



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

Newsletter - SEPTEMBER 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 15 multilateral and international organizations, including *African Development Bank (AfDB)*, *Asian Development Bank (ADB)*, *Cedefop – European Centre for the Development of Vocational Training*, *European Bank for Reconstruction and Development (EBRD)*, *European Commission (EU)*, *DG INTPA International Partnerships*, *DG EAC – Education, Youth, Sport and Culture*, *DG EMPL – Employment, Social Affairs and Inclusion*, *European Training Foundation (ETF)*, *Inter-American Development Bank (IDB)*, *International Labour Organization (ILO)*, *International Training Centre of the ILO (ITC-ILO)*, *Organisation for Economic Co-operation and Development (OECD)*, *United Nations Educational, Scientific and Cultural Organization (UNESCO)*, *United Nations High Commissioner for Refugees (UNHCR)*, *United Nations Industrial Development Organization (UNIDO)*, *World Bank Group*, *World Health Organization (WHO)*. It also comprises 11 country agencies, governmental organizations and coordination platforms, including *Agence Française de Développement (AFD)*, *Belgian Agency for International Cooperation (Enable)*, *British Council*, *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)*, *Donor Committee for dual Vocational Education and Training (DC dVET)*, *German Federal Ministry for Education, Family Affairs, Senior Citizens, Women and Youth (BMBFSFJ)*, *German Federal Ministry for Economic Cooperation and Development (BMZ)*, *Japan International Cooperation Agency (JICA)*, *Korea International Cooperation Agency (KOICA)*, *Norwegian Agency for Development Cooperation (Norad)* and *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 setup 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.

Focus of this newsletter: A short summary

This edition of the newsletter brings together contributions from 15 IAG-TVET member organizations, including multilateral and international organizations, country agencies, governmental organizations and coordination platforms. It highlights recent publications, events and initiatives addressing key developments in TVET and skills, including digital and green transitions, artificial intelligence, inclusion, apprenticeships and work-based learning, lifelong learning, skills intelligence and labour-market responsiveness, as well as international cooperation and TVET system development.

Joint publications, events and initiatives

Joint publications

The Impact of Active Labour Market Programmes on Youth

This joint ILO and World Bank report presents the most comprehensive systematic review of youth employment interventions to date, drawing on evidence from 228 studies across 62 countries. Authored jointly by the International Labour Organization and the World Bank Group, it examines what types of active labour market programmes (ALMPs) work best for young people, for whom, and under what conditions.

The analysis synthesizes over 5,000 treatment effect estimates covering skills training, entrepreneurship promotion, employment services, wage subsidies, and public works programmes. Key findings show that well-designed ALMPs have a measurable positive impact on youth employment and earnings — particularly in low- and middle-income countries — with stronger results for young women, disadvantaged youth, and participants under 25. The report also provides actionable guidance on programme design, implementation partnerships, certification, and cost-effectiveness.

An essential resource for policymakers, practitioners, and researchers working on youth employment and workforce development.

Link: <https://www.ilo.org/publications/impact-active-labour-market-programmes-youth>

Changing landscape of skills in the age of AI

This joint ILO and World Bank report focuses on the consequences of increasing adoption of AI technologies within workplaces that alter the way workers utilise cognitive, socioemotional, and physical skills to perform tasks across a broad range of occupations. This shift is reshaping the variety and depth of three skill categories required from workers, often increasing the need for higher-order cognitive and socioemotional skills as well as general digital and data science skills.

The report also looks at newly emerging technical jobs to develop and maintain AI systems, which is currently small and niche labour market, but they are

growing rapidly due to the spread of AI technologies. Finally, the report discusses the implications of these developments for skills policies, arguing that increasing AI effects on life and work means that there is a new basic skill that everyone needs: ability to understand and use in a safe and ethical manner AI tools.

AI literacy is increasingly seen as a foundational skill – an essential enabler of human agency and inclusion in AI-augmented environments. Given the multiple labour market disruptions and fragile employment structures, citizens need to be resourceful with higher agility, resilience and adaptability to manage greater uncertainty. Skills policies need to prioritise broader ‘capabilities’ and human agency rather than narrow skills sets.

Link: <https://www.ilo.org/publications/changing-landscape-skills-age-ai>

Harnessing web data for next-generation skills intelligence - Book of abstracts

This publication is a result of a call for abstracts for the conference Harnessing web data for next-generation skills intelligence, organised by Cedefop and Eurostat which took place on 28-29 May 2026 in Thessaloniki. The research conference showcased 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. The insights and findings shared during the event enhanced the understanding of how web data can be leveraged for labour market and skills intelligence, helping to shape the future of research in this evolving field. As with the previous edition, the conference provided a valuable platform for community building, fostering new collaborations, knowledge exchange and idea generation, while strengthening networks among experts committed to advancing labour market monitoring and skills foresight.

Link: <https://www.cedefop.europa.eu/en/publications/2239>

New fields for apprenticeship - Insights for successful expansion of apprenticeships to new sectors and occupations

Apprenticeships, being particularly effective in delivering the skills and qualifications that individuals need in today's economies and societies, have been expanding to new fields: occupations or sectors that have not typically been accessed through apprenticeship training.

This publication, building on evidence presented in the 2025 Cedefop/OECD symposium on ‘New fields for apprenticeship’, captures the analyses of such expansion efforts, drawing useful lessons on the objectives, processes and outcomes of such initiatives.

It provides policymakers with valuable insights from research from around the world and supports better-informed decisions regarding the expansion of apprenticeship offerings into new sectors and occupations, potentially for different education levels and learner groups.

Link: <https://www.cedefop.europa.eu/en/publications/3100>

Joint Upcoming and Past Events

Asian Development Bank Qualification Reform Roundtable, Nepal

The British Council is collaborating with the Asian Development Bank on a high-level policy roundtable in Kathmandu on 31 August 2026, supporting Nepal's ongoing efforts to strengthen the implementation of its National Qualifications Framework (NQF). The British Council will contribute international technical expertise and insights from UK qualification reform, drawing on the legacy and learning of its Dakchyata programme in Nepal. The engagement provides an opportunity to strengthen policy dialogue and share international experience to support a more coherent, responsive and demand-led qualifications system in Nepal.

Shaping the Future of Tourism Skills in Egypt: Lessons from Establishing the Sector Skills Council for Tourism

The European Bank for Reconstruction and Development (EBRD) and International Labour Organization (ILO) hosted a workshop titled ‘Shaping the Future of Tourism Skills in Egypt: Lessons from Establishing the Sector Skills Council for Tourism’ (08.05.2026), focusing on highlighting the roles, responsibilities, and opportunities arising from establishment of the Sector Skills Council on Tourism in Egypt. The event was hosted under the patronage of the Egyptian Tourism Federation and the Ministry of Tourism and Antiquities, and was attended by members of the private sector, development partners, and government representatives. The event presented what has been achieved by the EBRD to establish the Council so far, including the Council's mandate, governance plan, and labour market needs assessments that informed its establishment.

Afterwards, the ILO presented their roadmap for upcoming support to the Council, focused on its operationalization and institutionalization within the skills governance landscape in Egypt. Lastly, the event hosted a roundtable discussion alongside the government, private sector, and donors to speak more to the Council's strategic role and opportunities.

Link: <https://www.ilo.org/resource/news/egypt-advances-employer-led-skills-governance-tourism-sector>

Growing AI Divide: Developing AI Skills for an Inclusive Future

The second webinar of the Skills for an Inclusive Future (S4IF) Network Community of Practice took place on June 17, 2026, hosted by UNDP ICPSD, EBRD and the European Training Foundation (ETF). The session focused on the growing AI skills divide and how inclusive skills development can help ensure that rapid advances in AI create opportunities for all rather than deepen existing inequalities.

The webinar framed the AI transition as an inclusion and workforce development challenge, highlighting uneven access to AI-related opportunities across different groups and regions. Particular attention was given to groups facing heightened risks of exclusion, including women, young people, low-income workers, persons with disabilities and underserved regions. The discussion was enriched by perspectives provided by the panellists from LinkedIn, HP, the European Policy Centre and the International Labour Organization (ILO), bringing together evidence, policy perspectives and private sector approaches to AI skills development. Panellists highlighted gender gaps in AI skills, the importance of skills-based hiring and accessible learning opportunities, and the need for stronger lifelong learning systems, labour market intelligence and social dialogue.

Link: <https://www.undp.org/policy-centre/istanbul/press-releases/s4if-hosted-its-second-community-practice-webinar-growing-ai-divide-developing-ai-skills-inclusive-future>

ETF- European Alliance for Apprenticeships (EAfA) annual seminar, Brussels, 9-10 December 2026.

The European Commission and the European Training Foundation (ETF) are organising the annual Seminar for EAfA Partner Countries. The seminar will bring together stakeholders from government bodies, businesses, social partners, vocational education and training (VET) providers, youth organisations, and other relevant parties from EU Member States and ETF partner countries that are members. This edition will provide a Brussels-based platform for policy dialogue,

exchange and networking among participants engaged in the development of apprenticeships and work-based learning and improvement of their quality. The event will provide an opportunity to promote the EAfA network and its main objectives, namely, to strengthen the quality, supply, mobility, and overall image of apprenticeships, among EU neighbouring countries.

Link: https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/european-alliance-apprenticeships/about-eafa_en

UNHCR Convenes Roundtable on Education to Employment

On 23 June 2026, UNHCR, together with the Higher Education Alliance, UNESCO and DigiSkills, convened a roundtable in Amman on creating structured pathways from education to employment for Jordanian and refugee youth.

The event brought together government representatives, universities, private sector partners, civil society and development actors to explore Work-Based learning, internships and apprenticeships. Discussions focused on matching young people's skills with labour market needs, engaging employers and developing inclusive opportunities, including digital internships and remote work. The roundtable also aimed to identify pilot partnerships and agree practical next steps to strengthen employment pathways for young people in Jordan and support future recovery efforts in Syria.

Link: <https://petra.gov.jo/en/news/govt-unhcr-partner-to-provide-quality-vocational-training-for-jordanian-refugee-youth>

The Global Symposium: Partnership for Excellence – TGTA and the Promise of TVET

The ETF-hosted Global Symposium: Partnership for Excellence which brought together 61 participants from 24 countries to explore how partnerships can drive vocational excellence worldwide. The event is part of the initiative Towards a Global TVET Agenda (TGTA) funded by the German Federal Ministry for Education, Family Affairs, Senior Citizens, Women and Youth. The event highlighted the role of the TGTA initiative in strengthening collaboration, research and policy development in technical and vocational education and training (TVET). Discussions focused on Centres of Vocational Excellence (CoVEs), public-private partnerships, work-based learning, and innovative tools such as the forthcoming VET Policy Playbook and challenge partnerships. Participants

stressed the importance of inclusion, peer learning, evidence-based policymaking and stronger links between education and labour markets to ensure TVET delivers meaningful opportunities and social impact globally.

Link: <https://www.etf.europa.eu/en/news-and-events/news/global-symposium-partnership-excellence-tgta-and-promise-tvet>

UNHCR Contributes to DC dVET BarCamp on Skills Development in Crisis Contexts

On 1 July 2026, UNHCR contributed to the Donor Committee for dual Vocational Education and Training BarCamp on Vocational Skills Development in Crisis and Fragility. The online event explored what vocational education and training can realistically deliver in fragile, conflict affected and displacement contexts. UNHCR shared perspectives from the TVET Task Force for Refugees, highlighting barriers to refugees' access to vocational skills development and the importance of inclusive, practical pathways to learning and employment. UNHCR also actively contributed to a breakout discussion and shared key takeaways for the event documentation. The exchange provided an opportunity to strengthen collaboration with partners and contribute refugee perspectives to the wider discussion on skills development in crisis settings.

Link: <https://www.dcdualvet.org/portfolio-items/webinars/#32>

Joint Initiatives

Advancing the Africa Skills Landscape: From mapping to action

In June 2026, UNIDO joined the African Union Commission (AUC), WorldSkills International and UNESCO to convene 24 public and private institutions in Paris for a workshop advancing the Africa Skills Landscape (ASL) Initiative. The ASL is building a shared picture of externally supported TVET initiatives across Africa to improve visibility, identify gaps and complementarities, and support stronger coordination around continental and national priorities. The workshop helped partners reach agreement on a common mapping framework, explore areas for collaboration and agree on the launch of the first mapping exercise. Following the workshop, a continent-wide survey collected 174 initiative submissions from 39 implementing entities covering 54 countries in August, with submissions coming

from UN agencies, bilateral development agencies, NGOs, DFIs, among others. Preliminary findings will be presented at the WorldSkills Conference 2026 during the session "Africa's skills landscape: current practice and future directions" (25 September 2026 at 10:00 – 11:15, Shanghai time). Speakers include representatives from the AUC, ministers of Malawi and Zimbabwe, GIZ and a youth representative. The ASL initiative will reconvene at the Africa Skills Week in Harare through a follow-up session and partner meeting to review findings, discuss next steps and strengthen collaboration under AUC leadership.

Other implementing entities with ongoing or planned TVET initiatives in Africa are also invited to join the initiative. Interested organizations can contact UNIDO at j.davila@unido.org for further information.

Link: <https://www.unido.org/news/unido-and-its-partners-strengthen-technical-vocational-education-and-training-tvet-initiatives-africa>

UNIDO brings industry partnerships and Skills Hubs to global TVET forums

UNIDO will contribute to two major skills events this autumn. As a member of the WorldSkills Conference Coalition, UNIDO will participate in the WorldSkills Conference 2026 in Shanghai, 23–25 September, including in the session "Industry as a partner: Public-private partnerships for better skills development", where it will share experience from its Public-Private Development Partnership (PPDP) model. UNIDO will also co-lead the session "Africa's Skills Landscape: current practice and future directions", presenting preliminary findings from a collaborative mapping of externally supported TVET initiatives across the continent. The session will bring together perspectives from the African Union Commission (AUC), the governments of Zimbabwe and Malawi, GIZ and a youth representative to reflect on the trends, approaches and gaps emerging from the mapping. It will also consider how international cooperation can better support national and continental priorities, including the African Continental TVET Strategy 2025–2034. At the Africa Skills Week 2026 in Harare, 12–16 October, UNIDO will jointly convene a session with ILO and Humana People to People on Skills Hubs. Building on the joint UNIDO–ILO initiative Skills for Sustainable Industrial Transformation in Africa (SITA), the session will explore how Skills Hubs can connect existing institutions, industry and regional networks to provide skills intelligence, technical support, capacity development and knowledge exchange. The session

will explore innovative regional examples and good practices toward a consolidated Skills Hub concept and discuss opportunities for collaboration, adaptation and implementation across African contexts.

Link: <https://worldskillsconference2026.com/sessions/industry-as-a-partner-public-private-partnerships-for-better-skills-development/>
<https://worldskillsconference2026.com/sessions/mapping-skills-development-initiatives-in-africa/>

Skilling for FDP Inclusion and Jobs

The PROSPECTS Durable Solutions Partnership supports forcibly displaced persons and host communities in Ethiopia, Kenya and Uganda. The initiative focuses on strengthening TVET and skills-development systems to improve access to employment, self-employment and entrepreneurship opportunities. It supports institutional capacity development, more inclusive and market-relevant training provision, and stronger links between skills development and labour-market demand. A key component is the development and use of portable micro-credentials, designed to help learners demonstrate and transfer acquired skills across institutions, locations and employment contexts. The initiative also promotes entrepreneurship training and pathways to economic inclusion for refugees and host communities. It is implemented in partnership with UNHCR and the ILO.

Link: <https://globalcompactrefugees.org/good-practices/prospects-partnership>

ADB

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Publications

Gender Dynamics and Disparities in Cambodia's Science, Technology, Engineering, and Mathematics Sector

This report examines the persistent gender disparities in STEM education and employment in Cambodia, focusing on the systemic and structural barriers that limit women's participation and progression in these fields.

Link: <https://www.adb.org/publications/gender-dynamics-disparities-cambodia-stem>

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: <https://www.adb.org/publications/addressing-gender-disparities-stem>

Upcoming and Past Events

Professional Development Program: Austria Learning Week--Technical and Vocational Education and Training

This learning week, designed for Asian Development (ADB) Staff and ADB developing member country representatives, addresses the growing need for TVET systems to respond to digitalization, green transitions, and evolving labour market demands by strengthening links between skills development and economic priorities. Participants will gain firsthand exposure to European and Austrian models of vocational excellence through the Forum on Vocational Excellence in Graz and visits to Villach's semiconductor skills ecosystem, showcasing effective collaboration among education providers, industry, and government. The program supports ADB's priorities on skills, jobs, and economic transformation by promoting regional cooperation, industry engagement, and ecosystem-based approaches to workforce development.

Link: In-person, by invitation only event.

Professional Development Program: Finland Learning Week--School and Higher Education

This learning week explores how innovation can help education systems respond to rapid economic, technological, social, and environmental changes while improving quality, equity, inclusion, and workforce relevance. It brings together ADB staff and education leaders from ADB's developing member countries to examine themes such as innovative teaching and learning, teacher development, future skills, entrepreneurship, lifelong learning, and international education partnerships. The program supports ADB's goal of building more resilient, inclusive, and future-ready education systems that are better aligned with national development priorities.

Link: In-person, by invitation only event.

Publications

TVET and the Digital Transition: AI and its Impact and Implications for TVET Systems

The digital transition and rapid advances in AI are reshaping the skills needed in today's labour market, creating both opportunities and challenges for TVET systems. The British Council has commissioned research to examine how TVET systems are responding and adapting to these changes, with a particular focus on the system-level implications for policy and governance, curricula and qualifications, institutional capacity, teaching and learning, industry engagement, and the ability of systems to provide flexible and responsive skills provision. The research will identify emerging trends, challenges and opportunities and provide practical recommendations for policymakers and other stakeholders on how TVET systems can remain relevant and responsive to rapidly evolving skills needs. The research is currently underway, with publication anticipated later in the year.

Improving Labour Market Outcomes Through Learning-to-earning Interventions in Low- and Middle-income Countries: An Evidence Gap Map

The British Council contributed to an FCDO-commissioned research project led by the International Initiative for Impact Evaluation (3ie), examining the scope and strength of the evidence base on vocational education and learning-to-earning interventions in low- and middle-income countries. The resulting Evidence Gap Map identifies a strong body of evidence on labour market outcomes, including employment and earnings, while highlighting significant evidence gaps in emerging areas such as green skills, AI-related training and system-strengthening interventions. Through participation in the Advisory Group, the British Council contributed its international TVET expertise and practitioner perspective, sharing knowledge and technical insights while also contributing evidence from its own research and global experience.

Link: <https://www.3ieimpact.org/evidence-hub/publications/evidence-gap-maps/improving-labour-market-outcomes-through-learning>

Upcoming and Past Events

British Council Going Global Conference 2026, Istanbul, Türkiye

The British Council's Going Global 2026 regional conference, taking place in Istanbul from 17–19 November 2026, will focus on "Future-ready tertiary education" across Armenia, Azerbaijan, Georgia, Kazakhstan, Türkiye and Uzbekistan. The conference will explore how tertiary education and TVET systems can strengthen quality, inclusion, resilience and labour-market relevance in the context of rapid technological change, alongside the role of international collaboration in driving innovation and system development. The British Council TVET team will contribute to the programme, sharing UK and international expertise and facilitating sessions that support policy dialogue, knowledge exchange and new partnerships, while strengthening engagement with TVET stakeholders across the region.

Link: <https://www.britishcouncil.org/going-global-2026>

Initiatives

EU-Funded Technical Assistance Programmes

The British Council continues to deliver major EU-funded TVET programmes in Pakistan (GIZ led TVET Reform IV project) and in Malawi (Zantchito Skills for Jobs TA), working with partners including GIZ to strengthen skills systems, workforce readiness and inclusive economic growth.

In Pakistan, the first Centre of Excellence in Peshawar is now operational, providing women-centred training and employment pathways, alongside the development of new qualifications in high-demand digital fields such as application development and e-commerce.

In Malawi, four Centres of Vocational Excellence have been established in agricultural mechanisation, marine transport, renewable energy, and tourism and hospitality, strengthening the alignment of skills provision with labour market demand and supporting sustainable economic development.

Links:

<https://www.britishcouncil.org/education/skills-employability/programme/team-europes-tvet-sector-support-programme-pakistan>

<https://www.britishcouncil.org/education/skills-employability/programmes/zantchito-skills>

<https://www.britishcouncil.org/education/skills-employability/programme/team-europes-tvet-sector-support-programme-pakistan>

British Council Going Global Partnerships (GGP) TVET Programme

GGP International Skills Partnerships (ISPs) connect colleges, training providers, policymakers and employers across countries to exchange expertise, strengthen institutional capacity and support TVET system development. A recent partnership between South Eastern Regional College (UK), Malawi's Ministry of Labour and TEVETA resulted in the launch of a Women in TVET Leadership Toolkit, providing practical tools to strengthen leadership capability, organisational performance and inclusive leadership across the sector. Building on the impact of previous ISPs, new partnerships are being developed across SSA, MENA, South Asia in 2026, creating further opportunities for UK institutions to contribute expertise, strengthen international networks and support lasting improvements in TVET systems and leadership.

Link: <https://www.britishcouncil.org/education/skills-employability/programme/going-global-partnerships-tvet>

Youth Skills Programme, Sudan

The British Council has begun implementing its Youth Skills Programme in Sudan, designed in response to stakeholder priorities and the evolving needs of the vocational education sector. The programme takes a systems-level and innovation-focused approach, strengthening pathways between non-formal education, TVET and the labour market while supporting youth employment and economic resilience. Key activities include developing a national framework for recognition of prior learning, updating the food processing curriculum, piloting an inclusive economic empowerment bootcamp, strengthening regional and international collaboration, and delivering a TVET+ campaign to improve perceptions of TVET and promote it as a pathway to employment and entrepreneurship.

UK Re-association with Erasmus+

The British Council is set to become the UK National Agency for Erasmus+, following the UK's agreement to rejoin the programme in 2027. The British Council has a strong track record in delivering Erasmus+, having previously been a lead partner in the UK National Agency from 2014–2020. The programme will support international mobility and cooperation across education, training, youth and sport, including TVET and adult education. The British Council is currently in

the mobilisation phase, working with partners across the UK and internationally to build awareness and readiness ahead of the first opportunities opening in November 2026.

Link: <https://www.erasmusplus.org.uk/home>

BMZ

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Publications

ILO–GIZ research paper on apprenticeship development in Africa

The International Labour Organization (ILO) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) have published the paper "A think piece on apprenticeship development in Africa: promoting better linkages between informal apprenticeship and formal systems". It was developed as a joint paper under the Skills Initiative for Africa (SIFA). Drawing on the ILO Quality Apprenticeships Recommendation from 2023, the paper examines how formal and informal apprenticeship pathways can be linked more effectively. It presents options for social dialogue, governance and sustainable financing and discusses reforms surrounding apprenticeships in African countries.

Link: <https://www.ilo.org/publications/think-piece-apprenticeship-development-africa>

Upcoming and Past Events

Expert Meeting on AI and TVET – Building and (Re-) Construction for Sustainable Development 10–11 November 2026, Magdeburg, Germany

The UNESCO-UNEVOC Centre for Sustainable Development, comprising of the GIZ TVET Academy, Otto von Guericke University Magdeburg and the Fraunhofer Institute for Factory Operation and Automation, will hold its second Expert Meeting on Artificial Intelligence and TVET.

The meeting will focus on the implications of artificial intelligence for vocational education and skilled work in the construction sector. It will address TVET as a whole and teacher trainings within the infrastructure sector, AI-supported construction processes, post-conflict reconstruction and the digital transformation of training environments.

Link: <https://akademie.giz.de/en/vocational-training-professionals-tvet/expert-meeting-ai-and-tvet>

Initiatives

Digital learning modules on solar PV and pumped storage in Indonesia

The Human Resources Development Center for Electricity, New, Renewable Energy and Energy Conservation of Indonesia's Ministry of Energy and Mineral Resources and the GIZ Energy Programme Indonesia/ASEAN have developed two e-learning modules on solar photovoltaic projects and pumped storage technology. Each self-paced course comprises 20 learning hours. The solar PV module covers technical and financial aspects of project planning and investment. The pumped storage module introduces the principles and operation of pumped storage hydropower. The completed modules were transferred to the Ministry's learning platform on 8 June 2026.

Link: <https://www.giz.de/en/regions/asia/indonesia/news/supporting-indonesias-energy-transition-through-digital-learning-solar-pv-and-pumped-storage>

Cedefop

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Publications

The way forward in learning outcomes implementation. Cedefop working paper.

The aim of this working paper is to identify the factors that drive the use of learning outcomes in teaching and assessment, as well as the recurring conditions that facilitate or hinder the transformation of intended learning outcomes (as defined in policies and curricula), into achieved learning outcomes demonstrated by learners. The paper builds on the wider Cedefop project *The shift to learning outcomes: rhetoric or reality?*, which explores the transition of ten initial vocational education and training (IVET) systems in Europe from traditional input-based models - focused on teaching duration and resources - to learning outcomes-based approaches centred on the knowledge, skills, and competences acquired by learners.

Link: https://www.cedefop.europa.eu/files/6231_en.pdf

Policy approaches to improve VET learner and teacher wellbeing: Insights from national policy monitoring and analysis. Cedefop Insights.

This Insight is part of a series drawing on evidence from the Timeline of VET policies in Europe. It presents findings from Cedefop's monitoring and analysis of EU priorities. How well are learners and teachers coping in VET? What does this mean for the future? Wellbeing is emerging as a key policy concern across Europe. As pressures related to mental health, safety, and digital wellbeing intensify, countries are responding with new measures.

Link: https://www.cedefop.europa.eu/files/7102_en_0.pdf

Policy pointers for the shift to learning outcomes: lessons from European VET systems. Cedefop Insights.

The aim of this Cedefop Insight is to identify policy pointers that can support the transformation of intended learning outcomes into achieved learning outcomes, considering their limitations. Drawing on evidence from 10 European countries, the Insight highlights factors that facilitate the implementation of learning outcomes-based approaches and offers insights for policymakers, institutional leaders and practitioners seeking to strengthen the translation of policy intentions into educational practice.

Link: https://www.cedefop.europa.eu/files/7105_en.pdf

Recognition and validation of foreign VET qualifications in Europe: Comparative insights for skills portability. Cedefop Insights.

This publication draws on a systematic mapping of national structures and legislation governing the recognition and validation of foreign VET qualifications across the EU-27, Norway and Iceland. It analyses how recognition and validation arrangements are organised for further learning and employment purposes, highlighting common trends and differences in governance, recognition approaches and outcomes, and validation practices. The publication is accompanied by a dataset providing a comparative overview of the recognition and validation arrangements analysed.

Link: https://www.cedefop.europa.eu/files/7104_en.pdf

Digital tools for the portability of learning outcomes. Insights from a ReferNet survey. Cedefop Insights.

Digital tools that provide information on programmes, qualifications or that issue digital credentials are developing fast. They should be connected to existing transparency tools and principles to ensure digitalisation brings gains for Europe's learners and

workers. This Insight explores whether and how countries are investing in digital tools that support the transparency and portability of learning outcomes.

Link: https://www.cedefop.europa.eu/files/7103_en.pdf

The impact of learning-outcomes-based curricula on work and practice-based IVET. Cedefop research paper.

This publication examines the integration and impact of learning-outcomes-based curricula in work- and practice-based initial vocational education and training (IVET) across ten EU Member States: Bulgaria, Ireland, France, Lithuania, Malta, the Netherlands, Poland, Portugal, Slovenia, and Finland. It explores how intended learning outcomes are translated into workplace learning experiences and professional progression, particularly within apprenticeships and other forms of work-based learning (WBL). The study contributes to ongoing European efforts to strengthen the quality, transparency and labour-market relevance of IVET while supporting lifelong learning and workforce adaptability.

Link: https://www.cedefop.europa.eu/files/5622_en.pdf

Thematic country review on upskilling pathways: new opportunities for adults in Croatia

Improving opportunities for adults with low skill levels is a key priority of EU skills policy, notably through the 2016 Council Recommendation on Upskilling Pathways: New Opportunities for Adults. To assist countries in implementing the recommendation, Cedefop conducts thematic country reviews (TCRs) on upskilling pathways, which analyse national systems and promote more coordinated and coherent approaches to adult upskilling in cooperation with national stakeholders.

This report summarises the outcomes of the three phases of the thematic country review on upskilling pathways for (low-skilled) adults in Croatia. It identifies areas for action, complementing the publication on the initial findings of this review. The report examines how to advance upskilling pathways in three areas: multilevel and multistakeholder governance; financial and non-financial support; and outreach to beneficiaries. Three rounds of fieldwork, including surveys and interviews, together with consultation with the national steering group, resulted in six recommendations on how to advance upskilling pathways in Croatia. The report provides stakeholders in the upskilling pathway landscape with practical guidance on the next steps to strengthen mechanisms and improve upskilling outcomes in Croatia.

Link: <https://www.cedefop.europa.eu/en/publications/5623>

An EU reference framework for lifelong guidance: 18 guidelines for policy and systems development

Digital skills integration in IVET curricula

This paper analyses how digital skills are embedded in initial vocational education and training (IVET) curricula across eight European countries, drawing on harmonised national reports developed using a shared analytical framework.

This paper forms part of a broader research project on the mapping of digital skills in initial vocational education and training (IVET) curricula using natural language processing (NLP) techniques across eight European countries at ISCED Level 3.

Drawing on comparative evidence, these preliminary findings show that although digital skills are a shared European policy priority, their curricular integration remains uneven in scope, depth, and consistency across countries. These differences are not random. Rather, they reflect structural features of IVET systems, including governance arrangements, curriculum update processes, stakeholder involvement, and implementation capacity. Understanding these structural factors is essential for policy-relevant conclusions.

Link: <https://www.cedefop.europa.eu/en/publications/6230>

New careers in the green transition - Using online job advertisements to track emerging jobs and skills

This policy brief explores how the European Union's shift toward climate neutrality is transforming the modern labour market and creating a surge in demand for clean technology occupations. By analysing online job advertisements, the report identifies essential emerging roles in engineering, installation, and maintenance that are vital for deploying renewable energy systems.

Link: <https://www.cedefop.europa.eu/en/publications/9210>

Spotlight on jobs and skills series

Drawing on its rich country-level skills intelligence, Cedefop develops its Spotlights on jobs and skills for EU-27 Member States, Iceland and Norway.

The Spotlights provide insights into the current labour market landscape, future trends, and skills anticipation in each country. The analysis is based on Cedefop's skills intelligence online tool, its skills forecast, the European Skills Index (ESI), online job advertisements, sectoral and occupational skills intelligence, and country-specific skills anticipation reports.

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

Future-proofing VET in Europe – Progress, challenges and policy directions. A synthesis of national policy developments from 2020 to 2025. Cedefop report series

This joint Cedefop and ETF publication examines how EU Member States, Iceland, Norway and five candidate countries have implemented the common vocational education and training (VET) priorities set out in the Council Recommendation on VET and in the Osnabrück Declaration. The report is based on integrated monitoring that covers national implementation plans, policy developments, interviews with national stakeholders and statistical data. It synthesises developments between 2020 and 2025, reported by the countries on how they worked to make their VET systems agile and resilient, flexible, innovative, excellent, attractive, inclusive and quality-assured. The analysis shows substantial progress in modernising curricula, strengthening work-based learning, expanding flexible learning pathways and upgrading infrastructure, while progress on inclusiveness and attractiveness has advanced more unevenly. Looking forward, the report concludes that coordinated governance, sustainable funding, investment in teacher and trainer professional development and realistic reform ambitions are essential for competitive, inclusive and future-ready VET systems. Dedicated sections discuss developments related to integrating the digital and green transition in VET curricula, programmes and infrastructure, including the use of AI, and equipping teachers and trainers to embrace the twin transition

Link: <https://www.cedefop.europa.eu/en/publications/3201>

Policy approaches to improve VET learner and teacher wellbeing: Insights from national policy monitoring and analysis. Cedefop Insights.

VET learner and teacher wellbeing is increasingly recognised as a policy issue and key condition for quality, inclusion and sustainability vocational education and training (VET). This Cedefop Insight examines how learner and teacher wellbeing is currently addressed by VET policies across EU Member States, Norway and Iceland, identifies challenges and drivers. Safety and belonging, mental health and stress, digital wellbeing, and school to work transitions are seen key to learner wellbeing while workload, emotional and cognitive demands and digitalisation put wellbeing, a significant pressures on teacher Cedefop's European Vocational Teacher Survey (EVTS) provides important insights specifically on VET teacher wellbeing. Treating teacher wellbeing as standalone policy objective; adopting whole

community approaches; embedding digital wellbeing within broader wellbeing and safety strategies; and addressing wider structural conditions in schools and workplaces can help address the challenges in a balanced and integrated way. Among others, measures promoting learner digital safety and wellbeing are discussed.

Link: <https://www.cedefop.europa.eu/en/publications/7102>

Policy approaches to support the green transition in VET Insights from national policy monitoring and analysis

This Cedefop Insight examines how the green transition is being translated into VET systems across Europe. This Cedefop Insight analyses how these skills are being integrated into curricula and programmes, how teachers and trainers are supported, and which institutional factors facilitate or constrain implementation. By identifying emerging approaches and persistent challenges, the analysis seeks to clarify why progress remains uneven, and to inform more systematic monitoring in the 2026-2030 cycle. The analysis draws on policy developments reported annually in 2021-2025 by Cedefop's ReferNet network in EU Member States (MS), Norway, and Iceland, as documented in the Timeline of VET policies in Europe (Cedefop & ReferNet, 2026).

The evidence suggests that the green transition is increasingly present in VET policy agendas across Europe, and a wide range of policy responses is already underway. These responses take different forms: some countries are embedding skills for the green transition directly into qualifications, occupational standards, and curricula. Others are expanding training provision, supporting teachers and trainers, or investing in VET infrastructure and institutional capacity. Both types of responses represent real progress, and they are not mutually exclusive: curriculum-level changes and provider-level capacity building often need to proceed in parallel. At the same time, integration of skills for the green transition remains uneven in both depth and form across MS. Many of the measures currently in place operate through training schemes, infrastructure investments, teacher support, project funding, or strategic agendas without yet modifying the qualification standards and curricula that govern what VET learners are expected to know and be able to do. Fewer countries are embedding green transition objectives into the regulatory frameworks that shape VET systems at the programme level.

Link: forthcoming

Cedefop. (2026). Inclusion at the core of the future-proof VET in Europe: Insights from Cedefop's monitoring and analysis [Unpublished paper].

This insight provides examples of national initiatives addressing gender equality in VET.

Upcoming and Past Events

Upskilling Europe: Microcredentials in action - Virtual get-together

This event brings together policymakers, researchers, social partners and education and training experts to examine the evolving role of microcredentials in labour market, education and training. The event explores their relevance and real-life use to support skills development, access to learning and social inclusion. The programme will highlight findings from ongoing Cedefop research on microcredentials, focusing on two labour market sectors: the Cultural and Creative Industries (CCIs)

and the construction sector. The discussions aim to advance understanding of how microcredentials can respond to labour market needs, enhance access to learning opportunities and promote social inclusion. Participants will gain insights into emerging evidence and future developments shaping microcredentials policy and practice across Europe.

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

24th ReferNet annual plenary meeting

The 24th ReferNet annual plenary meeting will take place in Thessaloniki, Greece and will welcome the representatives of our partner organizations under the 2024-27 framework partnership agreement, as well as national representatives of the network and the representatives from the European Commission (EU). Participants will also have the opportunity to exchange good dissemination practices in a dedicated space where they could display their national publications, newsletters, videos, promotional items, etc and benefit from bilateral meetings.

Link: <https://www.cedefop.europa.eu/en/events/24th-refernet-annual-plenary-meeting>

The future of VET A driver for excellence, competitiveness and inclusion

The virtual conference will provide an opportunity for policy-makers, 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 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. A significant part of the event will be dedicated to research contributions selected through an open call for abstracts. The call particularly welcomes contributions from the broader Future of VET research community, including researchers in VET, labour economics, education policy and innovation studies.

Link: <https://www.cedefop.europa.eu/en/events/future-vet>

Quality apprenticeships through social dialogue - Policy Learning Forum on strengthening apprenticeships in Europe

The 6th Policy Learning Forum, taking place on 7 October, brings representatives of governments, employees' and employers' organisations and apprenticeship experts from the EU and selected accession countries. Participants will explore how social dialogue contributes to raising and sustaining high-quality apprenticeships.

Presentations and workshops will provide cross-country and national insights on ways to improve apprenticeship through the active involvement of social partners in their design and implementation. Successful approaches and achievements will provide lessons for main apprenticeship stakeholders in other countries to strengthen apprenticeship quality.

By highlighting strengths, examining challenges and illustrating successful approaches, the event will support policymakers prioritise future actions that can make apprenticeships more effective, inclusive, responsive, and attractive.

Link: <https://www.cedefop.europa.eu/en/events/quality-apprenticeships-through-social-dialogue>

Advancing research on adult learning - Using and innovating quantitative approaches to support effective policies

This Cedefop research seminar brings together researchers, statisticians and analysts to explore innovative methods for measuring and analysing adult learning. It will take place at Cedefop's premises in Thessaloniki on 12 and 13 October 2026, focusing on how data can improve understanding of adult learning systems and outcomes.

Participants will engage in presentations and discussions on advanced statistical methods, data collection and analytical approaches. Sessions will explore how to measure participation, identify patterns and analyse drivers, barriers and outcomes of adult learning in a changing labour market. The programme will also address survey design and the use of data for policy advice, highlighting comparative and longitudinal approaches. Such evidence-based analysis is indispensable for informing policy development, guiding resource allocation, and strengthening the responsiveness of adult education systems to evolving workforce needs.

Cedefop invites researchers and analysts to submit abstracts for presentations, focusing on topics such as measurement approaches, data use for policy and survey design.

The seminar aims to strengthen knowledge on how robust methods and high-quality data can improve understanding of adult learning systems. It will support exchange between data producers, researchers and policymakers, and contribute to building a stronger evidence base for policy development, resource allocation and system responsiveness.

Link: <https://www.cedefop.europa.eu/en/events/advancing-research-adult-learning>

Sixth Policy learning forum (PLF) on upskilling pathways for all adults

In November 2026, Cedefop and the European Economic and Social Committee (EESC) will organise the sixth Policy Learning Forum on upskilling pathways for all adults.

Policy Learning Fora (PLF) on upskilling pathways are a series of policy learning events aimed at providing a platform for countries to share experiences and explore common challenges in upskilling adults.

The Sixth Policy Learning Forum (PLF) on upskilling pathways will focus on understanding participation in adult training and discussing forward-looking approaches to supporting lifelong and life-wide adult upskilling.

Link: <https://www.cedefop.europa.eu/en/events/sixth-policy-learning-forum-plf-upskilling-pathways-all-adults>

AI in EU workplaces

Fast-paced developments in generative and physical artificial intelligence (AI) technologies are promising widespread productivity dividends and jobs growth across many economic sectors. However, productivity gains that are evident across specific tasks and worker subgroups have not yet materialised into measurable and sustained macroeconomic dividends for firms and economies or tend to be unequally distributed across different groups. This Cedefop workshop aims to put this new “AI productivity challenge” centre stage. By blending research insights and stakeholder experience, specific emphasis will be given on how AI skill shortages and gaps, a major impediment to AI adoption and diffusion within companies, can be overcome with targeted and well-designed up- and reskilling programmes. Along with state-of-the-art research, case studies from firms and organisations in specific sectors affected by AI will be presented.

Link: <https://www.cedefop.europa.eu/en/events/ai-skills-competitive-advantage-europe>

Initiatives

Timeline of VET policies in Europe - focus on gender stereotypes

Cedefop's 'Timeline of VET policies in Europe', collects information on VET policies promoting equal opportunities and inclusion. The most recent analysis brought about that a few countries address gender stereotypes and some have launched initiatives to build more gender-inclusive VET systems (e.g. support to women in sectors/occupations/types of skills (like STEM) in which they are underrepresented like through mentoring, career guidance, financial incentives; awareness-raising to challenge gender stereotypes; provision of entrepreneurial skills). Findings will be published in Cedefop's forthcoming synthesis report analysing policy developments 2020-2025.

Link: <https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe>

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Publications

Informality and Dual VET: Strengthening Skills Development in the Informal Economy

In many countries, young people and adults acquire valuable occupational skills through traditional apprenticeships and on-the-job learning. However, these competences often remain unrecognised, uncertified and disconnected from formal education and further training.

Under its annual theme “Informality and Dual VET”, DC dVET showed how dual vocational education and training can strengthen existing informal learning systems. Experiences from Benin, Burkina Faso, Côte d’Ivoire, Ghana, India and Argentina show how dual VET can:

- improve the quality of workplace-based learning;
- recognise prior learning and informal skills;
- strengthen the pedagogical and technical capacities of master craftspersons;
- connect informal enterprises with vocational training institutions;
- introduce modular training and certification; and
- support transitions into decent work, formal qualifications and lifelong learning.

The annual theme included four BarCamps on decent work, inclusive growth, the role of informal enterprises and sustainable financing. The final session, organised with the ILO, focused on resilient funding models for dual VET in informal economies, including public-private partnerships, business contributions and other financing mechanisms beyond donor funding.

The findings are presented in a desk study and policy brief, available in English, French and Spanish. A dedicated section on the DC dVET website brings together these publications, the BarCamp recordings and further resources.

Link: <https://www.dcdualvet.org/topics-and-resources/informality-dual-vet/>

Skills on the Move: Dual VET in Migration and Fragile Contexts

As part of its 10-year anniversary activities, the Donor Committee for Dual Vocational Education and Training (DC dVET) is examining how dual VET can respond to major global challenges. Two recent events focused on the links between vocational training, migration and fragile contexts.

The anniversary webinar “Skills on the Move: How Migration Intersects with Dual VET”, held on 6 May 2026, brought together practitioners, policymakers, researchers and development partners. Discussions showed how vocational education can support fair labour mobility and respond to migration dynamics.

Participants addressed several key questions:

- How can skills development respond to different migration contexts?
- How can companies be engaged in countries with high levels of emigration?
- What role does skills recognition play in fair migration?
- How can transnational skills partnerships support workers and employers?

The event also highlighted the importance of connecting vocational training with migration policies and labour-market needs. Recognition of qualifications and cooperation between countries can help migrants use their skills more effectively and access better employment opportunities.

A second event, the BarCamp “Vocational Skills Development in Crisis and Fragility – How to Make Best Use of Dualized VET”, took place on 1 July 2026. Practitioners and experts discussed how vocational training can continue in contexts affected by conflict, displacement and institutional disruption.

Experiences from Ukraine, Gaza, Ethiopia and Lebanon demonstrated that training systems can contribute to livelihoods, resilience and social cohesion, even under extremely difficult conditions. At the same time, participants stressed that dualized VET models must be adapted to local realities. Flexible delivery approaches, practical partnerships and a strong understanding of the context are essential.

Link: <https://www.dcdualvet.org/portfolio-items/webinars/>

Upcoming and Past Events

BarCamp – Who Advocates for the Apprentices? 14 October | 12:00–13:40 CET | Virtual and interactive

Join DC dVET's 10-Year Anniversary Webinar Series on 14 October 2026, from 12:00 to 13:30 CET, to find out how social dialogue and worker representation can protect apprentices and strengthen the quality of dual VET. The webinar will feature international perspectives, insights from Austria and German development cooperation, and a discussion of practical ways to make apprenticeship systems more inclusive and improve their quality.

Link: <https://www.dcdualvet.org/dcevent/webinar-who-advocates-for-the-apprentices-the-role-of-social-dialogue/>

EBRD

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Upcoming and Past Events

Advancing Employer-Led Skills Governance in Egypt, Coordination Workshop on Sector Skills Council for Engineering Industries

On 25 June 2026, EBRD, in partnership with the Chamber of Engineering Industries (CEI) and the Federation of Egyptian Industries (FEI), convened the final workshop of the Sector Skills Council for Engineering Industries (SSC-EI) in Cairo. The event brought together government representatives, employers, training providers and development partners to review progress towards establishing an employer-led mechanism for identifying and responding to skills needs in one of Egypt's largest industrial sectors. The workshop showcased key outputs developed under the initiative, including a Labour Market Needs Assessment, ten National Occupational Skills Standards, and an operational framework for the Council. Discussions focused on the role of sector skills councils in strengthening labour market responsiveness, improving alignment between industry demand and training provision, and supporting the institutionalisation of employer engagement within Egypt's evolving TVET governance

system. Participants also explored opportunities for continued collaboration between government, industry and development partners, including the European Training Foundation (ETF), to support the operationalisation of sector skills councils and advance evidence-based skills governance in Egypt.

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Publications

Report from the Commission to the Council on the implementation of the Council Recommendation on Vocational Education and Training (VET) for sustainable competitiveness, social fairness and resilience

The European Commission published the report on the 2020 Council Recommendation on VET (hereafter Recommendation) in July 2026 to take stock of Member States' measures to address the priorities laid out in the Recommendation, five years following its adoption. The report examines what Member States have done since the adoption of the Recommendation and monitors the 2025 targets adopted under the Recommendation. One of the key messages is that VET has become increasingly important to address challenges and transformations such as labour shortages, demographic change, technological change and the green and digital transition. The report presents important input to the upcoming European VET Strategy.

Link: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52026DC0363>

Report: Analysis of the integration of Artificial Intelligence in VET systems

A new Joint Research Centre study looks at how AI is being integrated into the VET systems of Austria, Belgium, Slovenia, Spain and the Netherlands, selected for their dense intermediary ecosystems and established links between training centres and industry, offering a close-up view of how policy intentions translate into classroom practice. The study

argues that where AI adoption succeeds, it is rarely down to the technology itself. Instead, it depends on governance, teacher readiness and trusted digital infrastructure working together.

Link: <https://publications.jrc.ec.europa.eu/repository/handle/JRC146918>

New EAfA brochure: Good for Youth, Good for Business

In May, EAfA launched the fourth edition of its Good for Youth, Good for Business brochure, highlighting how high-quality apprenticeships help young people to gain the skills they need, support business growth, and strengthen Europe's competitiveness. Building on the previous edition, published in 2021, the new brochure showcases the continued value of apprenticeships in today's evolving EU policy landscape. It shows how strongly apprenticeships contribute both to the key policy priorities of the Union of Skills and to addressing the rapid labour market changes driven by the green and digital transitions.

Link: https://employment-social-affairs.ec.europa.eu/news/new-eafa-brochure-good-youth-good-business-2026-05-27_en

Upcoming and Past Events

High-Level Event of the EAfA Community of Regions and Cities 2026

The European Alliance for Apprenticeships (EAfA) High-Level Event of the EAfA Community of Regions and Cities took place on 4-5 June 2026 in Rome, Italy. Co-organised by the European Commission and the Metropolitan City of Rome Capital, the event aimed to: raise awareness on the role of municipal authorities in building local apprenticeship ecosystems and enhance stakeholder

cooperation at the local, regional and national level; discuss the importance of systematically integrating entrepreneurial skills and transversal competences in Vocational Education and

Training (VET) and apprenticeships, also for the implementation of the Union of Skills strategy; provide EAfA members with an opportunity to network, exchange good practices, and boost cooperation.

The event brought together around 200 in-person participants, including EAfA members coming from 12 countries, a representative from the European Apprentices Network (EAN), and other key stakeholders from Italy. High-level representatives of the European Commission also participated in the

event, including Mario Nava, Director General of the Directorate-General for Employment, Social Affairs and Inclusion.

Link: https://employment-social-affairs.ec.europa.eu/news/local-governance-systems-and-entrepreneurial-learning-take-centre-stage-2026-eafa-high-level-event-2026-06-25_en

European Commission, DG INTPA

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Publications

Closing the Global Digital Skills Gap and the EU Tech Business Offer: A Strategic Win-Win

This positioning paper argues that digital skills should be positioned at the centre of the EU's international digital cooperation and Tech Business Offer. It identifies persistent shortages of ICT professionals in Europe and partner countries and examines how training, ICT outsourcing and corporate skills programmes can create mutually beneficial partnerships. The paper highlights models in which companies combine practical training, employment and service delivery, including examples from Africa, as well as corporate training initiatives linked to technology ecosystems and certifications. It also discusses how artificial intelligence is reshaping demand for ICT professionals toward higher-value skills such as machine learning, cybersecurity, cloud infrastructure and data governance. The paper concludes with recommendations for Team Europe to support enabling digital-policy environments, public-private training partnerships, mobility programmes, and expanded European corporate training and innovation ecosystems in partner countries.

Initiatives

The Digital for Development (D4D) Hub

The Digital for Development (D4D) Hub is a strategic multi-stakeholder platform that strengthens digital cooperation between the European Union and its Member States, working as Team Europe, and partner countries and regions worldwide. Its mission is to promote a human-centric, inclusive and sustainable digital transformation, aligned with the EU's Global Gateway approach. The Hub brings together the

EU, Member States, partner governments, the private sector, civil society, academia and financial institutions to improve coordination, mobilize expertise and resources, foster policy dialogue, and develop joint digital initiatives and investments. It seeks to reduce digital divides while ensuring that digital transformation supports fundamental rights, sustainable development and broader social and economic objectives. Its work is organized through regional engagement in Sub-Saharan Africa, Latin America and the Caribbean, Asia-Pacific, and EU neighbouring countries, complemented by thematic cooperation in areas including artificial intelligence, connectivity, cybersecurity, digital governance, digital skills, digital health, entrepreneurship and innovation, gender and digital rights, and the green and digital transition. Through thematic working groups and regional branches, the D4D Hub facilitates knowledge exchange, identifies common priorities, incubates initiatives and helps Team Europe combine resources and expertise to increase the impact of international digital cooperation.

Link: <https://d4dhub.eu/>

ETF

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Publications

Adult learning in EU candidate countries and potential candidate countries.

In 2026, the ETF published eight country factsheets (in English and national languages) covering adult learning legal and institutional arrangements in EU 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:

- Strategies, policies and the legal framework;
- Institutional arrangements, governance models and financing, including monitoring and quality assurance; and
- 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 the forthcoming cross-country analytical report frame this urgency as a system-level issue rather than a programme-level gap, as it is explained in the conceptual paper on ‘adult learning systems’ and their governance. ETF analysis 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 – it 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.

Links:

- European Training Foundation (2026-forthcoming), Making adult learning a reality for all. Analysis of legal and institutional arrangements in selected EU candidate countries and potential candidate, Turin: ETF. (release planned for October 2026, check on: <https://www.etf.europa.eu/en/publications-and-resources/publications>)
- European Training Foundation (2026). Adult learning systems and their governance. A conceptual framework, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/adult-learning-systems-and-their-governance>
- European Training Foundation (2026a), Adult Learning in Albania, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/adult-learning-albania-1>
- European Training Foundation (2026b), Adult Learning in Bosnia and Herzegovina, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/adult-learning-bosnia-and-herzegovina>
- European Training Foundation (2026c), Adult Learning in Kosovo, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/adult-learning-kosovo>

- European Training Foundation (2026d), Adult Learning in Moldova, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/adult-learning-moldova>
- European Training Foundation (2026e), Adult Learning in Montenegro, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/adult-learning-montenegro>
- European Training Foundation (2026f), Adult Learning in North Macedonia, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/adult-learning-north-macedonia>
- European Training Foundation (2026g), Adult Learning in Serbia, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/adult-learning-serbia>
- European Training Foundation (2026h), Adult Learning in Ukraine, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/adult-learning-ukraine>

Analysis of work-based learning in Albania, Kosovo*, Montenegro, North Macedonia and Serbia.

In 2026, the ETF completed the cross-country analysis of the quality of work-based learning (WBL) in initial and continuing VET and active labour market policies in the Western Balkans. The analysis is presented in two reports, one on WBL in IVET and CVET and one on WBL in ALMPs. Both reports build on findings from five ETF country assessments carried out in 2025, which applied a common analytical framework aligned with the criteria of the European Framework for Quality and Effective Apprenticeship (2018) and the European Framework for Quality Traineeships (2014). Their purpose is to support and guide the design and delivery of quality WBL, including dual VET, in response to structural challenges in the region's education sectors and labour markets, including persistently low youth employment rates, high proportions of young people not in education, employment or training (NEETs) or who experience delayed or insecure school-to-work transitions. The comparative findings are intended to inform political dialogue at national, regional and international level, serve as a basis for reforms, promote closer alignment with European quality principles and provide guidance for further analytical and operational work.

Links:

- European Training Foundation (2026, forthcoming): Cross-country analysis of work-based learning in Albania, Kosovo*, Montenegro, North Macedonia and Serbia. An assessment as per EU quality standards in initial and continuing VET, Turin. (release planned for September 2026, check on: <https://www.etf.europa.eu/en/publications-and-resources/publications>)

- European Training Foundation (2026b, forthcoming): Work-based learning practices in the context of Active Labour Market Policies in the Western Balkans. A cross-country assessment per EU quality assurance standards, Turin (release planned for September 2026, check on: <https://www.etf.europa.eu/en/publications-and-resources/publications>)
- ETF (European Training Foundation) 2026, Work-based learning in Bosnia and Herzegovina – an assessment per EU quality standards. European Training Foundation: Torino. <https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-bosnia-and-herzegovina-assessment-eu>
- ETF (European Training Foundation) 2026, Work-based learning in Moldova – an assessment per EU quality standards. European Training Foundation: Torino. <https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-moldova-assessment-eu-quality-standards>
- ETF (European Training Foundation) 2025a, Work-based learning in Albania – an assessment per EU quality standards. European Training Foundation: Torino. <https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-albania-assessment-eu-quality-standards>
- ETF (European Training Foundation) 2025b, Work-based learning in Kosovo* – an assessment per EU quality standards. European Training Foundation: Torino. <https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-kosovo-assessment-eu-quality-standards>
- ETF (European Training Foundation) 2025c, Work-based learning in North Macedonia – an assessment per EU quality standards. European Training Foundation: Torino. <https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-north-macedonia-assessment-eu-quality>
- ETF (European Training Foundation) 2025d, Work-based learning in Montenegro – an assessment per EU quality standards. European Training Foundation: Torino. <https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-montenegro-assessment-eu-quality>
- ETF (European Training Foundation) 2025e, Work-based learning in Serbia – an assessment per EU quality standards. European Training Foundation: Torino. <https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-serbia-assessment-eu-quality-standards>

Aligning climate ambition and workforce development in Serbia

Serbia has strengthened its climate ambitions, but turning targets into results will require greater investment in people, skills and institutions. This report examines how workforce development, education and labour market systems can support the country's transition to a low-carbon economy and its EU accession goals. Drawing on policy analysis and stakeholder consultations, it identifies gaps in skills anticipation, workforce planning and cross-government coordination, while highlighting the importance of a just transition for workers and communities. The report offers practical recommendations to better align climate action with human capital development, helping ensure that Serbia's green transition is inclusive, effective and sustainable.

Link: <https://www.etf.europa.eu/en/publications-and-resources/publications/aligning-climate-ambition-and-workforce-development-serbia>

Aligning climate ambition and workforce development in Moldova

Moldova has set some of the most ambitious climate targets in the region, but achieving them will depend on more than policy commitments. This report examines how skills, education, labour market institutions and governance arrangements can support the implementation of Moldova's Nationally Determined Contribution (NDC 3.0) and its EU accession objectives. It highlights the growing importance of workforce preparedness, skills anticipation and just transition measures in delivering climate action. Drawing on policy analysis and stakeholder consultations, the report identifies key implementation challenges and offers practical recommendations to better align climate ambition with human capital development and long-term economic transformation.

Link: <https://www.etf.europa.eu/en/publications-and-resources/publications/aligning-climate-ambition-and-workforce-development-moldova>

A study on the digital competence of general secondary school teachers in Ukraine

This report presents the results of a nationwide study on the digital competence of primary and secondary general education teachers in Ukraine. Based on data from 397 schools and 8,091 teachers, collected through the European Commission's SELFIE for Teachers self-reflection tool, it analyses teachers' digital competence, including AI literacy, at national

and regional levels. The report promotes an innovative methodology, beyond traditional surveys, to capture teachers' needs and support their professional development agency. The report concludes with policy messages to inform evidence-informed teacher professional development.

Link: <https://www.etf.europa.eu/en/publications-and-resources/publications/study-digital-competence-general-secondary-school-teachers>

Labour market (re-) integration and skills development for persons with disabilities. Labour market (re-) integration and skills development for persons with disabilities.

The European Training Foundation (ETF) initiated a mapping of policies and programmes for labour market (re-)integration and skills development for persons with disabilities in several Partner countries, in response to the European Union's priority to foster social inclusion and economic autonomy of persons with disabilities through employment, as per priorities set out in the EU Disability Employment Package. The main objectives were to conduct a systemic, comparative policy analysis of the support for employment of persons with disabilities and to identify needs for strengthening the capacity of actors in selected EU neighbouring countries. The analysis was conducted in accordance with the framework proposed by the EU Disability Employment Package, with a particular focus on Active Labour Market Policies and skills development dimensions.

Links:

- European Training Foundation (2026), Labour market (re)integration and skills development for persons with disabilities – Türkiye, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/labour-market-re-integration-and-skills-development-3>
- European Training Foundation (2026), Labour market (re)integration and skills development for persons with disabilities – Serbia, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/labour-market-re-integration-and-skills-development-2>
- European Training Foundation (2026), Labour market (re)integration and skills development for persons with disabilities – Kazakhstan, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/labour-market-re-integration-and-skills-development-1>

- European Training Foundation (2026), Labour market (re)integration and skills development for persons with disabilities – Ukraine, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/labour-market-re-integration-and-skills-development-0>
- European Training Foundation (2026), Labour market (re)integration and skills development for persons with disabilities – Bosnia and Herzegovina, Turin. <https://www.etf.europa.eu/en/publications-and-resources/publications/labour-market-re-integration-and-skills-development-persons>

Study on gender-based occupational segregation 2026-2028

ETF is launching a study on gender-based occupational segregation in the EU and ETF partner countries in August 2026. By limiting women's and men's access to occupations in which their skills could be used most productively, occupational segregation leads to missed economic opportunities for countries through inefficient talent allocation, persistent skills shortages, lower productivity and slower economic growth. The study seeks to improve understanding of occupational segregation and its relationship with education and skills development, generating robust evidence to inform policy discussions and future measures promoting equal opportunities in education and labour markets. The study combines statistical analysis of microdata from labour force surveys and education and qualitative research in the field.

Upcoming and Past Events

Workshop on apprenticeships for selected EU candidate countries (CCs), Thessaloniki, 8 October 2026.

ETF technical workshop on apprenticeships for selected EU candidate countries (Albania, Montenegro, North Macedonia and Serbia). This event, by invitation only, will take place back-to-back with the Cedefop 6th Policy Learning Forum dedicated to 'Quality apprenticeships through social dialogue'.

Link: In-person, by invitation only event.

Torino Global Skills Summit 2026, Torino, 23-25 November 2026.

At the Torino Global Skills Summit 2026, the European Training Foundation (ETF) will bring together policymakers, experts, employers, education and training providers, and young people from the EU and ETF partner regions to explore how skills can drive competitiveness, inclusion and resilience. The Summit will contribute to the wider European debate on the

future of skills, including the EU's Union of Skills and its focus on high-quality education and training, lifelong learning, labour-market relevance, skills portability, and opportunities for people to upskill and reskill throughout their lives.

Link: <https://www.etf.europa.eu/en/news-and-events/events/torino-global-skills-summit-2026>

Connecting the dots, Brussels, 27-28 May 2026.

An international event "Connecting the Dots" was hosted in Brussels on May 27-28, 2026, by the ETF in partnership with the European Association of Institutes for Vocational Training (EVBB), the European Forum of Technical and Vocational Education and Training (EfVET), the European Vocational Training Association (EVTA) and the Lifelong Learning Platform (LLLP). Practitioners, experts, and policymakers from some 25 countries worked through highly interactive and experiential sessions, each built around one of the European key competence frameworks, allowing exchange of expertise and learning together. The event aimed at supporting policy-practice nexus and getting inspiration for stakeholders and experts in the EU's Enlargement region in pursuing competence-based education modernisation and triggering collective thinking on how European key competence frameworks could be effectively applied in designing curricula and learning experiences while applying integrated approaches to the development of key competence learning outcomes. The event also included the final stage of the New Learning Award 2026 competition which aimed to collect and recognise creative teaching practices helping learners to develop key competences across subjects and in real-life contexts. To learn more about the Award, please visit the ETF New Learning Award 2026 page.

Link: <https://openspace.etf.europa.eu/newlearningaward2026>

Global Symposium: Partnership for Excellence

The ETF-hosted Global Symposium: Partnership for Excellence which brought together 61 participants from 24 countries to explore how partnerships can drive vocational excellence worldwide. The event is part of the initiative Towards a Global TVET Agenda (TGTA) funded by the German Federal Ministry for Education, Family Affairs, Senior Citizens, Women and Youth. The event highlighted the role of the TGTA initiative in strengthening collaboration, research and policy development in technical and vocational education and training (TVET). Discussions focused on Centres of Vocational Excellence (CoVEs), public-private partnerships, work-based learning, and innovative tools such as the forthcoming VET Policy Playbook and challenge partnerships. Participants

stressed the importance of inclusion, peer learning, evidence-based policymaking and stronger links between education and labour markets to ensure TVET delivers meaningful opportunities and social impact globally.

Link: <https://www.etf.europa.eu/en/news-and-events/news/global-symposium-partnership-excellence-tgta-and-promise-tvet>

IDB

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Publications

Making Labor Markets Work: Improving Productivity and Workers' Welfare in Latin America and the Caribbean

Making labor markets work, for both productivity and worker welfare, is among the most important and most neglected levers available to Latin America and the Caribbean. The region's labor market combines decades of stagnant productivity with a structure dominated by excessive levels of self-employment and employment in micro-enterprises, and where most workers lack social security coverage and capture only a fraction of the value they produce. Drawing on three decades of harmonized household survey data, institutional analysis, empirical evidence, and country case studies, this book analyzes how labor market institutions shape productivity, employment, wages and formality across the region. It also shows that modernizing employment regulation, delinking the financing of social protection from formal jobs, strengthening enforcement, and investing in skills and active labor market policies can raise productivity and improve labor market outcomes. These reforms can expand social protection while ensuring workers share in productivity gains

Link: <https://publications.iadb.org/en/making-labor-markets-work-improving-productivity-and-workers-welfare-latin-america-and-caribbean>

Opportunities and Challenges in the Development and Use of Skills and Occupation Taxonomies in Latin America.

The rapid transformation of labor markets in Latin America, driven by digitalization and productive transition, calls for innovative tools to anticipate and manage skills demand. This technical note examines the strategic role of occupational and skills taxonomies

as key instruments to identify gaps, guide public policies, and improve employability. It analyzes governance models, methodologies for construction and updating, and the sustainability challenges of regional and international initiatives. Finally, it offers practical recommendations for countries interested in developing their own systems, highlighting the importance of interinstitutional collaboration, local capacity building, and continuous learning to address the challenges of the 21st century.

Link: <https://publications.iadb.org/en/opportunities-and-challenges-development-and-use-skills-and-occupation-taxonomies-latin-america>

Better Jobs Index 2026. Labor Market Impacts of an Internship Program on People with Disabilities.

This paper examines the impact of an internship program in Argentina (Programa Primer Paso; PPP) on the formal employment trajectories of people with disabilities (PwD). Using administrative data from 2002 to 2023 and a staggered difference-in-differences design, we estimate that program participation increases formal employment and improves employment stability over time. The average probability of being formally employed rises by about 8 percentage points within three years after treatment, with the effect growing over time. The program also increases sustained employment--measured as at least 6 or 12 months of formal work per year--and total months in formal jobs. About three-quarters of the observed employment gains arise from jobs at firms other than the initial internship host, indicating broad integration into the formal labor market, not just formalization of preexisting ties. These results are robust to alternative specifications and pre-trend tests. The effects are larger for individuals residing in the capital city and those placed in medium-sized and large firms, and smaller for individuals with mental disabilities. No clear differences are found by age or gender. We find no evidence of changes in participating firms hiring behavior toward PwD after hosting a PPP intern with a disability. These findings suggest that internship programs can reduce labor market gaps for PwD in developing countries, with patterns consistent with three mechanisms: alleviating informational frictions, raising expectations about employment prospects, and acquiring transferable skills.

Link: <https://publications.iadb.org/en/labor-market-impacts-internship-program-people-disabilities>

What Jobs are Being Created in Latin America?: Analysis of Online Job Postings in Latin America and the Caribbean

This document contains an analysis of more than 6.2 million digital job vacancies across 15 Latin American countries between 2022 and 2025. It shows a slowdown in job postings, along with demand dominated by administrative, commercial, and service occupations that require intermediate to relatively high levels of preparation. Although knowledge-intensive sectors such as professional services, finance, and information continue to grow and lead the demand for digital skills, the rapid increase in vacancies related to artificial intelligence (AI) in 2025 stands out, reflecting the technological transformation of multiple sectors. The supply of remote work remains limited but shows signs of recovery, concentrated in higher education, data analysis, and technology. Overall, the results reveal a labor market in transition, where traditional jobs coexist with a growing need for digital and technological skills for the new economy.

Link: <https://publications.iadb.org/en/what-jobs-are-being-created-latin-america-analysis-online-job-postings-latin-america-and-caribbean>

Embracing Industry Disruption for Inclusive Growth: Skills Strategies to Support Industry Transformation.

Latin America and the Caribbean currently stand at the precipice of a historic industrial transformation, catalysed by global megatrends such as artificial intelligence, nearshoring, and the green transition. This publication sets forth a vision that for the region to convert these potential disruptions into competitive advantages, nations must fundamentally pivot from traditional supply-driven education models to demand-driven skills development systems. As the central pillar of this transformation, Industry Skills Strategies are defined as sector-specific frameworks designed to align workforce competencies strictly with evolving market demands. These strategies empower industries to transition from being passive consumers of graduates to becoming active architects of talent. By conducting rigorous labour diagnoses and mapping value chains, industries can pinpoint “missing links” in human capital required for objectives like electromobility or Industry 5.0. A robust Industry Skills Strategy is built upon a human-centric, three-fold approach:

1. Preparing the Future: Ensuring the current workforce is reskilled to remain employable as industries evolve.
2. Removing Barriers: Actively expanding access for vulnerable groups, such as women and youth, to ensure inclusive participation.

3. Advancing Competitiveness: Utilizing innovation-oriented upskilling to help firms adopt new technologies and improve productivity. Case studies, such as the automotive skills strategies in Mexico, demonstrate how these frameworks are applied to de-risk transitions to electric vehicle production and Industry 5.0 by prioritizing critical emerging roles and modular training. Ultimately, moving toward an industry-led, demand-driven model is not merely a social policy but a core industrial policy instrument and a prerequisite for achieving inclusive, sustainable growth in the region.

Link: <https://publications.iadb.org/en/embracing-industry-disruption-inclusive-growth-skills-strategies-support-industry-transformation>

Micro-credentials and Short Courses in Latin America and Caribbean Region.

Micro-credentials have the potential to expand access to post-secondary education by offering students more flexible and cost-effective alternatives to traditional higher-education pathways. They can also help bridge the gap between jobseekers and employers by reducing information frictions that hinder efficient job matching, while enabling individuals to upgrade their skills without leaving the workforce. As such, micro-credentials can accelerate career advancement. However, in Latin America and the Caribbean, evidence of their effectiveness remains limited and, at times, mixed. This note outlines a set of measures aimed at improving both the quality and relevance of micro-credentials, as well as the methods used to assess their impact, so that countries can fully harness this promising public-policy tool

Link: <https://publications.iadb.org/en/micro-credentials-and-short-courses-latin-america-and-caribbean-region>

Planned events / webinars

Investing today transforming tomorrow: Unlocking Human capital as the engine for growth in Suriname

Suriname is at a turning point in its development trajectory, with education and skills positioned at the center of a more sustainable, inclusive, and diversified path for growth. In this context, the conference Investing Today, Transforming Tomorrow: Unlocking Human Capital as the Engine for Growth in Suriname, co-hosted by the Government of Suriname and the Inter-American Development Bank (IDB), marked an important milestone, reaffirming human capital as a key driver of long-term prosperity, resilience, and economic diversification.

The first phase of the conference, held in Paramaribo on April 8-9, 2026, brought together government authorities, educators, youth leaders, private sector representatives, development partners, and international experts to explore how strengthening human capital and TVET can support the country's long-term aspirations.

Drawing on international experiences, youth voices, and national dialogue, this publication captures the conference's main insights to inform Suriname's efforts to develop a ten-year national vision for human capital development and a five-year action plan. It aims to support a nationally led process to define priorities, build consensus, and translate ambition into action. By bringing together global knowledge and local perspectives, this publication seeks to contribute to Suriname's efforts to place human capital at the center of its long-term development strategy.

Link: <https://publications.iadb.org/en/publications/english/viewer/A-Turning-Point-for-Suriname-Development-Investing-Today-Transforming-Tomorrow-Unlocking-Human-Capital-as-the-Engine-for-Growth.pdf>

Investing today transforming tomorrow: Unlocking Human capital as the engine for growth in Suriname - TVET session

Skills for Diversification: Building the Workforce Suriname Needs

Identify the specific foundational, digital, technical, and socioemotional skills that Suriname must prioritize to support its economic diversification agenda, and to understand how governments, employers, and training institutions can collaborate to rapidly develop these capabilities at scale. What models can strengthen TVET relevance, apprenticeships, and employer-led training for priority sectors? <https://www.youtube.com/watch?v=7xVS8FiXNdE>

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

Investing in human capital is a deliberate national choice - not a byproduct of growth. The case of Singapore

Suriname stands at a defining moment in which it can actively shape its development trajectory by prioritizing human capital as the foundation of sustainable growth and social cohesion. International experience shows that countries that rely primarily on natural resources without sustained investment

in human capital often face economic volatility and limited diversification. In contrast, countries that invested strategically in people achieved more inclusive and sustained growth, as the example of Singapore illustrates below

Link: https://www.youtube.com/watch?v=HdhMglWbLSg&list=PLImi_FjrZhvQE-usFz111zg2nbm82c1f&index=4

Unlocking Skills for Life and Work in Latin America and the Caribbean

In a rapidly changing world, building new partnerships grounded on common interests and innovation is essential to shaping a forward-looking agenda. This year, the Inter-American Development Bank Group will host its biennial Partners Forum on April 15-16, 2026 at the Bank's headquarters, where high-level leaders and practitioners across the public, private, and philanthropic sectors will convene and work together.

This year the Forum seeks to spark concrete alliances between government, business, philanthropy, and the IDB that can drive transformative action. In this spirit, the IDB will host a side event titled "Unlocking Skills for Life and Work in Latin America and the Caribbean: Partnerships to Transform Education" convened jointly by GPE, IDB, and CEAL, which represents a prime opportunity to channel the Forum's momentum into one of the region's most urgent priorities, inviting partners to collectively shape the future of education and workforce readiness in Latin America and the Caribbean (LAC).

Skills for life and work has emerged as a common priority in the efforts to transform education systems across the region, with many countries emphasizing foundational learning, socioemotional competencies, digital skills, 21st century skills, and pathways to employability. This convergence of challenges and priorities across countries presents a key opportunity: to rally governments, multilateral development banks, private sector leaders, and international partners around a shared vision for transforming education around a unifying regional priority - Skills for Life & Work.

Link: <https://events.iadb.org/Participants/app/#/OpenRegistration/?776B43A5CA3BF6F8D82D63045FA5EA471B5AA9DEDE119668F35ABAB5331D114103EE6E1E85C191D035E78E89F113AC20079517FE14A2B29EEEDD94AC14EBB270>

Initiatives

Gender in infrastructure

The IDB is committed to fostering gender equality, because reversing in women and girls brings great benefits to the development process. This commitment begins in 1987 when the IDB approves the Operational Policy on Women in Development (OP-761), which recognizes the advances of women as a priority within the objectives of development. Equally careful with the Gender and Diversity Sectoral Framework Document that guides the Bank's work on policies to increase gender equality and support the development of indigenous and Afro-descendant identities. The most relevant policy challenges to support gender equality are:

Link: <https://generoeninfraestructura.iadb.org/en/iadb-gender-policy>

ILO

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Publications

Designing Apprenticeships: A Guidance Note for Practitioners and Policy-makers in Africa

Lifelong Learning and Skills for the Future

This report offers a clear roadmap on how countries can build inclusive, forward-looking lifelong learning systems that support workers and enterprises in a transforming world of work.

Link: https://researchrepository.ilo.org/esploro/outputs/report/Lifelong-learning-and-skills-for-the/995699970302676/filesAndLinks?institution=41ILO_INST&index=0

Lifelong learning and skills for the future: Insights for Africa

This regional brief explores how lifelong learning and skills development can support resilience, inclusion and decent work in Africa. Drawing on new data and analysis, it highlights access gaps, shifting skills demand and priorities for building effective learning systems.

Link: <https://www.ilo.org/publications/lifelong-learning-and-skills-future-insights-africa>

The ILO Programme on Skills for a Greener Future

This programme note provides a comprehensive overview of the ILO's work on skills for green jobs in the context of just transition. It brings together the main narrative, key knowledge products and tools, and the range of support available at global and country levels, contributing to the implementation of the ILO strategy on skills and lifelong learning 2030. It also includes a snapshot of projects that integrate skills for green jobs, either as standalone initiatives or within broader policy areas.

Link: <https://www.ilo.org/publications/ilo-programme-skills-greener-future>

From experience to opportunity: Unlocking skills through RPL

Recognition of Prior Learning (RPL) is increasingly central to building more inclusive and responsive labour markets. Across Africa and beyond, many workers acquire valuable skills through informal and non-formal learning, yet these competencies often remain unrecognized. Recognizing this potential is both an inclusion imperative and a strategic opportunity to improve productivity, mobility, and access to decent work. This report presents the outcomes of the Regional Training and Experience-Sharing Workshop on RPL, held in Nairobi, Kenya, under the framework of the PROSPECTS partnership and the ILO's Global Skills Programme. Both initiatives support countries in strengthening skills systems to improve employment outcomes, particularly for vulnerable populations, including refugees, host communities, and workers in the informal economy. RPL is a key instrument in this regard, providing pathways to recognition, certification, and progression. The workshop also contributes to advancing the ILO's Skills and Lifelong Learning Strategy, which promotes flexible and inclusive approaches to skills development. It also aligns with the African Union Commission's Continental TVET Strategy (2025–2034), which identifies RPL as a critical tool for strengthening skills systems and enhancing employability across the continent.

Link: <https://www.ilo.org/publications/experience-opportunity-unlocking-skills-through-rpl>

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. It recommends embedding skills planning in national hydrogen strategies; building cross-sector partnerships; expanding practical, inclusive hydrogen training (including TVET and work-based learning); supporting local workforce development; and using data systems to continuously monitor, adapt and scale training for a just transition.

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

Powering the future: Critical energy transition minerals and the workforce of tomorrow

Critical energy transition minerals (CETM) are key inputs for rapidly expanding clean-energy technologies and infrastructure, including wind turbines, solar photovoltaic panels, electric vehicles and battery storage systems. As the world shifts from its dependence on fossil fuels to cleaner energy in pursuit of the goal of net zero carbon emissions by 2050, demand for CETM is likely to almost triple by 2030 and quadruple by 2040. This policy brief examines the workforce and skills implications of the CETM value chain, highlighting significant scope for resource-rich countries to upgrade industrial capacity through international cooperation, technology transfer and skills development. The brief recommends strengthening CETM-specific skills intelligence to inform curricula, training programmes and qualification and certification frameworks and the CETM skills ecosystem to promote employability, decent work and local value addition through social dialogue.

Link: <https://www.ilo.org/publications/powering-future-critical-energy-transition-minerals-and-workforce-tomorrow>

BRICS Indian Presidency 2026: Cooperation on employability, skills mapping and skills development

Cooperation on employability, skills mapping and skills development was among the four priorities discussed by BRICS Labour and Employment Ministers under India's 2026 BRICS Chairship. The discussions highlighted the importance of strengthening skills ecosystems, improving skills recognition and labour market intelligence, and expanding apprenticeships, work-based learning and lifelong learning to help workers and employers respond to rapidly evolving labour market needs. Read the Technical paper prepared on Priority 3 for the 2nd meeting of the Employment Working Group under India's presidency.

Initiatives

ILO helps strengthen graduate employability through core skills training in Ethiopia

Through the ILO Global Skills Programme, 40 TVT trainers and university instructors are being equipped to embed communication, teamwork, digital and problem-solving skills into teaching, helping prepare graduates for a changing world of work.

Link: <https://www.ilo.org/resource/news/ilo-helps-strengthen-graduate-employability-through-core-skills-training>

Cameroon lays foundation for recognizing skills gained through labour-based public works

Cameroon has taken an important step towards establishing a system to recognize skills gained through labour-based infrastructure programmes, paving the way for future certification and improved employment opportunities.

Link: <https://www.ilo.org/resource/news/cameroon-lays-foundation-recognizing-skills-gained-through-labour-based>

Malawi recognizes workers' skills through first recognition of prior learning assessment

With ILO support, Malawi has taken a key step towards recognizing skills acquired outside formal education and training, helping workers gain nationally recognized qualifications and improve their employment prospects.

Link: <https://www.ilo.org/resource/news/malawi-recognizes-workers%E2%80%99-skills-through-first-recognition-prior-learning>

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Publications

Skills in the AI age

As general-purpose technologies like the steam engine and electricity once revolutionised society, artificial intelligence (AI) is likewise doing so today. By enhancing productivity, stimulating economic growth and creating new job opportunities, AI could significantly enhance human work and the labour market. However, AI also presents challenges such as job displacements if the transition to using it is not properly managed. The effects of AI on employment differ across sectors, regions and cities, as well as across skill levels. Adapting to this shift requires developing new skills that align with evolving labour market demands. Policymakers play an essential role in ensuring workers are equipped to thrive in an AI-driven economy. This paper examines how AI is transforming labour markets, shifting skill requirements and the policy responses needed to harness AI's transformative potential while mitigating its social and economic risks.

Link: <https://doi.org/10.1787/972bd15e-en>

Skills at work: New evidence on returns to skills and training

Labour market megatrends are reshaping labour demand and altering the value of different skills, contributing to a decline in returns to formal education and training. At the same time, participation in adult training is falling in many countries, and when undertaken, training is often very short in duration. These developments raise important questions about which types of skills and learning activities are most valued in today's labour market. Using data from the 2022-2023 wave of the Survey of Adult Skills (PIAAC), this chapter analyses the links between wages and information processing skills, educational attainment and training participation. It explores how the links between wages and information processing skills and formal education interact with non-cognitive skills and workplace practices, and how different training modalities and topics are rewarded in the labour market. The chapter concludes with policy implications to strengthen the reward of skills and enhance the labour-market value of adult learning.

Link: <https://doi.org/10.1787/7e710f54-en>

Anticipating skill needs and adapting higher education

This report examines how countries assess and forecast future skill needs through Skills Assessment and Anticipation (SAA) exercises. The goal of this analysis is to support policymakers, education authorities and stakeholders involved in workforce and higher education planning. It provides insights and practical examples to help design effective SAA systems that guide training, education and career choices. The report reviews 17 national exercises, highlighting their design features, methodologies and how results can inform higher education and workforce planning. The review finds that, high-performing systems generally involve a core SAA exercise and multiple complementary exercises with different time horizons and units and high stakeholder engagement. They combine quantitative and qualitative methods to make the most of both approaches and ensure the use of SAA outputs by presenting them clearly and by supporting SAA users in accessing and understanding the information.

Link: <https://doi.org/10.1787/827b3ca4-en>

Helping adults overcome barriers to training

Many barriers still prevent adults from taking part in upskilling and reskilling, even when training opportunities exist. These challenges can arise at any stage – before adults consider training, while exploring options, during decision-making and even once enrolled. Governments play a critical role in removing these obstacles through policies such as training leave, career guidance and financial incentives. Training providers also share responsibility, within their available resources, by raising awareness, offering flexible formats and creating inclusive learning environments. This policy brief examines the barriers adults face throughout the training process and highlights interventions by governments and providers to overcome them. Its aim is to help policymakers and training organisations identify the most relevant solutions for their context.

Link: <https://doi.org/10.1787/1d108027-en>

A skills-first labour market

Labour markets across OECD countries are undergoing rapid transformation, widening the gap between the skills employers need and those that formal education systems alone can provide. This report examines why skills-first approaches to hiring, talent management and skills development are becoming essential for improving labour market functioning and productivity, and what systemic changes are needed to adopt them at scale. It explores the development of common

skills languages, the integration of modular learning pathways and micro-credentials into education and training systems, the adoption of skills-first human resource practices within firms, and the role of career guidance, skills passports and recognition of prior learning in linking learning to jobs. Drawing on data from the Skills-First Readiness and Adoption Index, as well as emerging policy practices across the OECD, the report identifies the conditions under which skills-first systems can reduce information asymmetries, widen access to employment opportunities, and support economic dynamism, resilience and social mobility during a period of sustained change.

Link: <https://doi.org/10.1787/2e1b85f0-en>

AI and Skills: what we know so far

AI is often discussed in terms of technological breakthroughs, algorithms and investment figures. Yet as AI continues to transform workplaces, one of the decisive factors in whether economies will benefit from this shift may not be the technology itself, but the skills of the people using it. This report explores what we know so far about how AI is changing skill needs in the labour market and what skills are needed to make a success of AI.

Link: <https://doi.org/10.1787/f843b352-en>

Vocational education and training (VET), green and STEM jobs

Vocational education and training (VET) plays a key role in supplying skills for green and STEM (Science, Technology, Engineering, and Mathematics) jobs, particularly in middle-skilled occupations that are central to the green transition but increasingly exposed to skill mismatches when training does not keep pace with change. This paper uses online job-vacancy data from Australia, Canada, and the United Kingdom to examine how employers signal skill needs, the role of VET qualifications and apprenticeships in recruitment, and the extent to which green jobs rely on STEM knowledge and skills. The findings highlight substantial overlap between green and STEM occupations, and cross-country differences in how employers value VET pathways. The paper identifies 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 for the green transition.

Link: https://www.oecd.org/en/publications/vocational-education-and-training-vet-green-and-stem-jobs_03944cd5-en.html

Developing Vocational Education and Training with Artificial Intelligence

Developing Vocational Education and Training with Artificial Intelligence examines how AI is transforming the development of VET curricula, qualifications and occupational standards. Traditional development processes are often lengthy and resource-intensive and face growing pressure to keep pace with labour market changes driven by digitalisation, the green transition, structural change and AI itself. The report explores current and emerging applications of AI in VET development, including labour market analysis, competency mapping, automated drafting and compliance checking. It highlights opportunities to improve the relevance, responsiveness and efficiency of VET systems while also addressing challenges related to governance, transparency, quality assurance and trust. Emphasising the continued importance of human oversight, the report outlines policy considerations for the effective and secure use of AI in VET development. The analysis draws on survey responses from 25 countries and case studies from ten countries.

Link: https://www.oecd.org/en/publications/developing-vocational-education-and-training-with-artificial-intelligence_e9f76b4e-en.html

Upcoming and Past Events

Webinar: International Review of Micro-Credential Systems: From Fragmentation to Alignment (29 September)

The webinar will include a presentation of our latest report on micro-credentials and a panel discussion. The report explores how countries are working towards the harmonisation of micro credentials, which are short, flexible learning opportunities designed to help people gain new skills quickly. While these programmes are expanding rapidly, their growth has often been uneven and hard to navigate, making it difficult for learners to understand their value and for employers to recognise them. Focusing on international experience, this report examines the key elements needed to make micro credentials work as a coherent system. It looks at how countries define and organise these programmes across education and training sectors, how they build trust in their quality, how they link learning to real labour market needs, and how they support both learners and employers to engage with them. Without greater alignment, micro credentials risk adding confusion rather than opportunity. With it, policymakers and providers can make learning more flexible, help people adapt to changing jobs and provide clearer signals about skills.

Webinar: Helping adults overcome barriers to training (27 October)

The webinar will include a presentation of our latest report on helping adults address barriers to training. It will include a presentation of the report and a panel discussion. Many barriers still prevent adults from taking part in upskilling and reskilling, even when training opportunities exist. These challenges can arise at any stage – before adults consider training, while exploring options, during decision-making and even once enrolled. Governments play a critical role in removing these obstacles through policies such as training leave, career guidance and financial incentives. Training providers also share responsibility, within their available resources, by raising awareness, offering flexible formats and creating inclusive learning environments. This webinar will discuss the barriers adults face throughout the training process and highlights interventions by governments and providers to overcome them.

Hybrid event (Paris and online): Mapping Skill Shortages in OECD Countries: New Evidence from the Updated Skills for Jobs Database (14 October)

Skill mismatches and shortages are a growing challenge as skill needs evolve rapidly in response to the twin transitions and demographic changes. Across OECD countries, many employers struggle to find workers with the skills they need, while at the same time many workers face difficulties finding job opportunities matching their qualifications.

To support policy development, the OECD developed the Skills for Jobs Database, which provides internationally comparable indicators of occupation and skill imbalances in OECD countries. The database helps policymakers, researchers and practitioners identify shortages and surpluses and inform policies on skills development, labour mobility and workforce planning.

First launched in 2017 and updated in 2022, the Skills for Jobs Database is now being released in its third edition. Join us for the launch of the OECD Skills for Jobs Database 2026, where we will present the latest findings on skill and occupation imbalances in OECD countries and showcase the updated Skills for Jobs dashboard. The webinar will demonstrate how to navigate and use the database and explore the policy implications of the results through discussions with national and international experts.

Link: <https://www.oecd.org/en/events/2026/10/mapping-skill-shortages-in-oecd-countries.html>

Series: Skills and Future of Work AI evidence in progress webinars (October 2026 – May 2027)

As part of the Skills and Future of Work series, a series of webinars on AI Evidence in Progress will serve to present thematic policy briefs based on the second wave of surveys on the impact of AI on the labour market, leaving up to the release of EMO 2027 on AI and productivity.

Link: <https://www.oecd.org/en/about/projects/skills-and-the-future-of-work.html>

VET and the green transition

This webinar will explore how VET systems can adapt to support the green transition. Drawing on evidence from OECD countries, it examines three key challenges: keeping qualifications and curricula up to date in the face of technological and industrial change; ensuring that VET teachers and trainers have the knowledge and skills needed to teach emerging technologies and sustainability-related competences; and supporting workers who are most exposed to structural change but often least likely to participate in training. It will present policy approaches to strengthen the responsiveness of VET systems, including improved skills anticipation and labour market intelligence, more agile processes for updating qualifications and programmes, and targeted professional development for VET teachers and trainers. It will also discuss the role of modular and flexible learning pathways, reskilling and upskilling opportunities for adults, and personalised career guidance in helping individuals navigate changing labour market demands. The webinar will highlight practical lessons for policy makers, social partners and education providers on how to build responsive VET systems that equip learners and workers with the skills needed for a greener, more resilient and inclusive economy.

Link: planned end of October

Transforming Vocational and Technical Education (EPT) in Brazil, 17-18 June 2026

The seminar focused on how Brazil can strengthen and modernise its Vocational and Technical Education (EPT) system in the context of the ongoing reform and its implementation across states. Designed to support state-level authorities in rolling out the reform effectively, the event brought together international and national perspectives on key challenges and opportunities facing EPT. Discussions explored how programmes and curricula can be designed and continuously updated to respond to evolving labour market needs, while also creating clear progression pathways for learners between secondary and

post-secondary education. Participants examined strategies to build a high-quality EPT teaching workforce, including more flexible recruitment routes, professional development opportunities, and measures to enhance the attractiveness and status of teaching careers. The seminar also addressed governance and the role of states in creating coherent and responsive EPT ecosystems, supported by skills intelligence, strong stakeholder engagement and coordination with federal actors. Overall, the event aimed to help states strengthen programme quality, workforce capacity and governance arrangements to ensure that EPT contributes effectively to regional development, economic growth and improved employment outcomes.

Link: <https://dgpe.fgv.br/noticia/dialogos-formativos-discute-transformacao-da-educacao-profissional-e-tecnologica-no-brasil>

Strengthening TVET systems: Evidence-based policymaking in a fragmented data landscape

Held on 16 June 2026 as part of the Towards a Global TVET Agenda (TGTA) initiative, this webinar explored the state of globally available data on Technical and Vocational Education and Training (TVET) and the challenges involved in producing comparable evidence across countries. The OECD presented emerging findings from the Global TVET Data Initiative, including patterns in data availability, key information gaps, and structural, methodological and institutional barriers affecting the availability and comparability of TVET data. A panel bringing together representatives from the OECD, BIBB, ILO/Cinterfor and UNESCO discussed how these gaps affect evidence-based policymaking and how international co-operation can help strengthen the global TVET evidence base. The webinar drew on the forthcoming Global TVET Data Report, a flagship output of the TGTA initiative.

Link: <https://www.oecd.org/en/events/2026/06/strengthening-tvet-systems-evidence-based-policymaking-in-a-fragmented-data-landscape.html>

From TVET data availability to data usability for policymaking

Held on 17 June 2026, this technical and practice-oriented workshop examined how available TVET data can be made more useful for policymaking. Organised in the context of the Global TVET Data Report and the Towards a Global TVET Agenda (TGTA) initiative, the workshop brought participants together to discuss how TVET data are currently used in policy contexts, the challenges encountered when working with harmonised international data, and the factors limiting their usability. Through facilitated discussions, participants explored structural, methodological and

institutional barriers, as well as emerging practices and potential solutions for improving the policy relevance of TVET data. The workshop directly informed the analytical framing of the policy brief on TVET data usability and contributed to the broader Global TVET Data Report.

Link: <https://www.oecd.org/en/events/2026/06/-from-tvet-data-availability-to-data-usability-for-policymaking.html>

UNESCO

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Planned events / webinars

Career Promotion Day at the Vocational High School of Fashion and Services in Port-Bouët, Côte d'Ivoire.

Within the framework of the Better Education for Africa's Rise (BEAR) III project, Career Promotion Day at the Vocational High School of Fashion and Services in Port-Bouët, Côte d'Ivoire has been supported. Bringing together more than 200 students, parents, institutional partners, employers and professional associations, the event held panel discussions with TVET graduates and industry professionals, as well as practical demonstrations to promote career opportunities in the fashion and beauty sectors and strengthened the visibility and attractiveness of TVET.

Furthermore, the initiative strengthened public-private partnerships, with private sector representatives committing to support internship and employment opportunities for learners and graduates.

Link: <https://www.unesco.org/fr/articles/le-projet-bear-iii-met-lhonneur-les-metiers-de-la-mode-et-de-la-beaute-pour-lattractivite-de-leftp>

Youth Skills for Agricultural Transformation - Agriculture TVET Careers Fairs in Kano State.

Two career fairs were organized in July 2026 at the Audu Bako College of Agriculture and the Federal College of Agriculture in Kano State as part of the "Youth Skills for Agricultural Transformation" initiative conducted within the Better Education for Africa's Rise (BEAR) III project. The events brought together more than 700 participants, including students, TVET trainers, agribusiness employers, government representatives and development partners. As the first initiative of its kind in the state, the fairs exposed young people to ATVET pathways, emerging occupations and employment and entrepreneurship

opportunities, while strengthening links between training institutions and employers and expanding work-based learning opportunities to support transitions into decent employment and self-employment.

Link: <https://www.unesco.org/en/articles/changing-perceptions-creating-opportunities>

UNGA 81 in New York, 20 September, 09:00-11:00 AM

As part of the 2026 edition of the United Nations General Assembly, UNESCO has co-convened a high-level in-person side event with Cambridge University Press & Assessment titled “New skills for new jobs: How to get education ready for changing labour markets?”. The session will bring together leaders from international organisations and industry, alongside experts in education, skills and the future of work, to examine how education and skills systems can respond to changing labour markets. Two high-level panel discussions will explore these questions: the first will look at how education and training systems can respond to shifting skill demands, including the policy choices and approaches needed to identify, develop and recognise relevant skills. The second will focus on youth, industry and partnerships, examining how changing jobs and skill requirements are affecting young people, how industry needs are evolving, and how stronger partnerships can support more effective transitions from education to work.

WorldSkills Conference 2026 in Shanghai, China, 23-25 September 2026

As part of the WorldSkills Conference Council, UNESCO has been actively supporting the preparation of the 2026 WorldSkills Conference that will be held in Shanghai, China. UNESCO will also join several sessions on digital, AI and green skills. The UNESCO Global Skills Academy will organize a session to explore how the initiative can move from awareness to action, scaling digital, green, and AI-related learning opportunities through partnerships that connect global skills programmes with national priorities. UNESCO has also led the organization of the second meeting of the Interagency Group on TVET in 2026, that will be held back-to-back with the WS conference.

Link: <https://worldskillsconference2026.com/sessions-all/>

Global TVET & Skills Summit (26-28 October, Tashkent, Uzbekistan)

The Global TVET & Skills Summit is a high-level international ministerial conference organized by the Republic of Uzbekistan under the patronage

of UNESCO. It will bring together governments, international organizations, development partners, the private sector and TVET institutions. Its purpose is to strengthen the role of TVET in economic transformation, employment and sustainable development through international cooperation and policy dialogue. The Summit will focus on how TVET systems can respond to major global transformations, including artificial intelligence and automation, digitalization, climate change, demographic shifts and migration. Key thematic areas include future skills and labour-market transformation, green and digital transitions, inclusion and skills mobility, sustainable financing and public-private partnerships, and international cooperation and innovation. The programme combines high-level policy dialogue with practical discussions on implementation, partnerships and financing, followed by optional study visits to TVET institutions in Uzbekistan. Expected outcomes include policy-oriented recommendations, stronger international cooperation, identification of priorities for future collaboration, and strengthened partnerships among governments, international organizations and the private sector.

Link: forthcoming

Initiatives

Skills Move Us

Skills Move Us is a UNESCO's global communication campaign on skills development launched on the occasion of the World Youth Skills Day (15 July). Built around the idea that skills move people forward while acting as a catalyst for social and economic transformation, the campaign showcases Better Education for Africa's Rise (BEAR) III project as one of the UNESCO's flagships TVET initiative. Skills Move Us places people, skills and opportunity at the centre of the story by showcasing how skills development empowers learners, teachers and communities, while supporting more inclusive, relevant and future-oriented TVET systems. The campaign demonstrates diverse TVET across thematic areas such as inclusion, cooperation with the private sector and world peace and sustainability. The campaign has been released on all UNESCO's global communication channels and has already reached more than 2 million views worldwide.

Link: <https://www.unesco.org/en/skills-move-us>

The First National Agriculture Skills Competition in Ghana

In Ghana, within the framework of the Better Education for Africa's Rise (BEAR) III project, there was a successful pilot National Agriculture Skills Competition, providing learners with an opportunity to demonstrate their technical and practical competencies. While promoting the attractiveness and relevance of TVET pathways in the agricultural sector, this event highlighted the value of hands-on skills for employment and entrepreneurship among youth. Building on the success of the pilot, a larger-scale National Agriculture Skills Competition is planned to be organized from 2027 onwards.

BEAR II refresher training in Zanzibar

Building on the previous Better Education for Africa's Rise (BEAR) II intervention, a three-day refresher training on seaweed production in Zanzibar has been conducted aiming at strengthening technical, entrepreneurial and organizational capacities of the women cooperatives. Delivered through practical demonstrations, peer learning and group planning, the training covered climate-resilient production, quality improvement, value addition, branding and packaging, financial literacy, group governance and market access. Each participating group developed a 12-month Business Improvement Plan to support the continued growth and sustainability of their enterprises, while the activity also contributed to documenting lessons learned and socio-economic impact among women beneficiaries.

Link: <https://www.unesco.org/en/articles/unesco-bear-ii-project-empowers-women-seaweed-producer-groups-zanzibar>

AI EmpowerED: Moving from pilot to national scale

Following successful pilot phases in six countries, UNESCO and its partners, Microsoft, KPMG and Tablet Academy, are now working with national authorities to scale the AI EmpowerED initiative across TVET systems. Pilot implementation demonstrated the effectiveness of the programme's train-the-trainer model in equipping educators and learners with AI and digital skills, while building institutional capacity for sustainable delivery. Building on these results, national agencies are taking a leading role in expanding the initiative to hundreds of TVET institutions in each participating country. For instance in Ghana, partnerships with Ghana TVET Service and GETFund are supporting a nationwide rollout across more than 130 TVET institutions; similar scale-up efforts are underway in Kenya and India through collaboration

with national TVET stakeholders. Through these partnerships, AI EmpowerED is moving from proof of concept to system-wide transformation, helping embed AI and digital skills in national TVET ecosystems and preparing young people for the future of work.

Link: <https://www.unesco.org/en/articles/unescos-global-skills-academy-expanding-digital-and-ai-skills-across-tvet-systems-kenya>

CapED programme: Positioning TVET as a Strategic Investment in Mozambique

Through its Capacity Development for Education Programme (CapED), UNESCO is supporting Mozambique in moving from the development of the new Plano Estratégico da Educação Profissional (PEEP) 2026-2035 to its effective implementation. Building on CapED's long-standing engagement and technical support to the PEEP, UNESCO is developing an analytical and implementation framework to strengthen the economic positioning of TVET and demonstrate its contribution to productivity, employment, economic transformation, formalization and domestic resource mobilization. The framework comprises four mutually reinforcing pillars. The first assesses the economic, labour market and fiscal value generated by TVET, including returns for individuals, firms and government. The second develops simulation and scenario-modelling tools to translate PEEP ambitions into realistic operational, investment and financing scenarios, linking reform costs with expected economic and fiscal returns. The third strengthens labour market intelligence and skills anticipation to identify priority sectors and occupations and guide investments in qualifications, curricula, teacher development and infrastructure. The fourth focuses on economic inclusion and pathways towards formalization, focusing on Recognition of Prior Learning (RPL). Through CapED, UNESCO will cooperate with the Government of Mozambique and specialized partners, including UNU-WIDER on economic, labour market and fiscal analysis, and UNESCO-IIEP on simulation and scenario modelling. Collaboration with national institutions will support data access, validation, policy dialogue and capacity development, helping embed the resulting tools and approaches within national systems. The initiative will also enable CapED to test and refine a broader approach to positioning TVET as a strategic investment within national economic and financing frameworks, generating methodologies and lessons that could inform work in other countries.

Link: <https://www.unesco.org/en/caped>

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Publications/Resources

Integrating AI in TVET: A practical guide for institutions

This practical guide supports TVET institutions in developing a coherent approach to AI integration that keeps educational purpose, human agency, equity and safety at the centre. It helps institutions harness the potential of AI with a clear understanding of its impacts, limitations and risks.

Link: <https://www.unesco.org/en/articles/integrating-ai-tvet-practical-guide-institutions>

Updates to the UNEVOC Connect knowledge hub

The UNEVOC Connect knowledge hub provides the global TVET community with reliable data, results, analysis and skills foresight on emergent issues. Recent updates include expanded TVET Country Profiles, new countries added to the Global Skills Tracker, additional languages available in the TVETipedia glossary and much more.

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

Upcoming events

UNESCO-UNEVOC and the UNEVOC Network at WorldSkills Shanghai 2026

At the WorldSkills Conference in Shanghai from 23 to 25 September 2026, UNESCO-UNEVOC and members of the UNEVOC Network are contributing to discussions on artificial intelligence, green and digital skills, and data-driven approaches to TVET. Sessions highlight the importance of equitable AI adoption, the role of skills development in supporting sustainability and digital transformation, and the use of labour market intelligence and data to strengthen evidence-based TVET policy and practice.

Link: <https://worldskillsconference2026.com/sessions/tvet-as-driver-of-social-and-economic-progress-the-role-of-green-and-digital-skills/>

Career guidance in TVET for lifelong learners

This UNESCO-UNEVOC webinar series looks at how career guidance can support learners in education, employment and career transitions while contributing to more inclusive, resilient and sustainable TVET systems. The three-part series starts on 6 October 2026 and encourages policymakers, TVET providers, researchers, social partners and international organizations to exchange experiences, showcase innovative practices and discuss policy approaches.

Link: <https://www.unevoc.unesco.org/en/bilt-webinar-2026?hub=18>

Open innovation in TVET: Collaborating towards a global TVET agenda

From 4 to 6 November 2026, the global TVET community gathers in São Paulo, Brazil for the BILT Bridging Event on open innovation in TVET. The sessions aim to provide a platform for international dialogue, knowledge exchange and collaboration, as well as an opportunity to dive into innovative approaches and data-driven governance that can build the TVET systems of the future.

The event is organized by UNESCO-UNEVOC in collaboration with the Brazilian National Service for Industrial Training (SENAI), a UNEVOC Centre and the largest training institution in Latin America. 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).

Link: <https://unes.co/-pen-nnovation>

Global Awards for Innovation in TVET

Following the launch of the UNESCO-UNEVOC Global Awards for Innovation in TVET, preparations are underway for the inaugural awards ceremony, which will take place on 2 December 2026 in Berlin. The Awards celebrate outstanding initiatives that are reimagining how technical and vocational education and training empowers individuals, societies and economies. Twelve finalists will be recognized across four categories: Innovative Use of Technology; Inclusive Excellence in TVET; Green and Sustainable TVET; and Resourceful Innovation, with the winners announced during the live ceremony.

Recent news/events

From ideas to impact: Transforming higher technical education for Africa's youth

The UNESCO-China Funds-in-Trust Project Phase III (CFIT III) demonstrated how targeted investments in higher technical education can unlock youth potential across Africa. The project also promoted sustainability and applied learning through initiatives such as the UNESCO-UNEVOC Green Skills Competition.

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

Strengthening TVET systems in Côte d'Ivoire through strategic planning

UNESCO-UNEVOC, in cooperation with the UNESCO Abidjan Office, organized a face-to-face workshop in Abidjan, Côte d'Ivoire as part of the third phase of the Better Education for Africa's Rise project (BEAR III), funded by the Government of the Republic of Korea.

<https://www.unevoc.unesco.org/en/articles/strengthening-tvet-systems-cote-divoire-through-strategic-planning>

Building youth skills for economic diversification: Opportunities in green transition and AI

At the 64th sessions of the Subsidiary Bodies (SB64) of the United Nations Framework Convention on Climate Change (UNFCCC) in Bonn, UNESCO-UNEVOC contributed to a side event exploring how skills development can help young people thrive in economies increasingly shaped by the green transition and artificial intelligence (AI).

<https://www.unevoc.unesco.org/en/articles/building-youth-skills-economic-diversification-opportunities-green-transition-and-ai>

Advancing TVET through industry partnerships and innovation

The UNESCO-UNEVOC Bridging Innovation and Learning in TVET (BILT) conference was co-hosted by three UNEVOC Centres in South Africa: the University of South Africa, Durban University of Technology and JET Education Services. Participants gained practical insights into how to design, deliver and scale work-based and innovation-driven TVET programmes in close partnership with industry.

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://unesco.co/vohcla>

Initiatives

UNEVOC Network Coaction Initiative 2026: Launch webinar

The UNEVOC Network Coaction Initiative supports joint action among UNEVOC Centres to address common challenges, share expertise and develop innovative solutions in TVET. Over a four-month period, UNEVOC Centres work together on short-cycle projects, with tangible results that can be replicated within the UNEVOC Network and beyond. A launch webinar for the 2026 initiatives was held on 19 August 2026.

<https://www.unevoc.unesco.org/en/coaction>

World Youth Skills Day 2026

On 15 July 2026, UNESCO-UNEVOC celebrated World Youth Skills Day under the theme "Skills for a Shared Future". The activities brought together young people, educators, policymakers and employers to examine the skills needed in an AI-driven, green and rapidly changing world. Insights from a global survey of more than 10,000 young people across 80 countries highlighted empathy, critical thinking and communication as key competencies for the future.

<https://www.unevoc.unesco.org/en/wysd-2026-skills-shared-future>

UNHCR

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Publications

Study on work-based learning for refugee students

Since May 2026, UNHCR has been conducting an in depth study on work based learning opportunities for refugee higher education students in Kenya and Ethiopia under the PROSPECTS partnership. The study examines how internships, apprenticeships and other practical workplace learning models can help refugee students and recent graduates translate academic learning into relevant work experience and improved employment prospects. The research will

identify promising practices, barriers and partnership opportunities involving higher education institutions, employers and refugee communities. Its findings will inform a refugee focused side event at Africa Skills Week in Harare, Zimbabwe, in October 2026. The event will provide a platform to share evidence from Kenya and Ethiopia and explore practical approaches to expanding inclusive work-based learning across Africa.

UNIDO

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Upcoming and Past Events

Liberia opens National Hospitality Training Center to expand youth skills and employment

On 6 August 2026, Liberia inaugurated a new National Hospitality Training Center at the Business and Domestic Occupational Training Center (BDOTC) in Monrovia, expanding opportunities for young people to gain practical, market-oriented skills for the hospitality and tourism sectors.

The center was constructed by UNIDO with European Union funding under the Youth Rising Project and equipped by the International Institute for Cooperation and Development (IECD) through the STRIVE Project, funded by the Agence Française de Développement (AFD). It will provide hands-on training in areas including hospitality management, tourism services, food preparation and accommodation management, helping learners develop competencies linked to labour-market demand and pathways to decent employment. The inauguration, led by Liberian Vice President Jeremiah Kpan Koung, highlighted the contribution of TVET and strong partnerships between government and development partners to strengthening Liberia's hospitality workforce and creating opportunities for young people.

Link: <https://www.unido.org/news/national-hospitality-training-center-inaugurated-youth-skills-development-liberia>

Youth Empowerment in Focus: UNIDO Development Dialogue

On 9 September 2026, UNIDO will host the Development Dialogue on the Youth Empowerment Framework: From Concept to Implementation in Vienna. The Dialogue will bring together UNIDO

Member States, youth representatives and partners to translate the Youth Empowerment Framework 2026–2029 into action across its four pillars: employability and skills development; entrepreneurship and industrial innovation; decent work and quality employment; and youth inclusion in policy and industrial governance. The Framework guides UNIDO's work to advance youth participation in inclusive and sustainable industrial development. Its Employability and Skills Development pillar focuses on better aligning youth aspirations, industry demand and training provision by strengthening industry–education linkages, using labour-market intelligence and expanding access to relevant TVET, digital and green skills.

Link: <https://www.unido.org/sites/default/files/unido-publications/2025-11/UNIDO%20Youth%20Empowerment%20Framework%202026-2029.pdf>

UNIDO brings industry partnerships and Skills Hubs to global TVET forums

UNIDO will contribute to two major skills events this autumn. As a member of the WorldSkills Conference Coalition, UNIDO will participate in the WorldSkills Conference 2026 in Shanghai, 23–25 September, including in the session “Industry as a partner: Public-private partnerships for better skills development”, where it will share experience from its Public-Private Development Partnership (PPDP) model. UNIDO will also co-lead the session “Africa's Skills Landscape: current practice and future directions”, presenting preliminary findings from a collaborative mapping of externally supported TVET initiatives across the continent. The session will bring together perspectives from the African Union Commission (AUC), the governments of Zimbabwe and Malawi, GIZ and a youth representative to reflect on the trends, approaches and gaps emerging from the mapping. It will also consider how international cooperation can better support national and continental priorities, including the African Continental TVET Strategy 2025–2034.

At the Africa Skills Week 2026 in Harare, 12–16 October, UNIDO will jointly convene a session with ILO and Humana People to People on Skills Hubs. Building on the joint UNIDO–ILO initiative Skills for Sustainable Industrial Transformation in Africa (SITA), the session will explore how Skills Hubs can connect existing institutions, industry and regional networks to provide skills intelligence, technical support, capacity development and knowledge exchange. The session will explore innovative regional examples and good practices toward a consolidated Skills Hub concept

and discuss opportunities for collaboration, adaptation and implementation across African contexts.

Link: <https://worldskillsconference2026.com/sessions/industry-as-a-partner-public-private-partnerships-for-better-skills-development/> <https://worldskillsconference2026.com/sessions/mapping-skills-development-initiatives-in-africa/>

World Bank

Publications

World Development Report 2026: The Promise of Artificial Intelligence

Flagship World Bank Group report providing a framework for developing countries to adopt, adapt and, where feasible, advance artificial intelligence across education, skills, public services and other sectors. The World Development Report 2026: The Promise of Artificial Intelligence assesses how AI is already being used in developing economies, where the greatest development gains may lie, what constraints limit adoption, and how governments can manage emerging risks. Its central message is that countries do not need to build costly frontier models to benefit from AI, but must adapt existing tools to local languages, institutions, data and development needs. The report emphasizes the importance of complementary investments in infrastructure, connectivity, education, skills, data and institutions. It also examines AI's implications for jobs, productivity, public-service delivery and political and economic power. The report proposes an “adopt, adapt and advance” framework and outlines roles for governments as enablers, users and regulators of AI responsibly.

Link: <https://www.worldbank.org/en/publication/wdr2026>

Upcoming and Past Events

EdTech Policy Academy / AI and the Future of Education: From Policy to Implementation at Scale

(Seoul, August 31 – September 4, 2026)

Invitation-only policy academy helping education and skills policymakers translate AI policy into practical country action plans, organized by the World Bank Education and Skills Global Practice in partnership with the Government of the Republic of Korea, the UK's Foreign, Commonwealth & Development

Office, and the Mastercard Foundation. The Academy brought together policymakers, World Bank teams, development partners and industry representatives to examine how education and skills systems can respond to the opportunities, risks and uncertainties created by AI. Through preparatory online activities, an intensive in-person programme, peer learning, field visits and follow-up support, participating country teams explored how AI is reshaping education, skills and jobs; strengthened their capacity to develop AI strategies and policies; assessed potential applications and safeguards for responsible use; explored partnership models; and translated global lessons into country-specific action plans and implementation blueprints.

Link: <https://www.worldbank.org/en/events/2026/08/31/ai-future-education-policy-to-implementation>

Initiatives

Global Advisory Panel on Skills (GAPS)

New joint initiative of the World Bank Group and the Center for Global Development (CGD) that will systematically review global evidence on which skills interventions generate the greatest income returns in low- and middle-income countries. The Global Advisory Panel on Skills (GAPS) will examine four broad areas: training for people already in work, including upskilling, reskilling and entrepreneurship; formal routes into employment such as TVET, apprenticeships and school-to-work programmes; certification and credentialing; and interventions that combine training with wider labour-market support. Its scope also covers informal work, agriculture and self-employment. Over the next 18–24 months, an Expert Panel and Steering Committee will assess what works, for whom, in which contexts and at what scale, with attention to cost-effectiveness. Building on the “Smart Buys” approach used in education, GAPS aims to produce practical, evidence-based recommendations to help policymakers invest more effectively in skills, jobs, incomes and poverty reduction.

Link: <https://blogs.worldbank.org/en/investinpeople/global-skills-panel-to-boost-incomes-and-reduce-poverty>

Re-imagining TVET — Online Course

The “Re-imagining Technical and Vocational Education and Training (TVET)” course is a self-paced learning initiative designed to strengthen understanding of TVET reform, delivery models and innovation. Open to both World Bank Group staff and external audiences, it examines how countries can design and improve

skilling systems so that skills supply is better aligned with labour-market demand and supports inclusive economic growth. The course combines policy and system-level perspectives with practical approaches to implementation. Its modules cover principles and practices for effective skilling, governance of TVET systems, industry and strategic partnerships, sustainable and results-based financing, and the use of data and analytical methods to understand labour-market demand. It also addresses emerging priorities, including green skills development and global skills partnerships for migration. Overall, the course aims to equip participants with analytical frameworks and practical tools for developing responsive, sustainable and future-ready TVET and skills ecosystems.

Link: <https://wbg.edcast.com/insights/ECL-e4c48363-91b8-46ce-af6b-977b5560dd31>

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