## Asian Development Bank (ADB)

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### Publications

#### Education and skills for the 21st-century: The Asian Development Bank's impact across Asia and the Pacific

Across Asia and the Pacific, the way people live and work is changing with incredible speed. Digitalization, the climate crisis, and shifting labor markets are reshaping lives and redefining the world of work. As new jobs emerge and traditional roles either evolve or disappear, individuals need to build and develop a new set of skills to help them navigate and thrive in this changing landscape. Education and training systems are at the heart of this skills delivery challenge.

This series of nine impact stories highlights how the Asian Development Bank (ADB) is helping its member countries prepare for this evolving future. By modernizing education systems to embrace a lifelong approach to skills development, countries can ensure that learning doesn't stop as soon as work starts. This is key to harnessing the potential of the region's human capital, helping to build sustainable and inclusive economies.

Link: <https://events.development.asia/learning-events/11th-adb-international-education-and-skills-forum-applying-fresh-lens-unlock-power>

#### Bridging the Gender Gap in Cambodia's STEM Education and Careers

This brief highlights that closing the gender gap in science, technology, engineering, and mathematics (STEM) in Cambodia requires coordinated action across education systems, career transitions, and gender-inclusive workplaces.

Link: <https://www.adb.org/publications/gender-gap-cambodia-stem-education>

#### Learning at the Last Mile: Evidence from a Randomized Controlled Trial of Computer-Assisted Instruction in Remote Schools of the Philippines

The paper presents a randomized trial in 42 remote Philippine schools that tested tablet-based, computer-assisted instruction as schools transitioned from COVID-19 closures to face-to-face instruction.

Link: <https://www.adb.org/publications/learning-last-mile-philippines>

#### Enhancing Nursing Education and Training in Asia and the Pacific

Explaining why investing in nurse training and education is key to improving health care in Asia and the Pacific, this brief shows how economies can narrow the infrastructure and resource gap to better support nursing and improve health outcomes.

Link: <https://www.adb.org/publications/nursing-education-training-asia-pacific>

#### Advancing High-Quality and Equitable Development of Compulsory Education in the People's Republic of China: Principles and International Practices

Drawing on international best practices and empirical analysis, this publication examines how the People's Republic of China (PRC) can advance high-quality and equitable compulsory education. It explores institutional models to help address urban-rural and regional disparities.

Link: <https://www.adb.org/publications/high-quality-compulsory-education-prc>

#### Advancing Inclusive Education in Mongolia: Opportunities and Challenges

This brief shares lessons from a project in Mongolia on strengthening inclusive cultures, policies and practices in the education sector.

Link: <https://www.adb.org/publications/advancing-inclusive-education-mongolia>

### Planned events / webinars

#### 11th ADB International Education and Skills Forum: Applying a Fresh Lens to Unlock the Power of Human Capital

ADB hosted the 11th International Education and Skills Forum from 3–5 December 2025 at its headquarters in Manila, themed "Applying a Fresh Lens to Unlock the Power of Human Capital." The forum sought to enable education systems to respond more quickly to transformational trends and to better address persistent challenges in the education and skills development sector.

The forum revolved around a 3x3x3 lens, which comprised three themes, three dimensions, and three system levels.

The three themes addressed transformative features to reimagine and rejuvenate education systems: realizing the potential of digital transformation and EdTech at scale; promoting green and climate-resilience skills for inclusive and sustainable growth; and unlocking the role of education and training for future jobs across multisector contexts.

The three dimensions focused on enhancing quality and its measurement, supporting inclusion and equity, and building future-ready education and training systems.

The three system levels covered investments in K–12 education, strengthening technical and vocational education and training, and accelerating tertiary education, research, and innovation.

The forum brought together education ministers, global leaders, experts, policymakers, academia, private sector representatives, and international organizations, who strategized on new approaches, investments, and partnerships to unlock the full potential of human capital across Asia and the Pacific.

Link: <https://events.development.asia/learning-events/11th-adb-international-education-and-skills-forum-applying-fresh-lens-unlock-power>

## Cedefop

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### Publications

**Cedefop. (2026). The influence of learning outcomes. Cedefop research paper. Publications Office of the European Union.**

This publication examines how the shift towards learning outcomes influences both formative and summative forms of assessment in initial vocational education and training through analysing data from case studies across 10 EU countries: Bulgaria, Ireland, France, Lithuania, Malta, the Netherlands, Poland, Portugal, Slovenia and Finland.

Link: <https://www.cedefop.europa.eu/en/publications/5617>

**Cedefop. (2026). Shaping the future of lifelong learning: policy scenarios for 2040: Transparency and transferability of learning outcomes. Cedefop**

**research paper. Publications Office of the European Union.**

This publication presents a set of five alternative policy scenarios for the future of lifelong learning in Europe. These scenarios were developed based on earlier research phases that analysed the evolution of lifelong learning regarding the transparency and transferability of learning outcomes over the past 20 years, combined with an assessment of key social, technological, economic, environmental and political factors. They range from futures prioritising greater learning flexibility and system permeability to those emphasising stability and predictability in education and training.

Each scenario is accompanied by reflections on its possible implications for learners as well as education and training providers and the policy choices at both the national and European levels. The aim is to stimulate dialogue on progress and limitations in lifelong learning and to support informed decision-making on future directions.

Link: <https://www.cedefop.europa.eu/en/publications/5619>

**Cedefop (2026). Beyond skills development: unleashing human potential. First findings from Cedefop's European Training and Learning Survey. Cedefop reference series; 129. Publications Office of the European Union.**

This report makes a contribution towards better understanding human-centricity in the workplace. It reviews learning in an Industry 5.0 context and reports the first findings of the European Training and Learning Survey (ETLS). The ETLS interviewed workers in the EU, Iceland and Norway to assess the development of various aspects of the workers' training, learning and ability to do their jobs. The analyses in this report underline the important role of workplaces and workers in supporting Industry 5.0. Alongside expanding worker capabilities and fostering worker empowerment, workplaces support learning by providing learning opportunities and by putting in place the requirements and inducements that encourage learning and drive the deployment of worker skills for the advancement of work organisations.

Link: <https://www.cedefop.europa.eu/en/publications/3099>

**Cedefop. (2026). An EU reference framework for lifelong guidance. 18 guidelines for policy and systems development. Cedefop reference series;**



## 128. Publications Office of the European Union.

Cedefop, supported by the European Commission's Directorate-General for Employment, Social Affairs and Inclusion and CareersNet, has coordinated work on this renewed reference framework and cross-sectoral guidelines. It aims to inspire purposeful collaboration, innovation, dialogue, and evidence collection to foster effective policies and systems. Cedefop's work and the European Lifelong Guidance Policy Network's 2015 guidelines are acknowledged and built upon.

Link: <https://www.cedefop.europa.eu/en/publications/3098>

### **Cedefop. (2026). Vocational education and training (VET) occupations in shortage: From evidence to coordinated policy responses. Cedefop policy brief. Publications Office of the European Union.**

This policy brief analyses the key drivers of VET shortages across the EU, including an ageing workforce, unattractive working conditions, gender segregation, limited teacher supply, and outdated curricula that struggle to keep pace with green and digital demands. It supports policy discussions linked to the Union of Skills (2025), the Herning Declaration (2025) on VET priorities for 2026 -2030, the forthcoming European VET strategy (2026), and the proposed Quality Jobs Act.

Link: <https://www.cedefop.europa.eu/en/publications/9209>

### **Cedefop. (2025). Preparing for 2040: Four AI-powered scenarios for the future of continuing skills development. Cedefop research paper. Publications Office of the European Union.**

This publication presents the first findings of a Cedefop foresight study aiming to craft a vision of the future of continuing skills development up to 2040, accompanied by strategic goals. Four AI-powered scenarios offer alternative viewpoints on how different features and conditions relevant to continuing skills development might evolve by 2040. Woven around the trend of AI use and its interplay with several other trends, the scenarios depict different futures spanning from a very positive outlook, where AI enhances human capabilities and social good, to a dystopian future, where AI is deployed primarily for control and profit maximisation and where most jobs are lost, with those that remain often precarious, low-paying and lacking in benefits. By examining possible future evolutions, these scenarios highlight key challenges and opportunities that may shape the future of skills development and inform the development of a common vision and strategic goals.

Link: <https://www.cedefop.europa.eu/en/publications/5614>

### **Cedefop. (2025). Boosting apprenticeships: incentives that work: Policy insights for employers and learners training. Policy brief. Publications Office of the European Union.**

This policy brief, based on contributions by members of Cedefop Community of apprenticeship experts, presents different approaches to providing incentives for learners and employers in apprenticeship across Europe. It discusses the suitability, effectiveness and sustainability of these instruments and offers several pointers for policymakers, aiming to introduce better-targeted, more effective incentives that benefit learners, employers and society. These combine financial and non-financial incentives to provide sustainable, fair and effective support.

Link: <https://www.cedefop.europa.eu/en/publications/9206>

### **Symeonidis, V., Pouliou A. & Lees C.J. (2025). The multifaceted role of learning outcomes across the continuum of teacher education: An approach to empower VET teachers and trainers. Cedefop working paper. Publications Office of the European Union.**

This working paper explores the multifaceted role of learning outcomes across the continuum of teacher education, spanning initial teacher education, induction, and continuing professional development. Drawing on a literature review and data from 10 case studies conducted as part of Cedefop's project 'The shift to learning outcomes: Rhetoric or reality?', it examines how learning outcomes shape teachers' lifelong learning through five interrelated functions: structuring curricula and assessment, shaping career progression pathways, guiding teacher appraisal, supporting the recognition of prior learning, and strengthening professional identity and agency.

Link: <https://www.cedefop.europa.eu/en/publications/6227>

## **Planned events / webinars**

### **12–13 May 2026 (Thessaloniki) Launching the new lifelong guidance framework**

The Cedefop Forum "Launching the new lifelong guidance framework" brings together stakeholders working in the career fields in policy, research and practice to explore a new framework for lifelong guidance. The programme features well-placed and knowledgeable speakers and stakeholders

engaged with lifelong guidance policy, research and policy analysis, training, programme management, implementation and practice. Opportunities for strengthening collaboration and partnership are explored to help develop policies, systems, and services across Europe.

Link: <https://www.cedefop.europa.eu/en/events/launching-new-lifelong-guidance-framework>

#### **28-29 May 2026 (Thessaloniki): Harnessing web data for next-generation skills intelligence - Cedefop and Eurostat research conference**

This research conference, organised by Cedefop and Eurostat, will showcase innovative methods and approaches for analysing and interpreting web-based data sources in the context of occupational, sectoral, and thematic labour market and skills analysis.

Link: <https://www.cedefop.europa.eu/en/events/harnessing-web-data-next-generation-skills-intelligence>

#### **29-30 June 2026: The skills nexus between productivity and job quality - Strengthening foundations for a competitive Europe**

This conference explores how skills and workplace learning can drive both productivity and job quality. It brings together experts, policymakers and practitioners to discuss how investing in people's skills can strengthen Europe's competitiveness. The event is part of the European VET and Skills Week. Participants will discuss how companies and institutions can translate investment in skills and workplace learning into higher productivity and better job quality. The conference will also address the impact of emerging technologies, including artificial intelligence, on jobs and organisations.

Link: <https://www.cedefop.europa.eu/en/events/skills-nexus-between-productivity-and-job-quality>

#### **29 September 2026: Upskilling Europe: Microcredentials in action Virtual get-together**

The event will be an opportunity for policymakers, social partners, stakeholders, experts and researchers from education and training, industry and beyond, to be informed on the emerging role of microcredentials in supporting education, training and learning. Participants will get latest insights on two labour market sectors: the Cultural & Creative Industries (CCIs) and the construction sector as well as the potential use and accessibility of microcredentials for social inclusion of end-users, notably disadvantaged groups or individuals (learners and workers). The event will be an opportunity for policymakers, social partners,

stakeholders, experts and researchers from education and training, industry and beyond, to be informed on the emerging role of microcredentials in supporting education, training and learning.

Link: <https://www.cedefop.europa.eu/en/events/upskilling-europe-microcredentials-action>

#### **12-13 October 2026: Advancing research on adult learning: Using and innovating quantitative approaches to support effective policies**

The Cedefop research seminar will bring together the community of researchers, statisticians and analysts, to discuss innovative methods and approaches for measuring, acquiring, analysing and interpreting data on adult learning. The seminar will also provide a valuable platform for community building, fostering new collaborations, knowledge exchange and ideas.

Link: <https://www.cedefop.europa.eu/en/events/advancing-research-adult-learning-using-and-innovating-quantitative-approaches-support-effective>

#### **November 2026: The future of VET Cornerstone for competitiveness and inclusive growth**

The virtual conference will provide an opportunity for policymakers, stakeholders, experts and researchers to discuss the findings of the research project on VET excellence and inclusion. Its aim will be to deepen Cedefop's understanding of the challenges facing European vocational education and training (VET) in the coming decades. Discussions will focus on how the concepts of excellence and inclusion are understood, addressed and operationalised at a national level. The conference will also examine the characteristics of VET at higher levels and how (as well as whether and in which form) they underpin excellence but also how they deal with inclusion. It further complements the ongoing political discussion on the future of European VET. The event is part of the European VET and Skills Week.

**Cedefop. (2026). Building inclusive futures for NEETs: VET solutions for Europe's young people not in employment, education or training. Cedefop research paper. Publications Office of the European Union.**

This research advances long-standing work by Cedefop to support policymakers and vocational education and training (VET) practitioners in empowering young people not in employment, education or training (NEETs) and tackling early leaving from VET.

Using recent Eurostat data, the report analyses trends

in NEET rates over the past decade and explores gender gaps and the urban–rural divide, highlighting how these factors shape young people’s risk of exclusion.

Link: <https://www.cedefop.europa.eu/en/publications/5618>

## European Bank for Reconstruction and Development (EBRD)

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### Planned events / webinars

#### Veterans Reintegration Conference Panel (VRC) – Skills & Development Content Core framing (22 April 2026)

EBRD’s III Veterans Reintegration Conference (VRC), “From Duty to Opportunity,” took place in Kyiv as a high level platform advancing veteran reintegration as a national priority for Ukraine. The event convened more than 400 stakeholders from government, business, the financial sector, international partners, veteran owned businesses and NGOs. The conference positioned reintegration as a core economic resilience and inclusion agenda, with a focus on employment, entrepreneurship and financial access. Building on its launch in 2024, the third edition reaffirmed the VRC’s role as a recurring EBRD led platform aligning policy, business practice and institutional support around practical, scalable solutions.

Within this context, a dedicated panel framed veteran reintegration as a skills and human capital priority central to Ukraine’s recovery. The discussion highlighted that restoring and upgrading veterans’ skills is essential for competitiveness, labour market resilience and long-term growth.

The panel emphasised employer led reintegration models. With EBRD support, companies such as UZ, Nova Poshta and Naftogaz presented structured approaches focused on internal reskilling, phased return to work pathways, and preparing managers and teams to work effectively with veterans. These models prioritise in work skills adaptation over ad hoc placements and have enabled companies’ capacity to reach more than 28,000 mobilised or demobilised employees.

Institutional perspectives reinforced this shift. The Ministry of Veterans Affairs highlighted tools to translate military skills into civilian careers, while the Ministry of Economy framed reintegration as part of a national human capital preservation strategy. Overall, the panel underlined a move toward institutionalised, employer owned and standards based skills development as the foundation for sustainable veteran reintegration and economic recovery.

## European Commission, DG EMPL

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### Publications

#### Compendium of Best Practices

The European Alliance for Apprenticeships (EAfA) is DG EMPL’s multi-stakeholder initiative bringing together over 540 members – including businesses, governments, social partners, and education providers – to strengthen apprenticeships and mobility across Europe.

Most recently, the five EAfA Communities collaborated on a new Compendium of Best Practices – featuring more than 40 initiatives on apprenticeship mobility, inclusion, green and digital transitions, cities and regions, and higher apprenticeships. The publication showcases campaigns, partnerships, policy reforms, curriculum development, digital tools, and support measures aimed at improving the quality and impact of apprenticeships across Europe.

Looking ahead, an updated version of the ‘Good for youth, good for business’ brochure will soon be released, highlighting the Alliance’s progress over the past four years, inspiring case studies, and key EU funding opportunities supporting apprenticeships and VET.

Link: [https://employment-social-affairs.ec.europa.eu/news/explore-eafa-compendium-good-practices-2026-03-31\\_en](https://employment-social-affairs.ec.europa.eu/news/explore-eafa-compendium-good-practices-2026-03-31_en)



## Advancing European Centres of Vocational Excellence

### Unlocking potential

Centres of Vocational Excellence (CoVEs) are collaborative networks of vocational schools, businesses, universities, and public authorities to deliver high-quality training aligned with labour market needs.

In January 2026, the European Commission published two new resources on CoVEs. Firstly, an analytical report “Advancing European Centres of Vocational Excellence” exploring how CoVE projects strengthen regional skills ecosystems, innovate curricula, and support EU priorities. Secondly, the Brochure “Unlocking potential” showcasing 25 Erasmus+ funded projects and their innovative approaches to vocational excellence. These case studies offer a glimpse into the wider CoVEs community – now comprising 69 projects – illustrating the diversity of initiatives and the many ways CoVEs are transforming VET.

Both publications highlight how CoVEs foster cooperation between VET providers, businesses, research institutions and public authorities, capturing the impact of the CoVE model as a scalable approach to vocational excellence.

Link: <https://op.europa.eu/en/publication-detail/-/publication/ea56f110-f678-11f0-b9bc-01aa75ed71a1/language-en>

<https://op.europa.eu/en/publication-detail/-/publication/2d6f1edd-f740-11f0-b9bc-01aa75ed71a1>

## G3 DG-INTPA

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### Initiatives

**Evaluation report on the VET TOOLBOX 2 PROJECT BEL1901011 Regional Africa; The VET Toolbox (VETTB) project supports investment initiatives by addressing local skills gaps, thereby contributing to increased employment opportunities, income generation, and the development of local value chains.**

The core objective of this initiative is to enhance the delivery of demand-driven skills development and vocational education and training (VET) that directly responds to the needs of investments in 11 selected sub-Saharan African countries. In each participating country, VETTB has piloted opportunity-driven

actions aimed at turning investments into catalysts for inclusive economic growth, social development, and the creation of decent jobs. While these actions contribute to improving the overall investment climate, they primarily serve as models for how skills development can align with real market opportunities. The project is being implemented in the Republic of the Congo, the Democratic Republic of the Congo, Ghana, Côte d'Ivoire, Kenya, Malawi, Mozambique, Nigeria, Senegal, Tanzania, and Uganda. It is led by a consortium of implementation agencies: Enabel, GIZ, Expertise France, LuxDev, and the British Council.

Supporting the private sector does not preclude institutional support, which remains a key success factor, in the context of PPP, strong autonomous VTC and policy support.

Institutional support is essential for the certification and appropriation of actions, ensuring that future reforms of vocational training systems can develop. The early involvement of national authorities in the design and accreditation of training programmes strengthens both their recognition and their integration into existing systems. Where such coordination was weak or delayed, certification processes were significantly slowed down.

The public-private dialogue platforms established through the project facilitated improved coordination between public and private actors. Their short-term impact – particularly in the design of training curricula – was tangible. However, their sustainability beyond the life of the project strongly depends on institutional anchoring, access to dedicated funding, and the ability to deliver visible results.

A strategic lever for transforming training systems is the combined involvement of the private sector and national vocational training authorities. This requires action on both fronts: engagement with the private sector, plus technical and material support to the public vocational training sector. With only a few exceptions, this sector remains significantly under-resourced within the broader education sector. (...) The main conclusions of the VETT2 were retaken in the set up of the new TEU OP-VET project.

### Planned events / webinars

Restitution workshop was done 09/2025 at ENABEL.

### Other information

Gender and social inclusion were transversal in the whole project.

# European Training Foundation (ETF)

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## Publications

### Outreach to young people not in employment, education or training - A practical manual for outreach | ETF

Youth Guarantee: ETF supports Western Balkan countries and beyond, like Ukraine, with its new outreach methodology.

Link: <https://www.etf.europa.eu/en/publications-and-resources/resources/outreach-young-people-not-employment-education-or-training>

### Country overviews of work-based learning (WBL)

These overviews aimed to map and analyse the state of play of WBL quality in IVET, CVET and ALMPs against EU criteria (European Framework for Quality and Effective Apprenticeships and Quality Framework for Traineeships). The purpose of generating this new intelligence is contributing to the debate on WBL in the countries, including its potential for Youth Guarantee (i.e. identification of needs for harmonisation of current apprenticeships and traineeships schemes with applicable EU quality frameworks) and at the regional and international level, but also help the ETF to plan future WBL related activities in the countries. The publication of similar country assessments in Moldova and Bosnia and Herzegovina is planned for 2026

Link: <https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-albania-assessment-eu-quality-standards>

### Country Factsheets on adult learning legal and institutional arrangements

The ETF has published eight country factsheets covering adult learning legal and institutional arrangements in candidate countries and potential candidate: Albania, Bosnia and Herzegovina, Kosovo\*, Moldova, Montenegro, North Macedonia, Serbia, Ukraine. The factsheets were guided by an analytical framework with three dimensions:

- i. strategies, policies and the legal framework;
- ii. institutional arrangements, governance models and financing, including monitoring and quality assurance; and

- iii. provision and support services—so that information could be compared consistently across countries.

The research rationale is anchored in an acknowledged “scaling challenge”: adult learning participation in the enlargement area remains far below the EU’s participation ambitions, while participation is also socially patterned (higher among more educated adults), risking deeper skills inequalities unless systems broaden access for low skilled and other disadvantaged groups.

The country mappings as well as forthcoming synthesis report frame this urgency as a system-level issue rather than a programme-level gap. It argues that adult learning is often undervalued relative to initial education, is difficult to govern because responsibilities and funding streams are dispersed across ministries and levels of government, and—where market-led—tends to distribute opportunities unevenly without targeted public support, quality assurance and outreach. These constraints are becoming more acute under demographic decline and labour shortages, the twin digital/AI and green transitions, and (in Ukraine) crisis, displacement and reconstruction needs, all of which increase demand for flexible, accessible adult learning pathways and stronger links to labour-market and recovery policies.

Link: [https://www.etf.europa.eu/en/publications-and-resources/publications?field\\_related\\_activities\\_target\\_id\\_verf\[\]=12495&activities=1](https://www.etf.europa.eu/en/publications-and-resources/publications?field_related_activities_target_id_verf[]=12495&activities=1)

## Planned events / webinars

### Supporting VET Teaching Practices in Armenia

ETF, in partnership with the Armenian Ministry of Education, Science, Culture and Sport (MOESCS), has successfully concluded a pilot project to support VET teachers in Armenia.

At the final event held on 30 April, 20 pioneering teachers presented the results of their work, showcasing how they applied the ETF’s FormA tool to strengthen their pedagogical practices through formative assessment. They also shared reflections on the training and coaching process they experienced throughout the project.

Building on the strong outcomes of the pilot, the Armenian Ministry has invited ETF to continue the collaboration, with a view to expanding the initiative and integrating additional modern European tools.

### SELFIE for Teachers

ETF is finalising a study on the digital competence

of primary and secondary teachers in Montenegro, including VET teachers. Based on a representative sample of 1,284 teachers, preliminary findings will be presented on 3 June 2026 at 14:00 CEST - Study on the digital competence of teachers in Montenegro – with the publication of key findings and actionable policy messages scheduled for July 2026.

Link: [https://www.youtube.com/live/kgjIlsbb\\_04](https://www.youtube.com/live/kgjIlsbb_04)

### Connecting the Dots event

In cooperation with partner organisations, the ETF will bring together its work with partner countries on key competences at the “Connecting the Dots” event in Brussels from 26–29 May. The event will gather a vibrant community of practitioners, experts, European Commission representatives and policymakers to share, exchange and celebrate innovative practices. A highlight of the event will be the announcement of the New Learning Award winners, recognising outstanding achievements in advancing key competences.

Participants will also engage in forward-looking discussions on the challenges and pathways for EU candidate countries, exploring how to effectively support and institutionalise the integration of key competences across all levels of education and learning.

### Towards Global TVET Agenda webinar

On 14 April the ETF organised a webinar as part of the ETF contribution to the initiative Towards a Global TVET Agenda (TGTA) funded by the German Federal Ministry for Education, Family Affairs, Senior Citizens, Women and Youth.

Link: <https://openspace.etf.europa.eu/blog-posts/webinar-shaping-centres-vocational-excellence-agenda-policy-compendium-preview-and>

### Financing VET

On 28 April the ETF network for excellence (ENE) organised a webinar on financing vocational excellence.

Link: <https://openspace.etf.europa.eu/blog-posts/webinar-report-financing-vocational-excellence-building-sustainable-skills-ecosystems>

### Global Symposium under the TGTA Initiative

On 8 July, the ETF will organise a global symposium ‘Partnership for Excellence’ to present and discuss the first deliverables developed as part of the ETF’s contribution to the TGTA.

## Other information

Vocational Excellence: In December 2025 the new ETF Network for Excellence (ENE) Atlas has been launched. The ENE Atlas includes all ENE members who reconfirmed their membership and members who joined the network since then.

## InterAmerican Development Bank

Maria Prada | [mariafp@iadb.org](mailto:mariafp@iadb.org)

### Publications

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

The Technical and Vocational Education and Training (TVET) Fund is a strategic initiative aimed at bridging the gap between workforce skills and labor market demands across Latin America and the Caribbean. Established by the Inter-American Development Bank (IDB), the Fund supports private sector-driven, innovative, and scalable initiatives that promote lifelong learning and inclusive economic development. Since its launch in 2019, thanks to the support of Germany and Switzerland, the Fund has financed 29 projects in 16 countries, trained more than 34,000 individuals, and developed 700 skill-based training modules.

The Fund is generating evidence of its effectiveness through impact evaluations, cost-benefit analyses, and monitoring data from a diverse range of projects. Notable progress has been made in relevant skills development, improved educational outcomes, enhanced learning and employment pathways, better labor market results, and demonstrated cost-effectiveness.

Through its evidence-based approach and strong public-private collaboration, the TVET Fund is building resilient, future-ready education systems that empower individuals and strengthen regional economies.

Link: <https://publications.iadb.org/en/fund-transformation-technical-and-vocational-education-and-training-latin-america-and-caribbean>

#### The Future of TVET in Trinidad and Tobago A Situational Analysis and Options for Reform for TVET

This report examines the Technical and Vocational Education and Training (TVET) system in Trinidad and Tobago, presenting an overview of its current status, challenges, and options for reform. Stakeholder consultations and international comparisons highlight persistent issues of fragmented governance, limited coordination, declining resources, limited engagement of employers, and the absence of a comprehensive labour market information system, which affect the system's ability to respond to demographic change, economic diversification, and digital transformation. The report recommends strengthening governance and the coordination between the Ministry of Tertiary Education and Skills Training and the National Training Agency, updating the legislative framework, ensuring sustainable financing, developing a unified system of labour market information, and extending the statutory participation age to 18 years or, at minimum, establishing a youth guarantee that secures training and education opportunities for all school leavers at 16. At the programme level, it calls for establishment of a unified apprenticeship system, the extension of vocational learning options across the school system, re-entry pathways for those who did not complete secondary education, and employer-based training.

Link: <https://publications.iadb.org/en/future-tvet-trinidad-and-tobago-situational-analysis-and-options-reform-tvet>

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

Skills for work are undoubtedly a transformative force for Latin America and the Caribbean. The experience of some developed countries shows that when the workforce effectively responds to the human capital needs of businesses and the economy, productivity increases and leads to greater economic growth. Through the TVET Fund, the IDB is promoting innovative solutions that demonstrate how skill development systems can harness the opportunities offered by the Fourth Industrial Revolution, gender and diversity approaches, aging, climate change, and the COVID-19 pandemic to achieve a more sustainable and equitable future in the region.

This dossier contains 24 initiatives that showcase how to boost talent by using, for example, artificial intelligence to guide labor reskilling, introducing modern courses to provide training in green skills, and implementing training programs to facilitate remote work and meet the growing global demand for digital services.

Link: <https://publications.iadb.org/en/skills-work-latin-america-and-caribbean-unlocking-talent-sustainable-and-equitable-future-second>

## **Planned events / webinars**

### **Investing today Transforming Tomorrow: Unlocking human capital as the engine for growth in Surinam**

April 8-9, 2026

#### **Global inspiration & Strategic Dialogue**

Suriname is at a defining moment for transformation. The country has a unique, time-bound opportunity to make choices today that will shape prosperity, inclusion, and resilience for decades to come. The central question is about where Suriname chooses to invest in to secure long-term growth for future generations. In a rapidly changing global context, long-term prosperity will depend less on finite assets and more on the skills, adaptability, and potential of people. Phase 1.

World-class global experts will come to Suriname to share insights and lessons drawn from international experience in education, skills, and human capital development. This phase draws on international evidence to inspire Suriname's own roadmap and strategic vision – fueling the momentum behind a transformation already underway. This event will feature the experiences of countries that have walked similar paths, highlighting what works, what doesn't, and what is possible.

Phase 2 · June 8, 9 and 10

#### **National Vision & Strategic Roadmap**

A nationally led strategic forum that combines international experiences from Phase 1, national expertise, and local feedback from national stakeholders to create a ten-year national vision for human capital development, backed by a five-year action plan that will provide a roadmap for implementation.

Link: <https://surinameeduconference.com/>

### **Unlocking skills for life and work in Latin America and the Caribbean**

On April 16, ministers, leaders from the public and private sectors, and development partners convened in Washington, D.C., for a high-level discussion on how to align investment in skills with the demands of a transforming economy. The event, organized by the IDB, the Latin American Business Council (CEAL), and the Global Partnership for Education (GPE), took place as part of the IDB Partners Forum and in the lead-up to GPE's 5th Financing Summit.

Link: <https://www.youtube.com/watch?v=k0ept7G1eYc>



# International Labour Organisation (ILO)

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## Publications

### Skills for Productivity, Environment and Economic Diversification (SPEED) Guidance Note

This guidance note outlines the purpose and value of SPEED, explains why skills are essential to the green transition, and details how to apply the methodology. It includes a guide on sector selection, skills diagnostics, skills strategy development, and implementation phase along with key tools and products to support each stage.

Link: <https://www.ilo.org/resource/training-material/skills-productivity-environment-and-economic-diversification-speed>

### Workforce 2030 : Skills for thriving in the green and digital transition

This report analyses the employment impacts of the green and digital transitions, the associated implications for occupational and skills needs, and how to respond more effectively to the challenges arising. The study explores the key drivers influencing labour markets, occupational requirements and employment projections under three scenarios: an Energy Transition Scenario, a Near-Universal Broadband Access Scenario and a Combined Green and Digital Transitions Scenario. It identifies critical occupational and skills needs and evaluates policy and training measures to facilitate workforce readiness. The report underscores the necessity of integrating green and digital skills development strategies to foster sustainable and inclusive economic growth. It concludes with recommendations for policymakers, social partners, education and training institutions and other stakeholders.

Link: <https://www.ilo.org/publications/workforce-2030-skills-thriving-green-and-digital-transition>

### Powering the future: Green hydrogen and the workforce of tomorrow

Green hydrogen (GH2) can help decarbonize hard-to-abate sectors such as steel, cement, aviation and shipping, while offering opportunities for economic growth, energy security and job creation, despite high costs, uncertain demand, infrastructure gaps and

competition from other low-carbon technologies in this nascent market.

This brief maps skills implications across the GH2 value chain (including power-to-X conversion, storage and distribution) and stresses that, while few entirely new occupations are expected, substantial reskilling and upskilling will be needed, alongside strengthened capacities in the public sector for regulation, permitting and compliance. The brief calls for forward-looking, inclusive and flexible skills ecosystems that align government, social partners, industry and education and training providers, underpinned by social dialogue to anticipate skills needs and co-design training programmes as the sector scales.

Link: <https://www.ilo.org/publications/powering-future-green-hydrogen-and-workforce-tomorrow>

## Planned events / webinars

### Advancing a Greener and Productive Future through Skills: Introducing the Skills for Productivity, Environment and Economic Diversification (SPEED) Methodology

Tuesday, 12 May 2026

How can skills development support both sectoral growth and environmental sustainability? This webinar explored the ILO's updated sectoral approach to anticipating and addressing skills needs in the context of the green transition, featuring country applications from Ghana and Namibia and practical insights for skills diagnostics, policy alignment, and implementation.

### WorldSkills Conference 2026 – September 2026

The WorldSkills Conference 2026 is the premier global platform where leaders, experts, and young people come together to shape the future of skills. Taking place alongside WorldSkills Shanghai 2026, the Conference will unite diverse voices to accelerate innovation, equity, and excellence in skills development worldwide. This is not only a gathering, but a call to action – empowering policymakers, industry, and education to share best practices and deliver skills solutions in a rapidly changing world and shape the United Nations post-2030 agenda.

Link: <https://worldskillsconference2026.com/>

### Episode 13 of the SKILLS Bridge Masterclass Series: Harnessing Private Sector Power to Build the Workforce of Tomorrow: Driving Productivity, Decent Work and Social Justice through Skills 27 May 2026 | 12:00–13:30 CEST |

Automation, AI, the green transition, and demographic



shifts are transforming labour markets at a pace that skills and training systems struggle to match. Addressing this challenge demands more than policy reform — it requires the private sector to move from the margins of the skills agenda to its centre.

Episode 13 of The SKILLS Bridge Masterclass Series will examine what that shift looks like in practice. Through concrete cases from three organisations operating in very different national and sectoral contexts, the session will demonstrate how industry-led initiative, when designed with intent and backed by genuine partnership, can drive workforce productivity, expand access to decent work, and contribute to more equitable labour markets.

Registration is free.

Link: [https://ilo-org.zoom.us/webinar/register/WN\\_-GKpuGShQTmag-HQNO3zzg?\\_x\\_zm\\_rtaid=0bWkr0LATXmpldWXgl1Gow.1777551249071.aa9d80c532f5eb018bc74ab8b6ce53bc&\\_x\\_zm\\_rtaid=684#/registration](https://ilo-org.zoom.us/webinar/register/WN_-GKpuGShQTmag-HQNO3zzg?_x_zm_rtaid=0bWkr0LATXmpldWXgl1Gow.1777551249071.aa9d80c532f5eb018bc74ab8b6ce53bc&_x_zm_rtaid=684#/registration)

## OECD (Organisation for Economic Co-operation and Development)

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### Publications

#### How the Green Transition Reshapes VET: Understanding the Impact

This policy brief examines how the shift to a low-carbon economy is reshaping labour markets and what this means for vocational education and training (VET) systems. Drawing on labour market data from OECD countries, it finds that nearly one in four young VET graduates already work in green-driven jobs — a higher share than among tertiary-educated peers. At the same time, many VET graduates work in high-emission sectors at risk of decline, making targeted reskilling essential. The brief sets out a series of policy recommendations for governments, including updating VET curricula in line with labour market intelligence, expanding access to post-secondary technical education, facilitating transitions out of carbon-intensive industries, strengthening inclusive career guidance, and embedding transferable core skills across all VET programmes.

Link: <https://doi.org/10.1787/4819bf34-en>

#### VET Systems in Nine Countries

This report provides a detailed, comparative overview of upper-secondary VET systems in nine countries: Austria, Denmark, Finland, Germany, the Netherlands, Norway, Singapore, Sweden and Switzerland. It describes each system across seven key dimensions: the place of VET in the overall education system and pathways into and after VET; curriculum and assessment; work-based learning in school-based programmes; provider types; VET teachers' and trainers' qualifications and professional development; governance; and funding. By mapping similarities and differences across these dimensions, the report offers an up-to-date evidence base to support policy learning and reform.

Link: <https://doi.org/10.1787/1a86eb6c-en>

#### Developing Vocational Education and Training with AI

This report examines how artificial intelligence can support the development and updating of VET curricula and qualifications, making these processes more responsive, efficient and evidence-driven. It maps current and emerging AI use across the full development cycle — from labour market analysis and skills anticipation, to stakeholder consultation, drafting and technical validation — and identifies the barriers and risks associated with AI adoption in VET systems. The report proposes five VET-specific principles for responsible AI use and sets out policy considerations for moving from fragmented experimentation to more strategic, system-wide approaches.

#### Five Principles for Using AI to Support VET Development

This policy brief addresses the need for VET-specific guidance on the responsible, effective and equitable use of AI in curriculum and qualification development. It argues that existing international AI frameworks do not fully account for the institutional realities of VET systems, where decisions are made through negotiated, multi-stakeholder processes with direct implications for learner outcomes and public trust. The brief sets out five principles: human-centred use, equity and diversity, accountability, transparency, and data quality and protection — providing practical guidance for VET authorities, social partners and providers.

#### Strengthening Vocational Qualifications in Ukraine: Design, Governance and Updating in a Context of Reconstruction

This policy paper examines how Ukraine's system of vocational qualifications can be strengthened to support post-war reconstruction and economic

recovery. It analyses the design, governance and updating of VET qualifications, drawing on international experience and good practices from OECD countries. The paper provides policy recommendations to help Ukraine build a more responsive, labour market-aligned qualifications system that can meet the urgent skills needs of reconstruction while laying the foundations for a modern, resilient VET system.

### VET, Green and STEM Jobs: Insights from Job Vacancy Data

This working paper uses online job vacancy data from Australia, Canada and the United Kingdom to examine the relationship between VET, green jobs and STEM occupations. It analyses how employers signal skill needs, the role of VET qualifications and apprenticeships in recruitment for green and STEM roles, and the extent to which green jobs rely on STEM knowledge. The findings reveal substantial overlap between green and STEM occupations and significant cross-country differences in how employers value VET pathways. The paper concludes with policy options to strengthen skill signalling, improve alignment between VET qualifications and green labour market needs, support targeted upskilling, and enhance apprenticeships as an inclusive skills pipeline.

### Planned events / webinars

#### Global TVET Technical Workshop & Webinar

This technical workshop and webinar will bring together experts and policymakers to present and discuss the findings of Technical Notes 1 and 2 of the Global TVET project. The workshop is designed to gather feedback, validate findings and inform the development of the project's main report, to be published in December 2027.

## UNESCO

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### Publications

#### Skills and employment in the culture and creative industries: Strategic frameworks and promising initiatives

The cultural and creative industries (CCIs) are among the fastest-growing sectors worldwide, yet many workers continue to face skills gaps, informality and unequal access to opportunities. This report examines

how skills development systems can better align with evolving industry needs across diverse fields, from music and fashion to film and heritage crafts. It identifies key challenges and presents promising approaches, including innovative training models and partnerships.

It calls for stronger action to develop inclusive, future-ready skills systems that can unlock the full potential of creative economies.

Link: <https://unesdoc.unesco.org/ark:/48223/pf0000398167>

### Initiatives

#### GSA–POCY China Scholarships Programme: Expanding Global TVET Mobility Pathways

Partners: UNESCO Global Skills Academy (GSA)-China PO CY Group

The Global Skills Academy (GSA), in partnership with PO CY Group, is implementing an international mobility initiative designed to strengthen technical and vocational skills development through industry-aligned training and global exposure in China. The initiative supports an initial cohort of 40 young students from Africa, Latin America and the Caribbean, mobilized through the UNESCO-UNEVOC network within a short timeframe, reflecting strong demand and institutional engagement across regions.

The three-month programme (July–September 2026) focuses on priority sectors aligned with evolving labour market needs, including Industrial Robotics, Hospitality, Healthcare, E-commerce and Digital Skills. The cohort has been structured to ensure geographic diversity and gender balance, supporting inclusive access to high-quality training opportunities.

Fully funded by the partner, the programme covers international travel, tuition, accommodation, insurance, and daily living expenses, ensuring accessibility for learners from diverse socio-economic backgrounds. This approach removes financial barriers and enables equitable participation.

Now entering the implementation phase, the initiative is focused on final onboarding and coordination with host institutions. It lays the foundation for a scalable model of international TVET mobility under the GSA framework, contributing to strengthened South–South cooperation and improved alignment between skills development systems and future workforce demands.

## GSA-CISCO DS4TVET Initiative: Developing Digital Skills for TVET Students, Teachers and Leaders in Paraguay

The UNESCO Global Skills Academy (GSA), in partnership with Cisco Networking Academy and Paraguay's Ministry of Education and Science, is advancing the Digital Skills for TVET (DS4TVET) initiative to strengthen digital capabilities across the national TVET system. The initiative targets students, teachers, institutional leaders, and policymakers, supporting a comprehensive approach to digital transformation.

With an overall ambition to reach up to 300,000 learners nationwide, the pilot phase focuses on an initial cohort of 1,750 teachers and 18,850 students. To date, more than 3,000 learners have already been trained through Cisco-designed courses in digital and artificial intelligence competencies, demonstrating strong early uptake and relevance.

Building on this foundation, the programme is expected to reach over 20,000 trainers and beneficiaries, reinforcing institutional capacity and embedding digital learning across the TVET ecosystem. The initiative combines curriculum modernization, teacher training, and the integration of flexible digital learning tools to enhance both access and quality.

By placing educators at the centre of the transformation process, DS4TVET supports sustainable system-level change while contributing to the achievement of SDG 4. It represents a scalable model for strengthening digital skills ecosystems and aligning TVET systems with the evolving demands of the digital economy.

## AI EmpowerED: Scaling AI and Digital Skills in TVET in Kenya

UNESCO, in collaboration with Microsoft, KPMG International and Tablet Academy, is supporting the strengthening of AI and digital readiness in Kenya's TVET sector. The initiative AI EmpowerED was initiated in partnership with Machakos University and Kenya School of TVET, targeting teachers through digital readiness assessments, AI-focused bootcamps and professional development pathways on Microsoft Learn. Building on this experience, UNESCO is supporting the development of a national scaling strategy aimed at institutionalizing AI literacy across the TVET ecosystem and expanding its reach to up to 150,000 learners by end of 2026 through a cascade-based implementation model.

## Better Education for Africa's Rise (BEAR III) project

The Better Education for Africa's Rise (BEAR) project is a joint initiative between UNESCO and the Republic of Korea aimed at strengthening technical and vocational education and training (TVET) systems in selected countries in Africa. It aims to give young people a better chance of accessing decent employment and/or of generating decent self-employment by promoting sustainable improvements in the TVET system. The BEAR project has been implemented since 2011 and is currently implementing its third phase, BEAR III (2023–2027), in four beneficiary countries in West Africa – Côte d'Ivoire, Ghana, Nigeria and Sierra Leone. Support continues to be provided to the BEAR II project (2017–2022) countries – Ethiopia, Kenya, Madagascar, United Republic of Tanzania, and Uganda to ensure the sustainability of previous efforts.

Link: <https://www.unesco.org/en/skills-work-life/bear-project>

### Human-centred impact stories:

#### Kenya – From setback to solar success: Jonathan Kibet's journey of redemption

Link: <https://www.unesco.org/en/articles/setback-solar-success-jonathan-kibets-journey-redemption-kenya?hub=70288>

#### Ethiopia – From an empty laboratory to a vibrant TVET training centre

Link: <https://www.unesco.org/en/articles/mary-graces-story-ethiopia-empty-laboratory-vibrant-tvet-training-centre?hub=70288>

#### United Republic of Tanzania – From skills training to chief cook

Link: <https://www.unesco.org/en/articles/skills-training-chief-cook-alderehemas-journey-food-processing-tanzania?hub=70288>

#### Madagascar – From passion to profession: Honorine and Linda's career pathways in the textile sector

Link: <https://www.unesco.org/en/articles/passion-profession-honorine-and-lindas-career-pathways-madagascars-textile-sector?hub=70288>

## Searching the socio-economic returns on Investment in AI in education

UNESCO and KPMG, together with other members of the Global Education Coalition, plan to collaborate on a global initiative articulated through a research piece analyzing the socio-economic impacts, opportunities,

and risks of AI and digital transformation in education, focused on the future world of work and the skills needed by capital markets to deliver a thriving economy. The research will include a review of global evidence and targeted consultations with relevant stakeholders, to inform policy dialogue, advocacy and next steps.

The proposed work seeks to support evidence-based policymaking and global advocacy for fair and sustainable digital transformation in education.

## Planned events / webinars

10 July 2026

The Transforming Education Summit + 4 (TES+4) will bring together leaders and partners to review progress since the 2022 UN Transforming Education Summit and to accelerate action towards achieving SDG 4. Convened by the Secretary-General of the United Nations and the Director-General of UNESCO on the occasion of the meeting of the SDG 4 High-Level Steering Committee (HLSC), this event marks a key midpoint between the 2022 TES and the 2030 deadline for SDG 4, at a time when education systems are under growing pressure from fiscal constraints, climate shocks, protracted crises and rapid technological change, including advances in artificial intelligence.

Focused on education system transformation and resilience, TES+4 will spotlight key drivers of change, including the teaching profession, lifelong learning and inclusive digital transformation. Equity, inclusion and gender equality will remain central to all discussions while sustainable education financing will underpin implementation and delivery.

## UNESCO-UNEVOC

Friedrich Huebler | [f.huebler@unesco.org](mailto:f.huebler@unesco.org)

## Publications

### Future-proofing TVET: Strategies for digital transformation and AI integration

This discussion paper was developed from the ongoing work of UNESCO-UNEVOC, particularly through its Bridging Innovation and Learning in TVET (BILT) project. It primarily draws from the BILT Bridging Event that took place in May 2025 in Kuala Lumpur, Malaysia, which gathered TVET stakeholders from around the world to share insights on policies

for digital transformation and integration of artificial intelligence in TVET.

Link: <https://unesdoc.unesco.org/ark:/48223/pf0000398015>

### Biennial Report 2024-2025: UNESCO-UNEVOC in action

This report provides a comprehensive summary of the activities of the UNESCO-UNEVOC International Centre for TVET from 2024 to 2025. It highlights UNESCO-UNEVOC's continued support to Member States in strengthening and transforming TVET systems, with a focus on youth employability, digital transformation and artificial intelligence, innovation and excellence in TVET, equity and inclusion, greening TVET, and deeper engagement with the private sector.

Link: <https://unesdoc.unesco.org/ark:/48223/pf0000397173>

### Launch of the UNEVOC Connect knowledge hub

The UNEVOC Connect knowledge hub provides the global TVET community with reliable and up-to-date data, results, analysis and skills foresight on emergent issues. Access a library of Innovative and Promising Practices, TVET Country Profiles, a Global Skills Tracker, the TVETipedia glossary and much more.

Link: <https://www.unevoc.unesco.org/en/connect-knowledge-hub>

## Planned events / webinars

### New members join the UNEVOC Network

The UNEVOC Network, UNESCO's global network for TVET institutions, has expanded international collaboration with the addition of 15 new UNEVOC Centres from 13 countries. As of 15 May 2026, the Network consists of 259 UNEVOC Centres in 152 countries.

Link: <https://www.unevoc.unesco.org/en/articles/march-2026-eight-new-centres-join-unevoc-network>

### BILT Bridging Event: Advancing TVET through industry partnerships and innovation

From 19 to 21 May in Umhlanga, KwaZulu-Natal, South Africa, the UNESCO-UNEVOC BILT Bridging Event brought together global and regional stakeholders to explore how sustainable industry partnerships can drive high-quality, work-based and innovation-led TVET programmes. BILT Bridging Events are part of UNESCO-UNEVOC's Innovation and Excellence in TVET project, contributing to the initiative 'Towards a global



TVET agenda' (TGTA). This multilateral initiative is led by the German Federal Ministry for Education, Family Affairs, Senior Citizens, Women and Youth (BMBFSFJ) and coordinated by the German Federal Institute for Vocational Education and Training (BIBB).

Link: <https://connect.unevoc.unesco.org/home/BILT+Bridging+Event+industry+partnerships+innovation>

### BeChangeMaker Youth Festival 2026

The annual BeChangeMaker Youth Festival, organized by UNESCO-UNEVOC with the support of WorldSkills International and HP, connected TVET youth and BeChangeMaker alumni under the theme "The Changemaker's Toolkit: Skills for life in the future economy".

Link: <https://connect.unevoc.unesco.org/home/BeChangeMaker+Youth+Festival+2026>

## Initiatives

### Green Skills Competition

The Green Skills Competition was the final activity of the UNESCO-China Funds-in-Trust Project Phase III (CFIT III). The competition, organized by UNESCO-UNEVOC, gave participants the opportunity to apply the green skills gained from a completed microlearning programme to develop and implement a green project within their respective countries. They were also paired with mentors who completed a training of trainers programme on green skills development.

Link: <https://connect.unevoc.unesco.org/home/Winners+and+finalists+of+the+CFIT+Green+skills+competition>

The project culminated in a closing event on 11–12 May at UNESCO Headquarters in Paris, which included a medal ceremony for the competition winners.

Link: <https://www.unesco.org/en/articles/ideas-impact-transforming-higher-technical-education-africas-youth>

### Launch of the Global Awards for Innovation in TVET

UNESCO-UNEVOC launched the Global Awards for Innovation in TVET to celebrate outstanding initiatives that are reimagining how technical and vocational education and training empowers individuals, societies and economies. The winning initiatives are set to be announced in the last quarter of 2026.

Link: <https://www.unevoc.unesco.org/en/global-awards-innovation-tvet>

### Championing gender equality and social inclusion across the UNEVOC Network

Following the launch of the UNESCO-UNEVOC Gender Equality and Social Inclusion (GESI) programme in November 2025, nominated GESI focal points from the UNEVOC Network completed a series of capacity-building programmes, comprising seven modules on the UNESCO Online Learning Platform and five live webinars.

Link: <https://connect.unevoc.unesco.org/home/Championing+gender+equality+and+social+inclusion+across+the+UNEVOC+Network>

### Supporting TVET for a just and green transition

A partners' meeting on 26 February 2026 kicked off collaboration for the 'Supporting TVET for a just and green transition' project, funded by the German Federal Ministry of Economic Cooperation and Development (BMZ). The project leverages opportunities for knowledge exchange on successful greening TVET initiatives across the UNEVOC Network.

Link: <https://connect.unevoc.unesco.org/ho/Supporting+TVET+for+a+just+and+green+transition>

## UNHCR

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## Initiatives

### UNHCR and Mastercard Foundation launch Africa Inclusion Pathway to expand education, skills and work opportunities for displaced youth

Following its launch in 2025, UNHCR and the Mastercard Foundation will begin implementation of Africa Inclusion Pathway in 2026, a USD 300 million, five-year initiative running to 2030 to strengthen access to quality education, skills development and economic inclusion for refugees and displaced persons (RDPs), including host communities. Implemented across Burkina Faso, Chad, Central African Republic, Mali, Democratic Republic of Congo, Sudan, South Sudan and Egypt, the programme integrates TVET across several components, including secondary education, tertiary education, entrepreneurship and livelihoods, and policy support. It aims to support 500,000 refugees and displaced youth, 50% women and 5% persons with disabilities, to access and complete secondary education; 10,000 refugees and displaced youth, 70% women and 5%

persons with disabilities, to pursue tertiary education, including university and TVET institutions; and 200,000 youth, 70% women and 5% persons with disabilities, to transition into dignified work. The partnership will also strengthen 100 local partners and refugee-led organisations, train and equip teachers, and support policy reforms to improve RDPs' access to education, labour markets and credential recognition.

## Other information

UNHCR has joined the Future of TVET Working Group under the Inter Agency Group on Technical and Vocational Education and Training, a global coordination platform convened by UNESCO. The group brings together key international actors including International Labour Organization, World Bank, Organisation for Economic Cooperation and Development and United Nations Industrial Development Organization to strengthen collaboration, knowledge sharing and dialogue on skills development systems. Through its participation in the working group, UNHCR contributes to discussions on how technical and vocational education and training systems can respond to changing labour market demands while ensuring the inclusion of refugees and other forcibly displaced populations. This engagement supports efforts to align skills development with sustainable responses that promote self reliance and inclusion. The working group is currently developing a joint leaflet titled "Joint Statement of the Interagency Working Group on the Future of TVET," which will present shared perspectives on emerging trends, challenges and priorities shaping the future of skills development. The publication will be shared with policymakers, national authorities and development partners to inform forward looking reforms and investments. UNHCR's contribution highlights the importance of including displaced populations across the full continuum of skills development, including non-formal training, recognition of prior learning and access to secondary, tertiary and work-based learning pathways. It also emphasizes the need to integrate refugees within national systems, policies and financing frameworks to support more inclusive and resilient labour markets.

## UNIDO

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### Planned events / webinars

#### UNIDO inaugurates modern facility to boost training on Heavy Equipment Operators in Zambia, an example of demand-driven skilling programs for Youth Employment Opportunities

As part of UNIDO's Public and Private Development Partnerships (PPDP), the project "Promoting Youth Employment through Construction Equipment Operating Skills Training in Zambia" is implemented to contribute to equip young people with market-relevant skills and improve employability in mining, construction and infrastructure sectors. This partnership between the Government of Zambia, the Government of Japan, Hitachi Construction Machinery Zambia, and facilitated by UNIDO, has leveraged an investment of USD 4.4 million to benefit the creation of a Center of Excellence at the Kitwe Vocational Training Center (KVTC). The initiative combines infrastructure development, curriculum modernization and institutional capacity-building through strong public-private partnership.

On 25 March 2026, UNIDO inaugurated a modern Heavy Equipment Operator Training Workshop at the vocational training center. Representatives from the government, the industry, technical cooperation partners and society joined to celebrate the new facility.

Speaking at the ceremony, government representatives emphasized that investment in skills is essential to building a productive and future-ready workforce. Japan reaffirmed its support, while Hitachi donated a state-of-the-art Dump Truck Simulator to provide safe, practical and industry-aligned training. Hitachi and KVTC also signed a Memorandum of Understanding to strengthen long-term cooperation and future programme expansion.

The facility will increase KVTC's annual training capacity. Since programme start in late 2024, over 390 trainees have graduated, including 30 percent women, with more than 1,000 applications received. Furthermore, the government contribution under the TEVET Bursary Scheme has made it possible to support students in vulnerable conditions with bursaries.

Partners highlighted that the new workshop and the overall improved training center will help create pathways to decent work, economic independence and inclusive growth.

More information on the inauguration ceremony: <https://lkdfacility.org/news/zambia-japan-hitachi-construction-machinery-and-unido-launch-modern-facility-to-boost-training-on-demand-driven-skills-and-youth-employment-opportunities>

More information on the project: <https://lkdfacility.org/projects/kvtc-heo-zambia>

Hear people voices (women student testimonial): <https://lkdfacility.org/news/a-story-of-resilience-demand-driven-skills-opening-doors-for-young-women>

## Demand-Driven Skills for Youth Empowerment and Industrial Transformation

Organized by UNIDO in collaboration with WorldSkills International, this high-level event took place on 3 March 2026 at the Vienna International Centre, bringing together partners of the WorldSkills Conference Coalition - including UNESCO-UNEVOC, ILO, OECD, World Bank, the German Education Ministry (BMBFSFJ) -, youth representatives and industry partners to address the role of demand-driven skills in the empowerment of young people, supporting industrial transformation, and advancing Inclusive and Sustainable Industrial Development (ISID). A key topic was how TVET systems can better respond to evolving skill requirements while reflecting youth aspirations, in line with UNIDO's Youth Empowerment Framework.

The event convened over 250 online and in-person participants from 75 countries and 89 organizations across all regions, including representatives from governments, international organizations, the private sector, and youth. Discussions focused on practical approaches to closing skills gaps, including the use of data and skills intelligence systems to inform policymaking, the co-development of curricula and occupational standards with industry, and the expansion of work-based learning models. A strong emphasis was placed on the need for more agile and responsive training systems capable of keeping pace with rapid technological change, including the green and digital transitions.

Key contributions highlighted the importance of public-private partnerships in strengthening skills systems, as well as the role of international cooperation in sharing tools, methodologies and best practices. The event also underscored the

need to place young people at the center of skills development efforts, not only as beneficiaries but as active contributors to policy dialogue and system design. Perspectives from international organizations and industry further stressed the urgency of accelerating upskilling and reskilling processes through flexible training approaches.

Link: *Outcome brochure*: <https://www.lkdfacility.org:9000/wp-content/uploads/2026/03/Demand-Driven-Skills-for-Youth-Outcome-Book-1-compressed.pdf>

## WHO (World Health Organization)

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### Initiatives

WHO together with ILO and UNESCO has launched a programme of work to create a global policy framework to recognise learning achievement in continuing education for health and care workers, supported by external funding sources. The policy framework may encompass content relating to the assessment and evidence of learning achievement through formal, non-formal and informal learning pathways, as well as the validity of the award or micro-credential; the application of the learning to practice; stackability and interoperability with established systems such as e-portfolios and digital wallets. The policy framework is intended to be an essential reference document for use by academic institutions, workplace-based learning providers, and other education providers in the health and care sector; as well as accrediting organizations, health and care policy organizations, health and care workforce employers, regulatory authorities, and other identified organizations. A global Technical Expert Group has been established and met for the first time in January 2026; a literature review of the evidence of effectiveness in approaches for the recognition of learning achievement has been commissioned.

Design and layout by:  
UNESCO-UNEVOC/A. Mejia

