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

Newsletter - November 2020

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

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## What is the IAG-TVET group?

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

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

## IAG-TVET's cooperation

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

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

## Working Groups

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

- The Working Group on TVET Indicators was established to make recommendations on a set of indicators that would support countries in assessing the efficiency and effectiveness of their national TVET systems. A report on Proposed Indicators for Assessing TVET has been prepared and the indicators are being piloted. Additionally, the working group is addressing

the issue of skills mismatch by considering mapping current policy measures and their effectiveness across countries.

- The Working Group on Work-based Learning (WBL) has agreed on a common understanding of WBL (that is, as referring to all forms of learning that takes place in a work environment which provides individuals with the knowledge, skills and competences needed to obtain and keep jobs and progress in their professional careers) and has been conducting collective work in three areas: (i) develop a policy framework for identifying and promoting policy levers for quality WBL and related improvement of employability of learners, (ii) establish analytical framework of agencies' methodologies on country reviews of WBL (iii) create advocacy tools to promote joint key messages on WBL and on career guidance and (iv) develop a set of indicators to measure access and quality of WBL.
- The Working Group on "Skills Mismatch in Digitized Labor Markets" has been set-up in late 2018 as a sub-group of the umbrella IAG on TVET, and is coordinated by Cedefop (the rotating coordinator) now. The Working Group is composed of OECD, EC, ETF, Cedefop, ILO and UNESCO and aims to share and discuss relevant activities conducted by its members and develop joint products and enhance cooperation in this field.

Aiming to provide a balanced assessment of the advantages and disadvantages of big data analyses, the IAG-TVET working group on ‘Skill mismatch in digitalised labour markets’ is preparing a new thematic report targeted to experts and policymakers who wish to explore their potential for the design of faster and more reactive skills policies. The report, led by the European Centre for the Development of Vocational Training (CEDEFOP), is being prepared with invaluable contributions by all IAG-TVET group members (UNESCO, ILO, European Commission, OECD, ETF). The policy brief will be available in 2021.

accentuated by the COVID-19 pandemic, is driving the need for faster and more granular collection of information on skills to inform timely decision-making. Information available on the internet - “web-based big data”- is a rich and underexploited reserve capable of providing information about skills wanted and supplied in labour markets at (quasi) real-time and its use is therefore currently high on the policy agenda. With such high interest in big data and artificial intelligence analysis, it is important for policymakers to carefully consider its merits and constraints relative to other traditional sources of labour market information.

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*Three analytical reports on the joint IAG surveys on the responses to the COVID-19 pandemic are currently under preparation:*

### **Taking the temperature of TVET during early stages of COVID-19 pandemic**

(working title) (ILO, UNESCO, the World Bank)

The ILO, the UNESCO and the World Bank launched an interagency survey on the effects of the COVID-19 on the provision of TVET and skills development. It was administered online from 5 April until 15 May 2020 in eight different languages (Arabic, Chinese, English, French, Portuguese, Russian, Spanish and Vietnamese) to understand the challenges faced by TVET institutions during this crisis and to identify emerging innovations implemented in different contexts in order to facilitate the sharing of information among TVET providers, policymakers and social partners. This publication is based on the information collected via this survey on policies, training measures, challenges faced, and resources developed. The information can help countries to address the impacts of current and future crises in their delivery of TVET, to manage the learning and training process more effectively and to ensure that quality training continues to be provided to students and trainees. Lessons will also be useful for the post-crisis period, to strengthen the resilience and responsiveness of TVET systems and to inform broader reform efforts. Expected date of publication: December 2020

## Joint activities

### 1. Publications

#### **The digitization of TVET and skills systems**

(ILO, UNESCO)

This joint ILO-UNESCO report provides a global, high-level overview of how digitalization is affecting TVET and skills systems. It draws on consultations with key stakeholders in a set of countries and international organizations to provide insights into the nature and scope of digitalization and how it is likely to affect the management, delivery, assessment and certification of technical and vocational education and training. The study draws on developments in Brazil, Ghana, India, Kenya, Malaysia, Malta, Mauritius, New Zealand, Slovenia, Turkey and the United States.

<https://bit.ly/2lo9CEs>

#### **A review of entitlement systems for lifelong learning**

(ILO, UNESCO)

This joint ILO-UNESCO paper presents the results of an international literature review of how countries have introduced systems and initiatives to provide individuals with an entitlement to lifelong learning. It seeks to establish what is meant by an ‘entitlement’, and how that can be interpreted in the context of lifelong learning. The report responds to the growing international policy interest in the implementation of lifelong learning and reviews national policies and practices that attempt to apply that principle. Link to report.

<https://bit.ly/2leQY1Y>

#### **Skill mismatch in digitalised labour markets**

(Cedefop, UNESCO, ILO, European Commission, OECD, ETF). Policy brief on digitized labour markets.

Growing uncertainty in labour markets, underpinned by structural economic and societal mega-trends and



## Global Survey on the Impact of the COVID-19 Pandemic on the Training and Development of Employees, Apprentices and Interns in Public and Private Enterprises

(ILO, UNESCO, the World Bank, OECD, Asian Development Bank, ETF, Cedefop, European Commission, African Development Bank, Global Apprenticeship Network)

In view of the significant interruption to skills development activities due to the pandemic, a global online survey has been launched to examine the impact of COVID-19 on training and development of employees, apprentices and interns in enterprises and other organizations.

This final report will present the findings based on the 901 responses received from 27 April to 5 June 2020. It will outline the impact of the COVID-19 pandemic on enterprises and other organizations, as well as mitigation measures and good practices adopted by them to ensure the continuation of the training of employees, apprentices and interns. Based on the survey analysis and the inputs from development partners, policy recommendations for addressing the challenges both during and after the pandemic will be identified. Finally, the report will also present information about the publications and initiatives undertaken by various countries and development partners in this context. Expected date of publication: January 2021

### Report on Career guidance

(by Cedefop, ILO, OECD, ETF, European Commission, UNESCO).

In light of the growing negative impact of the COVID-19 on national labour markets and people's lives and livelihoods, the role of career guidance has become ever more important to individuals, families, communities, the workforce, employers and society. This report is based on a flash joint international survey, designed to provide a snapshot of how career guidance policies, systems and services were adapting and coping, following the declaration of the world Covid-19 pandemic in March 2020. The survey, launched on 8 June 2020 and closed on 3 August 2020, included an exploration of the policies, systems, and practices (focusing on remote and ICT-based delivery) in the context of the early phase of government reactions to the pandemic, the extent to which the pandemic and its social consequences triggered a debate on career guidance reform, and the role for career guidance in pandemic recovery measures. It also considered the support role of international and donor bodies. A tentative date for the finished report is mid-December.

## 2. Events

### Industry experience of TVET teachers in time of crisis' (resources from webinar that took place in October)

A joint OECD-UNESCO webinar in partnership with the World Bank, ETF and ILO on World Teachers' Day on 8 October 2020

- [Agenda and Concept note](#)
- [Synthesis report](#)
- [Recording](#)

## 3. Initiatives

### Global Skills Partnership on Migration

Jointly with IOM, ILO, IOE, ITUC, UNESCO has become an active member of to the Global Skills Partnership on Migration. Following several working sessions during the months of September and October 2020 a mapping of activities has been developed. The partnership aims to mobilize technical expertise towards supporting governments, employers, workers and their organizations, educational institutions and training providers, and other stakeholders to develop and recognize the skills of migrant workers with a particular focus on women and youth.

### WHO Academy and UNESCO World Reference Levels Collaboration: Recognition of Qualifications Based on Learning Outcomes Delivered through Digital Credentials and Interoperable Learner Records

The WHO Academy and UNESCO have embarked on a strategic collaboration to determine how the World Reference Level (WRL) tool could support development of the Academy's Learner Achievement and Recognition System, specifically for leveling the Academy's digital credentials. A WHO Academy – UNESCO working group comprised of technical experts and advisors are currently reviewing the WRL tool and determining how to align the WRL tool to the Academy competency-based approach to learning outcomes. Once the analysis of the tool and approach is completed, the working group will devise a method for integrating the WRL tool into the Academy's digital course issuing system. The Academy's open-source learning experience platform will house the course issuing system, which will issue interoperable digital credentials and learner records.

UNESCO and WRL: <https://en.unesco.org/themes/skills-work-and-life/qualifications-frameworks>

**Building Better TVET Systems: From Principles to Practice - a collaboration by the World Bank, ILO, and UNESCO to support improved performance of TVET systems in low- and middle-income countries**

This interagency initiative, currently in its conceptualization stage, aims to inform the decision-making of key TVET stakeholders by providing lessons learned and good practices from reforms in priority areas of TVET systems that are key to determining access, equity, quality, and relevance.

# Recent and future publications, events and initiatives

## ADB

### 1. Publications

ADB. 2020. **Viet Nam: Technical and Vocational Education and Training Sector Assessment**. ADB: Manila.

ADB. 2020. **Education, Skill Training, and Lifelong Learning in the Era of Technological Revolution**. ADB: Manila.

<https://www.adb.org/publications/education-skill-training-technological-revolution>

ADB. 2020. **Enhancing Gender Responsiveness of Technical and Vocational Education and Training in Viet Nam**. ADB: Manila.

<https://www.adb.org/publications/gender-responsiveness-tvet-viet-nam>

ADB. 2020. **Returns to Education of Manufacturing Workers: Evidence from the People's Republic of China Employer–Employee Survey**. ADB: Manila.

<https://www.adb.org/publications/returns-education-manufacturing-workers-evidence-prc>

ADB. 2020. **COVID-19, Technology, and Polarizing Jobs**. ADB: Manila.

<https://www.adb.org/publications/covid-19-technology-polarizing-jobs>

Xu, Jeffrey Jian, Sungsup Ra, and Brajesh Panth. 2020. **Lessons learned from the massive shift to online learning due to COVID-19**. [Blog].

<https://blogs.adb.org/lessons-learned-from-the-massive-shift-to-online-learning-due-to-COVID-19>

Panth, Brajesh and Jeffrey Jian Xu. 2020. **Blending education and technology to help schools through the pandemic**. [Blog].

<https://blogs.adb.org/blog/blending-education-and-technology-to-help-schools-through-the-pandemic>

ADB and The HEAD Foundation (THF). 2020. **Advancing the K-12 Reform from the Ground: A Case Study in the Philippines**. ADB: Manila.

<https://www.adb.org/publications/advancing-k12-reform-philippines>

ADB and Springer. 2020. **Anticipating and Preparing for Emerging Skills and Jobs: Key Issues, Concerns, and Prospects**. ADB: Manila.

<https://www.adb.org/publications/anticipating-preparing-emerging-skills-jobs>

ADB. 2020. **Tackling the COVID-19 Youth Employment Crisis in Asia and the Pacific**. ADB: Manila.

<https://www.adb.org/publications/covid-19-youth-employment-crisis-asia-pacific>

ADB. 2020. **The Impact of Vocational Training on Labor Market Outcomes in the Philippines**. ADB: Manila.

<https://www.adb.org/publications/vocational-training-labor-market-outcomes-philippines>

ADB. 2020. **COVID-19 and Education in Asia and the Pacific: Guidance Note**. [Forthcoming in December 2020]. ADB: Manila.

### 2. Events

#### 9th International Skills Forum. 2021

[Actual format-virtual/face-to-face; and dates will be determined on Q2 2021.

#### Meeting the Challenges of the New Normal in School Education: An Online Workshop for Policymakers, Teacher Educators, and School Leaders

[ADB-THF Event]. 2020.

<https://events.development.asia/learning-events/meeting-challenges-new-normal-school-education-online-workshop-policymakers-teacher>

## 1. Publications

**Krichewsky-Wegener, Léna (2020), Background materials on TVET – Volume 1: Digital transformation in the informal economy, Bonn, Federal Ministry for Economic Cooperation and Development (BMZ)**

On behalf of BMZ, the GIZ Sector Program TVET has launched a new series of publications: “Background information on TVET in development cooperation”. The first issue is dedicated to the digital transformation in the informal economy: Nearly 70 per cent of all employees in emerging economies and developing countries work in the informal economy. The digital transformation of labor has an effect on the extent and quality of employment in the informal economy. Technology-based innovation processes in the informal economy can enhance productivity and the working conditions of those working there. The platform economy creates new employment opportunities, but it can also mean new dependencies and discrimination. There are still a large number of blind spots in research on these issues and in appropriate and effective approaches for TVET in development cooperation. The publication “Digital transformation in the informal economy” provides selected practical examples as a source of inspiration and identifies key recommendations for the future.

<https://mia.giz.de/qlink/ID=247110000>

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### Skills development for women

The BMZ campaign “Equal learning opportunities – Bridging the gender gap in education” presents videos featuring empowered women who speak about their learning opportunities provided by approaches of the German development cooperation. Among others, the campaign videos cover a story of a Rwandan woman who received training through the G20 #eSkills4Girls initiative and became a successful software tester.

Watch the campaign to gain insights about gender-responsive education planning, teacher trainings, entrepreneurial and digital skills development for women.

<https://www.youtube.com/watch?v=rRG4MBtkUzI&feature=youtu.be>

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**Turad, Nicole & Gradler, Benjamin (2020), Materials on Development Finance: Vocational training has a future. It is most effective as part of a broader educational campaign – findings from Kenya, Frankfurt, KfW Development Bank.**

On behalf of BMZ, the KfW Development Bank supports the development of market oriented vocational education and training in Kenya. The publication illustrates KfW's engagement in TVET and general education in Kenya as well as German Financial Cooperation in the TVET sector on a global level. KfW's support to TVET in Kenya amongst others focusses on scholarships for (pre) vocational training courses and the development of vocational training institutions into centers of excellence with modern technological equipment which meets the industry requirements. In order to support the transition to (self-)employment for TVET graduates, KfW funds the setting up of business incubators as one-stop-shops for young people who want to start or expand a business.

[2020\\_Nr.10\\_Berufsbildung\\_Kenia\\_EN.pdf \(kfw-entwicklungsbank.de\)](https://www.kfw.de/2020_Nr.10_Berufsbildung_Kenia_EN.pdf)

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### The Build4Skills Toolkit (To be released soon)

By combining TVET measures, inspired by the German dual training system, and ADB's strong engagement in infrastructure, “Build4Skills” demonstrates how inter-agency cooperation addresses the prevalent lack of industry-driven, practical vocational training – beyond sectoral boundaries.

Nearly two years into implementation, the project is sharing its learnings in the Build4Skills' Toolkit - a comprehensive and practical guideline advocating for the potential of construction sites for work-based training.

The Toolkit will be available soon on the projects website: <https://www.giz.de/en/worldwide/75066.html>

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## 2. Events

**Online workshop series on digital trends and how to enhance digital skills in Africa - the Digital Skills Accelerator Africa (DSAA) of the BMZ-Special Initiative on Training and Job Creation**

Conducted by Elvis Melia, University Duisburg-Essen, this series of open consultative workshops informs on the role and activities of the DSAA as well as on general topics concerning digitization trends and digital skills development in Africa. The workshops will also draw

on Elvis Melia's study on **"The Influence of DSAA on Digitization in Partner Countries"** presenting background, methodology and key findings.

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For further information: <http://www.DSAA.eu/>

### 3. Initiatives

#### Multi-donor Fund of IDB, BMZ and SDC to modernize vocational education in Latin America

In fall 2019 the Inter-American Development Bank (IDB) together with the German Federal Ministry for Economic Cooperation and Development (BMZ) and the Swiss Agency for Development and Cooperation (SDC) launched a multi-donor TVET fund, that is now about to be operationalized. The USD 13 million fund seeks to strengthen reform processes of TVET in Latin America. The grants aim at supporting innovative and future-oriented vocational education policies of local partner countries that can be expanded if needed. To successfully prepare citizens for the challenges of future working environments and the fourth industrial revolution, the fund aims to support local TVET systems in adapting better to current changes, particularly by including private sector actors.

With BMZ and SDC being members of the donor committee for dual vocational education and training (DC dVET), the committee will function as an expert regarding questions of dVET within the fund's activities. In addition and within the scope of a bilateral consulting project which encompasses delegating a TVET expert to the IDB in Washington, GIZ provides technical advisory services and short term expertise as well as demand-oriented consulting services. Furthermore, the GIZ program Build4Skills which is realized in Mongolia and Pakistan in cooperation with the Asian Development Bank (ADB) will provide an important impetus and contribute to knowledge transfer from the Asian to the Latin American region: The program demonstrates how investment projects of local development banks can be combined with and leveraged through TVET.

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#### Digital Skills Accelerator for Africa (DSAA), BMZ-Special Initiative on Training and Job Creation

As part of the BMZ-Special Initiative on Training and Job Creation, the Digital Skills Accelerator Africa (DSAA) was founded as a consortium of European companies to combine the strengths of the private sector in order to create more and better jobs in Africa. Furthermore, the

DSAA aims to accelerate the rate of digitization in the Special Initiative's partner countries Côte D'Ivoire, Ethiopia, Ghana, Morocco, Rwanda, Senegal and Tunisia. The activities of the DSAA are focussed on providing digital skills training for young people with either high school or university diplomas. Consequently, they can improve their employment prospects.

Furthermore, the inclusion of women and persons with disabilities is central to the recruitment activities of the DSAA and its private sector partners. The DSAA recognizes the potential of the digital sector to improve employment for marginalized groups.

The DSAA addresses the skills gap present in named countries. By tailoring the training programs to the needs of industries (i. e. Business Process Outsourcing), barriers to job market entry are lowered and upward mobility is facilitated. At the end of their training period, the aim is to offer trainees full-time employment with DSAA partner companies. In 2020 around 400 trainees took part in the training programs in Morocco and Ghana, with the activities currently being expanded in size and volume across all partner countries.

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For further information: <http://www.DSAA.eu/>

#### New BMZ funded GIZ-Project "Future of Work"

Digitalization and automation fundamentally change the world of work. New business models and new jobs are emerging in the platform economy. Work is increasingly shifting globally, and automation is threatening jobs. These developments create both opportunities and challenges and raise several crucial questions: How can the transformation of the economy and the labor market induced by technological changes be actively shaped to create more and better jobs? How can people acquire the skills necessary for the digitalization of work and take on the new tasks? The Federal Ministry for Economic Cooperation and Development (BMZ) has commissioned GIZ in September 2020 to carry out the project 'future of work' (with focus countries India and Ruanda). The project aims at contributing to the exchange with developing countries and emerging economies, to the international dialogue and agenda setting concerning the future of work. Its objective consists in anchoring cross-sectoral approaches for shaping the future of work in terms of sustainable development in the national and international policy dialogue.

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## 1. Publications

### Enhancing European cooperation in VET: outcomes of the Riga cycle

Developments in five priority areas for VET, agreed in 2015 by the EU-28, Iceland, Norway, candidate countries, the European Commission and EU social partners, are at the centre of this report.

Work in 2015-19 shows continuity with earlier national strategies and initiatives. It confirms the recent focus on apprenticeships and other forms of work-based learning and increasing attention to widening access to VET and qualifications; these two areas have been reinforced by EU-level policy packages. The report also presents measures taken in VET teacher and trainer professional development, key competence provision, and quality assurance, including actions to make use of information on skills intelligence. Complementing this report, individual country chapters offer more detailed information on national developments. The report offers an overview of the progress made since 2015 and the state of play of VET policies in participating countries at the end of the Riga cycle, pointing out challenges for the future.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/3084>

### Briefing note - Apprenticeships for adults

Apprenticeships for adults are one of the policy solutions to the need for supporting adults willing to train, while broadening the skills base of the working population across Europe.

According to Cedefop estimates, there are around 128 million adults with potential for upskilling or reskilling in the European Union. EU Member States have decided to open apprenticeships to adults by removing age limits and by making them more flexible.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/9147>

### The importance of being vocational: challenges and opportunities for VET in the next decade

This paper, jointly prepared by Cedefop and the ETF, aims to inform the next steps in VET policy-making at EU level, including the Osnabruck declaration expected to be discussed by ministers in the autumn of 2020. It puts forward key challenges and opportunities for VET

which have emerged from the intelligence, research and evidence collected over the years by the two agencies, each within its own remit and geographic scope.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/4186>

### 2018 European inventory on validation of non-formal and informal learning: final synthesis report

Validation of non-formal and informal learning is defined as 'a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard'.

This stand-alone executive summary presents the main findings of the 2018 edition of the European inventory on validation of non-formal and informal learning. The European inventory is a regularly updated overview of validation arrangements across Europe. The year 2018 has special significance in this update, because the 2012 Council recommendation on validation called on Member States to establish, by 2018, validation arrangements allowing individuals to identify, document, assess and certify their competences. The inventory is the result of a three-year process based on the work of a large network of national experts, extensive review of documents, and interviews with key stakeholders.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/8610>

### Assessing the employment impact of technological change and automation: the role of employers' practices

This Cedefop paper examines how employment in occupations identified previously as being at high risk of automation has changed over time. It also uses information from a matched employer-employee data set from Ireland, an EU country with relatively high exposure to digitalisation, to examine the relationship between employment change and organisational practices.

The paper shows that among occupations previously identified as fully automatable, though more likely to experience slower or negative employment growth than the non-automatable, almost 40% saw an increase in the five-year period since predictions were made. The average rate of decline was just -2%. By correlating a measure of expected occupational change from 2008 to 2018 with various measures of technological change, it is found that firms that introduced new technology or indicated that technology was generating pressure for change in 2008, were more likely to employ workers in occupations with positive future employment change. Having a greater share of employees amenable to technological

change, and being consulted about decisions on working practices and new technologies, are associated with higher predicted employment growth.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/5579>

### **Developing and matching skills in the online platform economy**

Long before the outbreak of the Covid-19 crisis, questions were raised about gig and platform work: are they 'digital sweatshops' or a conduit to skills development and better skills matching? The public health crisis may have accentuated the vulnerability of platform workers, but it also demonstrated the wider potential for working and learning digitally.

**Cedefop's CrowdLearn** study is the first to examine skills development and skill matching practices in online platform work. It presents evidence from interviews with platform economy stakeholders, as well as crowdworkers themselves. It identifies the types of skills developed in such work and the learning practices of gig workers. It highlights the challenges (algorithmic management, limited platform portability) posed to efficient skills matching and crowdworker mobility and makes policy suggestions to overcome them.

These insights can provide useful directions for vocational education and training, asking what we can learn from those who mastered the art of digital working and learning long before the current crisis.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/3085>

### **Key competences in initial vocational education and training: digital, multilingual and literacy**

Key competences are important for personal development, employment, integration into society and lifelong learning.

They are transversal and form the basis for all other competences. Acquiring key competences is possible through various learning pathways, including vocational education and training (VET). However, little is known at the European level of how VET supports the key competence development.

This research paper investigates three key competences: digital, multilingual and literacy. It analyses the extent to which they are included in initial upper secondary VET in the EU-27, Iceland, Norway and the UK, as well as national policies supporting their development since 2011. It focuses on four areas of intervention: standards, programme delivery, assessment and teacher/trainer competences.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/5578>

### **Briefing note - Adult learning and continuing vocational education and training valued by Europeans**

Insights from a pan-European opinion survey conducted by Cedefop.

This survey explores what adults living in the European Union (EU), Iceland and Norway think about adult learning and CVET, given that image and perceptions influence action.

The survey defines adult learning and CVET as any learning activities undertaken by adults (employed or not) with the intention of improving their knowledge or skills. The questionnaire asked about the value of adult learning and CVET in producing desired outcomes and benefits for individuals (such as personal, skill and career development and personal financial situation), society and the economy (such as lower unemployment) and for countries (such as social cohesion).

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/9152>

## **2. Events**

### **Workshop on the future of VET**

The workshop (26-27 November 2020) will be a virtual event and will bring together an extended group of researchers and policymakers to discuss initial findings of Cedefop's new project on 'Future of VET in Europe' (2020-2022).

The workshop will discuss the extent to which the content and profile of VET is changing and the challenges and opportunities arising from this. Particular emphasis will be given to the changing relationship between occupationally specific and transversal skills and competences and how this may influence the relevance of VET qualifications to learners and employers.

<https://www.cedefop.europa.eu/en/events-and-projects/events/workshop-future-vet>

### **Making excellence inclusive: towards a new Cedefop survey of VET teachers and trainers - New date: 3 February 2021**

Cedefop's seminar 'Making excellence inclusive: towards a new Cedefop survey of VET teachers and trainers', which was initially scheduled to take place on Friday 3 April 2020 in Brussels, will take place in the form of a webinar on 3 February 2021 from 09:00 to 13:00 CET.

Participants will include European Brussels-based policy-makers, social partners, and invited experts in professional

development of VET teachers and trainers, survey design and implementation, and use of survey results to inform decision-making.

<https://www.cedefop.europa.eu/en/events-and-projects/events/making-excellence-inclusive-towards-new-cedefop-survey-vet-teachers-and-trainers-new-date-3-february>

### 3. Initiatives

#### The role of micro-credentials in facilitating learning for employment

A new research project on 'The role of micro-credentials in facilitating learning for employment' was launched in autumn 2020. Work will address the changing nature and use of micro-credentials in VET and the implication for qualifications systems overall. Work will map the current use of micro-credentials for labour-market oriented VET and for up-skilling and reskilling at work and in the labour market.

There are three interconnected research strands:

- The first seeks to map the current use of micro-credentials for (a) labour market oriented vocational and professional education and training and (b) for up- and reskilling at work and in the labour market. The question is: How widespread are micro-credentials in this area and which are their main characteristics and functions?
- The second seeks to position the phenomenon of micro-credentials in relation to the longer-term evolution of certification and qualifications systems. The question is: How are micro-credentials differing from already existing labour market related certificates and qualifications and which are their main strengths and weaknesses?
- The third part, building on the above, analyses the potential use of micro-credentials for end-users, notably individual learners. The question is: Can micro-credentials be sufficiently trusted, by holders as well as receivers, to become building blocks ('currencies') for lifelong and life-wide learning?

#### Tackling labour market and social consequences of coronavirus: learning from best practice

EU Member States' responses to the effects of the coronavirus on their labour markets have been swift and varied, and can serve as an inspiration for designing new policies.

The coronavirus crisis is likely to have a significant impact on EU jobs and skills, with the European Commission's spring 2020 economic forecast predicting

a rise in EU unemployment from 7.5% in 2019 to 9.5% in 2020. Cedefop's Cov19R index reveals that workers employed in jobs heavily reliant on physical proximity and interpersonal skills may suffer from larger losses in employee productivity and disrupted business operations. Employers in more vulnerable sectors may also be tempted to accelerate the process of automation foreseen before Covid-19, though Cedefop analysis of the risk of automation in EU labour markets cautions that many such jobs, which are dependent on interpersonal communication and have limited exposure to digital technologies, cannot be fully replaced by machines and artificial intelligence processes.

<https://www.cedefop.europa.eu/en/news-and-press/news/tackling-labour-market-and-social-consequences-coronavirus-learning-best-practice>

#### Working and learning remotely in Europe: the new normal?

Cedefop research suggests a link between remote working and increased participation in some types of remote learning during – and potentially after – the pandemic.

With more than 94% of the world population affected by lockdown measures, remote working became widely used as a safeguard against the possibility of complete job loss, furlough, business closure as well as extraordinary child care demands. Early assessments suggest that some 40-70% of active workers were affected, compared to about 15-17% of EU workers on average before the pandemic. Several new studies have also highlighted that between a quarter to a third of all jobs in European economies could potentially be performed from home.

An unintended positive side-effect of staying at home is people's renewed interest and engagement in vocational education and training (VET). Interest in online learning seems to have surged during the recent coronavirus period, particularly through massive open courses (MOOCs). Cedefop evidence, however, cautions against a higher dropout risk for vulnerable learners engaging in distance learning.

It is too early to assess conclusively whether these coronavirus-induced shifts in homeworking and remote learning will be sustainable features of EU labour markets. Cedefop's second European skills and jobs survey will provide some new insights into the long-lasting effects of the coronavirus, while several commentators already predict that the impact of Covid-19 on the future work organisation is here to stay.

<https://www.cedefop.europa.eu/en/news-and-press/news/working-and-learning-remotely-europe-new-normal>

# European Training Foundation (ETF)

## 1. Publications

### European Training Foundation 1994–2019

For 25 years, the ETF has helped the EU's neighbouring countries to shape learning and training. To celebrate our 25th anniversary, we asked 15 people to tell us how the ETF's work had affected their lives and work. This is their personal testimony.

<https://www.etf.europa.eu/en/publications-and-resources/publications/european-training-foundation-1994-2019>

### Continuing professional development for vocational teachers and principals in Albania, Belarus, Kosovo, Moldova, Montenegro, Serbia, Tunisia and Turkey in 2018

Professional development of vocational teachers and trainers has been identified by the ETF as a key driver for the improvement of vocational education systems. Teachers and trainers are the most important input in the vocational education system and are critical to the successful implementation of other reforms, such as changes in organisations, curriculum, and development of work-based learning, technology and pedagogy.

In 2018 the ETF undertook an international comparative survey on continuing professional development in nine countries – Albania, Algeria, Belarus, Kosovo, Moldova, Montenegro, Serbia, Turkey and Tunisia – building on a previous survey in 2015. <https://www.etf.europa.eu/en/publications-and-resources/publications/continuing-professional-development-vocational-teachers-13> (link to Albania report)

### SME Policy Index: Eastern Partnership Countries 2020

This is a unique benchmarking tool to assess and monitor progress in the design and implementation of SME policies against EU and international best practice. It is structured around the 10 principles of the Small Business Act for Europe (SBA), which provide a wide range of pro enterprise measures to guide the design and implementation of SME policies. This report marks the third edition in this series, following assessments in 2012 and 2016. It provides a comprehensive overview of the state of play in the implementation of the 10 SBA principles, and monitors progress made since 2016. It also identifies remaining challenges affecting SMEs in the Eastern Partnership countries and provides

recommendations to address them based on EU and international good practice examples. The 2020 edition also features a novelty: an assessment of three new dimensions going beyond core SME policy (competition, contract enforcement and business integrity) looking at key structural reform priorities that are critical to establishing a level playing field for enterprises of all sizes and ownership types. <https://www.etf.europa.eu/en/publications-and-resources/publications/sme-policy-index-eastern-partnership-countries-2020>

### Unlocking youth potential in South Eastern Europe and Turkey: Skills development for labour market and social inclusion

The paper focuses on young people in the region of South Eastern Europe and Turkey (SEET) and investigates their participation and performance in education and the labour market and their entrepreneurial potential. It also discusses the risks of social exclusion of young people in the region. The analysis illustrates that skills and labour market policies 'came of age' during the last decade, departing from rather weak links between education and labour market demand. The social 'sensitivity' of policies is discussed from the perspective of education systems and labour market policies' responsiveness to the needs of learners and communities exposed to social risks and poverty. The paper also delves into the emerging risks for young learners, graduates and workers in the context of COVID-19 pandemic.

<https://www.etf.europa.eu/en/publications-and-resources/publications/unlocking-youth-potential-south-eastern-europe-and-turkey>

### Centres of Vocational Excellence: An engine for vocational education and training development

What is vocational excellence, why is it important, and how is it developed and for whom? This paper tries to: address the complexity of vocational excellence; explain the different types of centres of vocational excellence (CoVEs), which embody vocational excellence, their missions and functions; and identify good practices that work well in different contexts. The paper investigates issues such as: How can CoVEs deepen their engagement with the labour market and cooperate with other skills providers to form part of a comprehensive, inclusive, high-quality network? How can the design and development of CoVEs be linked to other elements of human capital development strategy, for example the development of lifelong learning or the emergence of smart specialisation?

<https://www.etf.europa.eu/en/publications-and-resources/publications/centres-vocational-excellence-engine-vocational-education>



## **Policies for human capital development: The ETF Torino Process Assessments**

The European Training Foundation's assessment of human capital development policies in its partner countries relies on evidence collected within the country with the ETF's support (Torino Process). It provides up-to-date information on education, training and employment policies and results, identifying progress and challenges. The assessment includes recommendations for policy makers for the future of the education and training system.

The country and regional reports have been published on the ETF website (<https://www.etf.europa.eu/en/publications-and-resources/publications>) and on the ETF Open Space platform (join the community at: [www.openspace.etf.europa.eu](http://www.openspace.etf.europa.eu)).

ETF assessments take as basis Torino process national reports (NRFs). They are prepared by the countries themselves and provide an updated description of the progress of the VET system, based on a standard questionnaire (Analytical Framework). These reports are available in ETF open space. <https://openspace.etf.europa.eu/trp>

## **The importance of being vocational: Challenges and opportunities for VET in the next decade**

This paper, jointly prepared by Cedefop and the ETF, aims to inform the next steps in vocational education and training (VET) policy making at EU level, including the Osnabruck declaration expected to be discussed by ministers in the autumn of 2020. It puts forward key challenges and opportunities for VET which have emerged from the intelligence, research and evidence collected over the years by the two agencies, each within its own remit and geographic scope.

<https://www.etf.europa.eu/en/publications-and-resources/publications/importance-being-vocational-challenges-and-opportunities>

## **2. Events**

### **The Role of the Private Sector in the Youth Skills Ecosystem - South Eastern Europe and Turkey**

(Theme: Transition to work / Sustainability and social inclusion) 9 November 2020, online

### **Topical issues of distance and digital learning in Central Asian countries**

(Theme: Vocational teaching and learning) 11 November 2020, online

(Theme: Policy analysis and progress monitoring) 11 November 2020, online

### **ETF Webinar: International trends and innovation in career guidance**

(Theme: Career guidance) 17 November 2020, online

(Theme: Entrepreneurship) 18 November 2020, online

### **Exploring Distance and Online Learning in Central Asia: What is happening with learning? - Session 1**

(Theme: Policy analysis and progress monitoring) 18 November 2020, online

(Theme: Monitoring) 20 November 2020, online

### **Webinar on assessment**

(Theme: assessment) 20 November 2020, online

### **Webinar to present findings of report on SELFIE scaling up methodology**

(Theme: Digital skills and learning) 23 November 2020, online

### **Exploring Distance and Online Learning in Central Asia: What is happening with learning? - Session 2**

(Theme: Policy analysis and progress monitoring) 26 November 2020, online

### **Launch of the youth report with UNICEF**

(Theme: Youth) 7 December 2020, online

### **VET Governance in action**

(Theme: Governance) 9 December 2020, online

### **Skills for enterprise development**

(Theme: Enterprise development) 10 December 2020, online

### **EQF Advisory Project Group on third country relations**

(Theme: Qualifications) 24 March 2021 (tbc), online

## **3. Initiatives**

### **Study on Platform Work in the Eastern Partnership region**

The ETF would like to contribute to the international debate on the impact of digitalisation on the world of work by building more thorough and comparable evidence across different countries. The project investigates changing patterns of work triggered by

digitalisation and the importance of platform work in the overall labour market context of the six Eastern Partnership countries. The research objectives of the study focus on opportunities and challenges driven by the online and platform work developments and their implications for the regulatory and institutional setting, aiming at quality job creation, inclusiveness, and skills formation and utilisation. The study analyses the scale and the nature of labour and skills demand, organisational models, profiles of online and platform jobs, profiles of online and platform workers and the career and in-work skills development options.

### Special initiative related to Covid19 – skills for enterprise development

Skills for enterprise development will explore enterprise strategies to respond and manage the economic crisis generated as a result of the COVID-19 pandemic and their impact on skills development actions. It will also explore their skills needs to tap on emerging opportunities in the post COVID-19 era with emphasis on digital transformation and greening of economies. Under this initiative joint actions are foreseen with EBRD and UNIDO aiming at generating and sharing knowledge. The initiative will draw also on existing information sources (e.g. the IAG-WBL Survey on impact of COVID 19 on staff training and development in enterprises).

### Special initiative related to COVID-19 – Active labour Market measures and labour market transitions

The objectives of the initiative are to (i) identify population groups especially vulnerable to the crisis in terms of labour market outcomes and their needs to adapt, enhance, and upgrade their skill sets, (ii) and reflect on the effectiveness of active labour market measures and PESs capacity to deal with crisis effects. The initiative will particularly focus on the innovation potential of employment services and activation programmes to support vulnerable population groups to adapt to the new labour market conditions. The initiative aims to share innovative practices from countries, promote knowledge sharing and encourage peer learning among practitioners and policy makers.

### Special initiative related to COVID-19 – The role of civil society organisations

This survey will assess how civil society organisations are meeting countries' and individuals' skills needs and supporting learners during the current crisis and how these efforts complement or ally with government policies and actions. It will identify categories of CSO and individual organisations active in the crisis; examine which groups of learners they have been supporting during the lockdown e.g. adult learners, unemployed people, those

with learning difficulties; and identify what measures they have been implementing or adapting e.g. programmes for non-formal learning or job search guidance.

This initiative will result in an understanding of the range of CSO activities and their capacities e.g. ability to address emerging demands; identify how they support/complement government responses and gaps; and establish the beginnings of a network of CSOs in the selected survey countries, so that the ETF may engage them as longer-term partners.

A daily exchange, sharing good practice and experts' input is provided through ETF OpenSpace <https://openspace.etf.europa.eu/> accessible upon registration.

All links to reports, surveys, webinars and stories from countries

<https://www.etf.europa.eu/en/projects/learningconnects>

### Webinars and blogs

- <https://openspace.etf.europa.eu/etf-open-space>
- <https://openspace.etf.europa.eu/events/etf-webinar-new-ideas-final-exams>
- <https://www.youtube.com/user/etfeuropa>
- <https://www.etf.europa.eu/en/news-and-events/news/digital-distance-learning-gateway-future>
- <https://www.etf.europa.eu/en/news-and-events/news/new-skills-industries-after-crisis-survey>
- <https://www.etf.europa.eu/en/news-and-events/news/employee-training-have-your-say-covid-19-impact-and-beyond>

## 3. Initiatives

### European Vocational Skills Week

In 2020 the European Vocational Skills Week took place on-line on 9-13 November. The theme was “VET for excellence in a green and digital era”, and featured new elements such as the launch of a Skills Pact, and a specific meeting on Upskilling Pathways. Ambassadors have again been at work again, and awards are organised and were put out for public vote. This year, two special awards have been handed over for distance and e-learning. A communications campaign is still highlighting VET excellence across the EU and beyond.

<https://www.eac-events.eu/website/3001/>

### New policy documents

On 1st of July 2020 the European Commission adopted new policy documents with the aim to boost youth employment and strengthen education and training - thus make an important contribution to the ongoing implementation of the European Pillar of Social Rights.

- **The Youth Employment Support: a Bridge to Jobs for the Next Generation** sets out steps for averting a new youth employment crisis. It includes a reinforced Youth Guarantee, a modernized VET policy, a renewed focus on apprenticeships and a number of additional investment priorities to help young people. The communication also clarifies the vast array of EU funding instruments that can be mobilised to this end. [https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/youth-employment-support-bridge-jobs-next-generation\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/youth-employment-support-bridge-jobs-next-generation_en)
- **The Council Recommendation on a Bridge to Jobs – reinforcing the Youth Guarantee** provides a fresh look at our most established labour market intervention. It broadens the target group to those aged 15-29 and reinforcing support for those who are hardest to reach. The reinforced Youth Guarantee also steps up the skills dimension by preparing young people for an increasingly digital world of work, with targeted trainings of short duration. <https://ec.europa.eu/social/main.jsp?catId=1079&langId=en>
- The proposal for a **Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience** sets the broad modernisation framework of a future-proof, excellent and inclusive vocational education and training which supports the recovery

and successfully drives forward the digital and green transitions. It builds on the priorities, structures and tools already adopted in the course of the European cooperation in VET e.g. by incorporating the European Quality Assurance Reference Framework in Vocational Education and Training (the 2009 EQAVET framework) and the principles of flexible provision (ECVET) while it puts forward a number of actions to make VET future-proof on both national and EU level. Furthermore it proposes three quantitative objectives to be achieved by 2025. It is expected to be adopted at the Education, Youth, Culture and Sport Council on 30 November.

<https://op.europa.eu/en/publication-detail/-/publication/8e89305c-bc37-11ea-811c-01aa75ed71a1/language-en>

- **The European Skills Agenda for sustainable competitiveness, social fairness and resilience** is a five year plan to help individuals and businesses develop more and better skills and to put them to use, by:
  - » strengthening sustainable competitiveness, as set out in the European Green Deal
  - » ensuring social fairness, putting into practice the first principle of the European Pillar of Social Rights: access to education, training and lifelong learning for everybody, everywhere in the EU
  - » building resilience to react to crises, based on the lessons learnt during the COVID-19 pandemic

### The European Skills Agenda includes 12 actions

organized around four building blocks:

- A call to join forces in a collective action;
- Actions to ensure that people have the right skills for jobs;
- Tools and initiatives to support people in their lifelong learning pathways;
- A framework to unlock investments in skills

The European Skills Agenda sets ambitious objectives to be achieved by 2025, based on well-established quantitative indicators. Headline actions include a Pact for Skills (See below), an initiative on individual learning accounts and a European approach to micro-credentials.

<https://ec.europa.eu/social/main.jsp?catId=1223&langId=en>

### Pact for Skills (flagship initiative under the Skills Agenda)

The ambition behind the Pact for Skills is to encourage stakeholders to make pledges for up- and re-skilling and to support the setting up of large-scale demand-led partnerships in sectors and value chains for the implementation of ambitious upskilling and reskilling

strategies and commitments. Its key principles are to promote a culture of lifelong learning, to build strong and lasting skills partnerships, to monitor skills supply and to work against discrimination and for gender equality and equal opportunity. The Pact for Skills was launched on 10 November 2020 as part of the European Vocational Skills Week.

<https://ec.europa.eu/social/main.jsp?catId=1517&langId=en>

### The renewed European Alliance for Apprenticeships (EAfA)

In order to give a renewed boost to apprenticeships across the EU, **the Commission's Youth Employment Support package of 1 July 2020 announced a renewed EAfA**. By continuing to bring together governments, social partners, businesses, chambers, regions, youth organisations, VET providers and think tanks, the renewed EAfA will unlock decisive actions by all actors. The renewed EAfA has published its *Action Plan and planned activities for 2020/2021* addressing the following **six priorities**:

- Encouraging commitment among Member States and companies to quality and effective apprenticeships by fostering national apprenticeship coalitions;
- Incentivising support to small and medium-sized enterprises (SMEs) in providing a stable supply of quality and effective apprenticeships;
- Mobilising local and regional authorities as catalysts for apprenticeships within the local business environment;
- Strengthening social dialogue through more active involvement by national social partner organisations;
- Proactively engaging European sectoral social dialogue committees on apprenticeships, with a view to obtaining agreement on joint sectoral pledges;
- Supporting the representation of apprentices in Member States by relaunching the European Apprentices Network (EAN).

Important horizontal issues such as gender, social inclusion, health and safety, and internationalisation of vocational education and training will also be addressed and integrated in many EAfA activities linked to the six main priorities.

The renewed Alliance will be embedded in the Pact for Skills as announced in the European Skills Agenda for sustainable competitiveness, social fairness and resilience.

<https://ec.europa.eu/social/main.jsp?langId=en&catId=1147&newsId=9812&furtherNews=yes>

### The new Europass

With this modernisation of EU tools for skills, the Commission took a first step in delivering on the ambition of the Skills Agenda of making lifelong learning a reality for all. Europass provides learners and workers with useful tools and information to communicate their skills and manage their career in a fast changing world. A successful virtual launch by Vice President Margaritis Schinas and Commissioner Nicholas Schmit on the 30th of June 2020 helped Europass reach more than a million registered users in less than three months. The Europass promotional videos are the most-viewed videos ever produced by the Commission. The Commission will continue to work with Member States, Europass participating countries and labour market and education and training stakeholders to keep Europass fit for the future and further develop its features, including roll out of Europass Digital Credentials.

<https://ec.europa.eu/futurium/en/europass/new-europass>

### Validation of non-formal and informal learning evaluation

Together with the updated European Skills Agenda, the Commission published its evaluation of the 2012 Council Recommendation on validation of non-formal and informal learning. The evaluation notes that all Member States have taken action following the Recommendation, mostly applying the principles it suggests. However, in some countries, national arrangements are still at an early stage and even the most developed systems have some form of limitation to accessing validation. The main lesson drawn is therefore the need to work towards making validation opportunities readily available to all, in close coordination with qualification and guidance policies. More information is available through the European inventory on validation and the external study supporting the evaluation.

<https://ec.europa.eu/info/law/better-regulation/have-your-say/initiatives/1939-Validation-of-non-formal-and-informal-learning-Evaluation>



## 1. Publications

### Employer organizations in the governance of TVET and skills systems

This report explores the engagement of employer organizations in the governance of TVET and skill systems. It presents the experiences of 28 national employer and business membership organizations in key aspects of skills development including national policy and strategy setting, financing arrangements (including national training funds), apprenticeships, the management of training organizations and the delivery and assessment of training.

<https://bit.ly/36gP7C1>

### ILO toolkit for quality apprenticeships - Volume 2: Guide for practitioners

A comprehensive resource for helping improve apprenticeships programmes offering over 125 tools and guides from more than 40 countries and institutions worldwide.

<https://bit.ly/3n7OVvG>

### Guidelines on rapid assessment of reskilling and upskilling needs in response to the COVID-19 crisis

These rapid assessment guidelines aim to inform timely and practical action within the constraints of public health and workplace OSH policies. The guidelines focus on three broad types of impact on the labour market, and hence on demand for skills and opportunities for workers, with implications for reskilling and upskilling needs.

<https://bit.ly/2lgtPga>

### Policy brief: The gender divide in skills development: Progress, challenges and policy options for empowering women

In light of the COVID-19 pandemic, women and girls are bearing the brunt of care responsibilities during school closures. Overcoming the gender digital divide is essential to allow women to participate equally in digital learning.

<https://bit.ly/2lnP52T>

### Policy brief: COVID-19: Public employment services and labour market policy responses

The COVID-19 pandemic and the ensuing crisis have severely disrupted economies and labour markets in all world regions and has exacerbated existing vulnerabilities for workers already at risk of poverty. Labour market

programmes have been part of policy responses that governments have put in place to protect jobs, enterprises, and incomes from the fallout of COVID-19. In developed and emerging economies public employment services (PES), along with others, have played a central role in the execution of these policies to support jobseekers, workers and employers. This policy brief documents the policy responses to promote peer learning and provides insights for policies for recovery.

<https://bit.ly/36ye10n>

### Guide and digital interactive assessment tool on making TVET and skills development inclusive for all

The guide aims to help skills decision-makers and practitioners assess to what extent their TVET system is currently excluding certain individuals or groups, identifies underlying reasons, and provides practical ideas on what could be done to redress inequalities. The guide includes a self-assessment tool, which aims to improve understanding of potential barriers to access and participation, and provides a basis for reflection on how to redress inequalities to promote a diverse and inclusive skills development system.

<https://bit.ly/2JRty3y>

### Effective governance and coordination in skills systems: Towards a lifelong learning ecosystem

This policy brief revises the key issues that affect governance and coordination in skill systems and proposes a number of measures and principles through which reforms can take place. It has drawn on recent research by the ILO, UNESCO and other international organizations to highlight the importance of coordination and demonstrates how more effective coordination can have tangible positive effects on governance and key areas of policy and practice in skill systems.

<https://bit.ly/3eDZzrf>

### The feasibility of using big data in anticipating and matching skills needs

This publication collects the contributions presented during the ILO workshop entitled “Can we use big data for skills anticipation and matching?”

<https://bit.ly/36kUdgC>

### The role of social partners in skills development, recognition and matching for migrant workers

This document was originally prepared as a background paper for the ILO Workshop on the role of social partners in skills development, recognition and matching for migrant workers: A contribution to the Global Skills Partnership. The objective of the event was to discuss the role of social partners in supporting skills partnerships

and programmes for facilitating skills development, recognition and matching. The paper was intended to foster debate, which would feed into developing viable approaches and policy options on how to address these issues in concrete terms through the strong involvement of the social partners. It was also an opportunity to discuss how the Global Skills Partnership on Migration (GSP), forged among the ILO, IOM, UNESCO, IOE and ITUC, could support this process. Following the Workshop, the paper was updated, taking on board the discussions that took place during the event, as well as all comments and inputs received from the participants.

<https://bit.ly/3perQt5>

## 2. Events

### ILO Webinar. Skills development and lifelong learning: The role of trade unions

The event will take place on Wednesday, 18 November from 12h - 13.30h (CET). The webinar will also provide the occasion to launch the “Skills development and lifelong learning: Resource guide for workers’ organizations”.

<https://bit.ly/3p94zJ7>

## 3. Initiatives

### Launch of the 1st Cambodia Skills Challenge Innovation Call

The first Cambodia Skills Challenge Innovation Call will recognize and support the development of solutions that aim to address challenges faced by TVET to adapt to online learning and skills training. This initiative is part of the ILO Skills Innovation Facility.

<https://bit.ly/2U5JHUQ>

### ILO and UNICEF MOU to strengthen skills and lifelong learning

The collaboration between the two agencies aims to improve the employability of young people and help the transition from school to work. <https://bit.ly/2ljublK>

## 1. Publications

In July 2020, the OECD published a **working paper on the labour market outcomes of graduates from mid-level VET**. The paper looks at different indicators of labour market outcomes for young adults holding at most an upper secondary or post-secondary VET degree, and analyses how these outcomes have changed in recent years in light of structural changes in the labour market. The analysis has also been included in the 2020 Employment Outlook.

Working paper: <https://doi.org/10.1787/503bcecb-en>

Employment Outlook: <https://doi.org/10.1787/1686c758-en>

In September 2020, the OECD published a **working paper on comparative data and indicators on VET**, which identifies existing and new indicators of VET systems that are suitable for international comparisons, based on current data availability and quality. The paper establishes the dimensions of the gaps and sets out how one might go about filling them, while giving proposals for future indicator development.

Working paper: <https://doi.org/10.1787/d43dbf09-en>

Policy brief: [http://www.oecd.org/skills/centre-for-skills/Improving\\_evidence\\_on\\_VET\\_comparative\\_data\\_and\\_indicators.pdf](http://www.oecd.org/skills/centre-for-skills/Improving_evidence_on_VET_comparative_data_and_indicators.pdf)

The OECD flagship publication **Education at a Glance 2020** was launched in October, with the focus of this year’s report being on VET. The Vet analysis investigates participation in VET at various levels of education, the labour market and social outcomes of vocational graduates as well as the human and financial resources invested in vocational institutions. Two new indicators on how vocational education and training systems differ around the world and on upper secondary completion rate complement this topic.

<https://doi.org/10.1787/69096873-en>

A COVID-19 policy brief “**Teaching and learning in VET: Providing effective practical training in school-based settings**” is scheduled to be published in December 2020/ January 2021. In light of expected persistent shortage of work-based learning opportunities in the COVID-19 crisis, this policy brief looks at how VET programmes can be adapted to deliver practical components of VET in school-based settings, including through the use of innovative technologies such as VR, AR and simulators.

A new OECD report on **Teachers and Leaders in VET** will be published in March/April 2021, looking at the

key opportunities and challenges faced by VET teachers and leaders in OECD countries. The report examines issues related to developing, attracting and retaining VET teachers leaders with the right skills and provides recommendations on how strengthen policies in those areas.

A report on **Quality assurance** will be published in December 2020. This report will address the crucial question of how quality can be ensured in the field of adult learning. It informs the public debate on quality assurance in adult learning by presenting an overview of quality assurance systems across Europe and highlighting their implementation features, governance structures and success factors. In particular, the study will focus on non-formal adult learning, which is “institutionalised, intentional and planned by an education provider”.

A report on **Career guidance** will be published in December 2020. Career guidance for adults is a fundamental policy lever to motivate adults to train and to help address the challenges brought about by rapidly changing skill needs. Such services are particularly important amid the ongoing COVID-19 pandemic and its aftermath, as many adults have lost jobs and require assistance navigating their career options in the changed labour market. As part of its current project on Career Guidance for Adults, the SAE Skills Team carried out an online survey in six countries (Chile, France, Germany, Italy, New Zealand and the US) to better understand the adult user’s experience with career guidance, and any barriers adults might face in accessing these services.

## 2. Events

**AI for training roundtable** (1 December): roundtable of academics, employers, training providers and public employment services to discuss how AI contributes to the planning, content, delivery and assessment of training. Along with desk-research and interviews, the outcomes of the roundtable will feed into a report to be completed by Q4 2021.

**Conference on AI Work, Productivity, Innovation and Skills** (1-5 February 2021): including sessions on the impact of AI on the labour market and the use of AI for training.

Conference on **“implementing adult learning reforms in Latin America”** (early March 2021). Conference to discuss implementation challenges for adult learning reforms with stakeholders from Latin American countries. A similar conference will be organised in Europe in the fall of 2021, focusing on European countries.

## 3. Initiatives

A new project on **“Higher VET”** at aims to improve our understanding of professional programmes at the tertiary education level (ISCED5-8) across OECD countries, explore key policy issues in countries and support the development of better comparative data in this area.

The project **“VET Facing the Future”** will assess the future-readiness of OECD countries’ VET systems in light of structural changes such as automation, the green transition and population ageing. The project will look at topics such as the responsiveness of VET to changing skill needs, the development of transversal skills in VET programmes, the flexibility of VET to provide training to a diverse group of learners (including adults in need of re-skilling opportunities), and the use of innovative technologies and pedagogical approaches in VET.

## 1. Publications

### Development of national qualifications frameworks in ECOWAS countries : Overview and perspectives

UNESCO and the Commission of the Economic Community of West African States (ECOWAS) launched in June 2018 a new initiative to strengthen the recognition of skills and qualifications in the various ECOWAS Member States to reform their systems certification by adopting an approach that takes into account national and regional perspectives. The results will highlight guidelines for capacity building of ECOWAS Member States on NQF issues. This publication is the first step in the development of a common certification vocabulary in ECOWAS Member States. Overall, the results will contribute to improving the integration and harmonization of qualifications systems, facilitating transparency of education and training systems, recognition of qualifications and credit transfer at the international level, but also the portability of competences and qualifications and thus the mobility of workers and learners. Date of publication: mid-December 2020

### Case Study on Finnish TVET: A Resilient Model of training During COVID-19

UNESCO and Omnia Education Partnerships Ltd. will publish a case study report on how the Finnish TVET system has coped with the challenges of COVID-19 in spring 2020. The report is produced in collaboration with OMNIA, Omnia Education Partnerships Ltd, and with support from the Ministry of Education Finland. A link to report will be available in December.

### Global Inventory of National and Regional Qualifications Frameworks.

UNESCO will be coordinating the 2020 edition of the Inventory. A preparatory meeting for this was held on 11th November 2020 with the participation of CEDEFOP, ETF and UIL. A digital tool for the Inventory, which will strengthen the user-friendliness and transparency of the Inventory is also currently in the pipeline.

### Training funds for TVET and skills development

Funding of TVET systems is a major issue to solve challenges on skills development. There is therefore the need to identify the 'state-of-the-art' on training funds, to better understand their diversity and functioning, and then to identify key elements to improve efficiency of the whole TVET funding system. The objective of the publication is to study high performing training funds

in different contexts and compile best practices and document innovative training fund mechanisms, to help Member States improve or create training funds.

This publication will be available in January 2021.

### Boosting gender equality in science and technology. A challenge for TVET programmes and careers

<https://unevoc.unesco.org/i/722>

### Innovating TVET – A framework for institutions

<https://unevoc.unesco.org/i/717>

### Promoting quality in TVET using technology. A practical guide.

<https://unevoc.unesco.org/i/710>

## 2. Events

**Understanding the causes of gender disparities in STEM-related TVET. Virtual Conference** on 23-27 November on the TVET Forum.

<https://unevoc.unesco.org/i/716>

**BILT Bridging Conference on New Qualifications and Competencies in TVET: success stories at strategic and operational levels** on 08 December.

<https://unevoc.unesco.org/i/720>

## 3. Initiatives

### Global Education Coalition

Global Education Coalition was launched by UNESCO in March 2020, bringing together more than 140 members across sectors. Its purpose was and is to ensure the right to education during this unprecedented crisis and beyond COVID-19.

The Global Education Coalition is a partnership consisting of United Nations agencies, international organizations, private sector and civil society representatives engaged in advancing COVID-19 Education Response from around the world at global, regional and country levels.

<https://gloaleducationcoalition.unesco.org/>

### Global Skills Academy

UNESCO launched a Global Skills Academy aiming to equip one million young persons with employability and resilience skills to help them find jobs during the looming economic recession when youth employment prospects look bleak. Members of UNESCO's Global Education Coalition team up to provide youth with opportunities



to gain digital skills and other competencies through free access to online skills development programmes. Partners' offers are pooled within the Global Skills Academy, providing a one-stop access to training opportunities. The Academy operates through a matching process facilitated by UNEVOC.

<https://www.un.org/en/observances/world-youth-skills-day>

Founding partners include Coursera, Dior, Festo, Huawei, IBM, Microsoft, Orange Digital Centres and PIX. International Organizations and partners including ILO, OECD and WorldSkills Competition will also contribute to the project.

## Global conference on World Youth Skills Day

UNESCO unveiled the project on *World Youth Skills Day* on 15 July at a global conference, co-organized by the Permanent Missions of Sri Lanka and Portugal to the UN, the Office of the Secretary-General's Envoy on Youth, UNESCO and ILO, and titled 'Skills for a Resilient Youth'.

- [Live recording](#)

## 1. Publications

### How are Youth Employment Programs Adapting to COVID-19?

This brief highlights different ways in which youth employment projects are adapting their strategies and delivery models in response to COVID-19. Six main trends that programs are using to maintain operational and programmatic continuity are visible: scaling of virtual operations, crowdsourcing ideas from youth, accelerating remote learning, encouraging youth voice, increased support for micro, small and medium enterprises, and leveraging new growth opportunities.

<https://openknowledge.worldbank.org/handle/10986/34703>

### Job search and hiring with two-sided limited information about workseekers' skills

This paper presents field experimental evidence that limited information about workseekers' skills distorts both firm and workseeker behavior.

<https://openknowledge.worldbank.org/handle/10986/34276>

### The Future of Work in Africa : Harnessing the Potential of Digital Technologies for All

This report focuses on the key themes of creating productive jobs and addressing the needs of those left behind. It highlights how global trends, especially the adoption of digital technologies, may change the nature of work in Sub-Saharan Africa by creating new opportunities and challenges. Finally, it argues that, contrary to global fears of worker displacement by new technologies, African countries can develop an inclusive future of work, with opportunities for lower-skilled workers.

<https://openknowledge.worldbank.org/handle/10986/32124>

### Jobs Interventions for Refugees and Internally Displaced Persons

Refugees and internally displaced persons (IDPs) often struggle to integrate the labor market. Even where they have the unrestricted right to work their labor market outcomes lack behind those of other groups, at least in the short- to medium-term. This literature review brings together two strands of research to inform the design of successful job interventions in this context: the evidence on how forced displacement impacts those

forcibly displaced in their economic lives and the existing knowledge on jobs interventions for refugees and IDPs.

<https://openknowledge.worldbank.org/handle/10986/33953>

### Europe and Central Asia Economic Update, Fall 2020 : COVID-19 and Human Capital

This analysis examines human capital outcomes in Europe and Central Asia and the ways in which the pandemic is likely to affect them. It suggests that modernizing the foundations of education systems, improving access to and the quality of tertiary education, and reducing adult risk factors for health are key for the region.

<https://openknowledge.worldbank.org/handle/10986/34518>

### The Utilization-Adjusted Human Capital Index

The Utilization-adjusted Human Capital Indices (UHCI) adjust the HCI for labor-market underutilization of human capital, based on fraction of the working age population that are employed, or are in the types of jobs where they might be better able to use their skills and abilities to increase their productivity ("better employment").

<https://openknowledge.worldbank.org/handle/10986/34487>

### Small Business Training to Improve Management Practices in Developing Countries: Reassessing the Evidence for 'Training Doesn't Work'

This paper revisits and reassesses the evidence for whether small business training works, incorporating the results of more recent studies. A meta-analysis of these estimates suggests that training increases profits and sales on average by 5 to 10 percent

<https://openknowledge.worldbank.org/handle/10986/34506>

## 2. Events

### Making TVET Providers Accountable: Ten Years of Hard Lessons at MCC

September 24, 2020

Organized around a recent paper from the Millennium Challenge Corporation (MCC), this webinar summarized MCC's latest evidence on the effectiveness of its TVET programs and offered a theoretical framework for the sector based on other existing evidence.

<https://www.worldbank.org/en/events/2020/09/18/making-tvet-providers-accountable-ten-years-of-hard-lessons-at-mcc#1>

### What do we now know about the effectiveness of business training, and how can it be done better? A re-assessment of the evidence

October 21, 2020

This seminar featured David McKenzie (Lead Economist in the World Bank's Development Research Group) presenting his new work that revisits existing evidence on business training and incorporates the results of more recent studies.

<https://www.worldbank.org/en/events/2020/10/19/what-do-we-now-know-about-the-effectiveness-of-business-training-and-how-can-it-be-done-better>

# Bilateral organizations

Please sign up for the newsletter [here](#).

## News on VET & COVID-19

Up to date, DC dVET has published three news articles on the impact of COVID-19 on dual VET systems and approaches to react to the current challenges :

- News #1 (June 2020): The responses of the DC dVET members in the field of VET  
<https://www.dcdualvet.org/en/dc-dvet-covid-19-news-1-how-our-members-respond-to-the-crisis/>
- News #2 (August 2020): Reactions of “dual VET countries” to the crisis  
<https://www.dcdualvet.org/en/dc-dvet-covid-19-news-2-reactions-of-dual-vet-countries-to-the-crisis/>
- News #3 (October 2020): What does research say?  
<https://www.dcdualvet.org/en/dc-dvet-covid-19-news-3-what-does-research-say/>

## DC dVET

### 1. Publications

#### Documentation of Webinars

The Donor Committee for dual VET (DC dVET) has organized a number of webinars on specific topics related to dual VET. On the DC dVET website you find the expert inputs and other relevant documents on the following topics :

#### Companies Engaging in Dual VET: Do Financial Incentives Matter? Options, Pros and Cons

<https://www.dcdualvet.org/en/portfolio-items/webinars/#01>

#### Financing of (Dual) VET

<https://www.dcdualvet.org/en/portfolio-items/webinars/#02>

#### Cost-Benefit Analyses for Companies in (Dual) VET

<https://www.dcdualvet.org/en/portfolio-items/webinars/#03>

#### Matching VET with Labor Market Needs – How to Assess the Skills Demand

<https://www.dcdualvet.org/en/portfolio-items/webinars/#04>

#### Dual VET in Development Cooperation – Key Elements and Principles

<https://www.dcdualvet.org/en/portfolio-items/webinars/#06>

#### Newsletter on New Technologies and Dual VET

In this newsletter, we shed light on the impact new technologies do and might have on dual VET in development cooperation:

<https://www.dcdualvet.org/en/newsletter/dc-dvet-newsletter-july-2020-focus-new-technologies-and-vet/>



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