



Interagency Group on **Technical and Vocational Education and Training (TVET)**

NEWSLETTER
November 2017

Interagency 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*), the Inter-American Development Bank (*IADB*) and the Islamic Development Bank (*IDB*).

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.
- The Working Group on Greening TVET and Skills Development advocates for international cooperation to promote capacities for a rapid and equitable shift to greener economies and more sustainable societies. It supports initiatives for greening TVET and skills development by raising awareness and sharing and disseminating good practices, knowledge and expertise.
 - 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, and (iii) create an advocacy tool to promote common key messages on WBL's benefits.

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.

Recent and future publications, events and initiatives

Asian Development Bank (ADB)

1. Publications

Education and Skills for Inclusive Growth, Green Jobs and the Greening of Economies in Asia: Case Study Summaries of India, Indonesia, Sri Lanka and Viet Nam

ADB and Springer jointly published the book in November 2017. This book is an output of regional study that explored the links between policy and practice to enhance the relevance of skills development systems that need to respond to industries with potential for high employment, growth, and greening. This was published online and in printed formats.

On-line TVET resource materials for DMC officials

ADB is developing on-line TVET resource materials to provide information and practical tips for DMC officials on a range of contemporary TVET topics such as: career guidance and job placement, work-based learning, centers of excellence, ICTs and TVET, and effective gender mainstreaming. The resources will continue to be populated, and topics expanded, during 2018.

2. Events

Improving TVET – Priorities for Sustainable Growth in ASEAN

In partnership with BMZ, Germany
13–15 June 2017, Myanmar

Professional Learning Program on 'Improving Learning Outcomes through Curriculum, Teacher Professional Development, Assessment, and School Leadership

In partnership with The Head Foundation, Singapore
21–25 August 2017, Singapore

ADB's flagship education event, International Skills Forum

12–14 December 2017, Manila

3. Initiatives

ADB's key focus and initiatives are the portfolio of 20 ADB financed TVET projects across Asia and the Pacific.

European Union

European Centre for the Development of Vocational Training (Cedefop)

1. Publications

Defining, writing and applying learning outcomes

This Cedefop handbook is addressed to individuals and institutions actively involved in defining and writing learning outcomes in education and training. Its ambition is to act as a reference point for cooperation in this area.

It offers concrete examples of the use of learning outcomes and provides an overview of existing guidance and research material supporting the definition and writing of learning outcomes. The handbook also aims to promote dialogue between education and training and labour market stakeholders by building on material from different parts of the education and training system, and bridging the gap between institutions and sectors.

The changing nature and role of vocational education and training in Europe: Volume 1: conceptions of vocational education and training: an analytical framework

This research paper is the first in a series produced as part of the Cedefop project The changing nature and role of VET (2016–18). The aim of the paper is to review scholarly attempts to define or explain vocational education and training and to develop a theoretical model to analyse national definitions or conceptions of VET and how they have changed over time.

VET takes many forms and is, perhaps, the least unitary of education sectors. Based on a literature review of previous attempts to characterise VET, the paper suggests using a multi-perspective framework which combines:

- an epistemological and pedagogical perspective;
- a system and institutional perspective;
- a socioeconomic and labour market perspective to analyse VET.

These perspectives can help to identify appropriate learning approaches, institutional solutions and forms of cooperation to work towards.

In Volume 2 of this series, the approach is empirically tested and the different understandings of VET in 30 European countries are illustrated.

Cedefop European public opinion survey on vocational education and training

In 2016 Cedefop launched its first ever opinion survey aimed at investigating EU citizens' opinions on vocational education and training. A total of 35,646 face-to-face interviews were conducted with citizens of the Member States. The survey provides an unprecedented perspective on EU citizens' opinions on awareness, attractiveness, experience and effectiveness of vocational education and training in the EU.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/5562>

Investing in skills pays off

This Cedefop study seeks to provide a comprehensive and robust evidence base in relation to low-skilled adults in the European Union. It analyses trends in low skills among adults as well as characteristics, determinants and risks of being low skilled.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/5560>

VET toolkit for tackling early leaving

The Europe-wide VET toolkit for tackling early leaving was developed by Cedefop in 2017. Based on evidence of success, it provides practical guidance, tips, good practices and tools drawn from VET aiming at helping young people to attain at least an upper secondary qualification.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8110>

European inventory on validation of non-formal and informal learning – 2016 update

The 2012 Council recommendation on validation of non-formal and informal learning encourages Member States to put in place national arrangements for such validation by 2018. These will enable individuals to increase the visibility and value of their knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities. This synthesis report forms part of the 2016 update to the European inventory on validation of non-formal and informal learning. It is accompanied by 36 country reports and four thematic reports. The inventory provides a regularly updated overview of validation practices and arrangements in all Member States, EFTA

countries and Turkey. The 2016 update is the sixth update (2004, 2005, 2008, 2010, 2014). Alongside the revised European guidelines on validation, the 2016 inventory serves as a tool to assist Member States in developing and implementing validation arrangements as well as identifying areas which need further attention in the coming years. This report summarises the current situation with regard to validation in all countries under study, and reports on progress towards the aims set out in the 2012 Council recommendation.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4153>

Towards age-friendly work in Europe: a life-course perspective on work and ageing from EU Agencies

The EU's population and workforce are ageing. This has implications for employment, working conditions, living standards and welfare. A new report shows how information from four agencies, including Cedefop, can support policy-making that is both complementary and greater than the sum of its parts. The report draws on the agencies' expertise in each of their areas and covers the different challenges associated with the ageing workforce and considers innovative solutions.

- Cedefop explores how vocational education and training can be used to support active ageing at work.
- EU-OSHA presents policy examples of integrated approaches to occupational safety and health for an ageing workforce.
- Eurofound examines working conditions for workers of all ages, related work sustainability outcomes and how the right policies can foster longer working lives.
- EIGE provides a gender perspective on the issue of the ageing workforce and discusses the different challenges that men and women face.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/2220>

2. Events

Skill needs forecasting expert workshop

23-24 June 2017

Cedefop's project on future skills demand and supply has established a network of national experts in labour market forecasting, covering all EU Member States. These experts validate both the methods and the results of Cedefop's forecast. To provide a platform for discussion Cedefop organises regular technical workshops. This year's workshop focused on the following:

- New forecasting results and methodological developments,
- Future of manufacturing, scenarios developed in collaboration with Eurofound,

- Presenting forecasting results in the Skills Panorama.

www.cedefop.europa.eu/en/events-and-projects/events/skill-needs-forecasting-expert-workshop

Do national qualifications frameworks (NQFs) make a difference? Measuring and evaluating NQF impact 9–10 November 2017

NQF developments in Europe have been rapid. Latest developments attest to the growing attention qualifications frameworks have been receiving from policy-makers and practitioners. The aim of this event was to stimulate open and critical reflection on the current and future role of NQFs.

Before 2005, qualifications frameworks were in place in three European countries – France, Ireland and the UK. By 2017, NQFs have been introduced by all 39 countries taking part in the implementation of the EQF. Given that these NQFs are becoming increasingly operational, questions regarding their added value and their impact are particularly relevant:

Do these national qualifications frameworks make a difference in policies and practices and to the learners and citizens they are supposed to benefit?

Cedefop, in cooperation with the European Commission and Quality and Qualifications Ireland (QQI), organised a peer learning conference on NQF impact. The main aim of the event was to allow policy-makers, researchers and practitioners to exchange experiences and discuss the impact and challenges of NQF implementation.

<http://www.cedefop.europa.eu/en/events-and-projects/events/prototype-production-0>

From prototype to production: Follow-Up of The 2017 European Big Data Hackathon 18–19 November 2017

Inspired by the outcomes of the European big data hackathon organised in March 2017, Eurostat and Cedefop decided to capitalise on the ideas and solutions generated and to boost their further development in a framework of high policy relevance. The aim of the event was to foster the development of solutions that integrate various datasets, big data techniques and powerful visualisations to offer policy relevant evidence on skills mismatch in Europe.

Eight hackathon teams participated in the seminar. They worked further on their initial proposals and presented their upgraded prototype solutions in Thessaloniki.

<http://www.cedefop.europa.eu/en/events-and-projects/events/cedefop-policy-learning-forum-plf-apprenticeships>

Cedefop policy learning forum (PLF) on apprenticeships

The first policy learning forum (PLF) on apprenticeships was linked to the thematic country reviews on apprenticeships (TCRs), which Cedefop launched in 2014. With the TCRs Cedefop supports cooperation at European level among Member States, and interacts with individual countries that wish to develop quality apprenticeships, in line with EU policies. To date there have been three rounds of TCRs:

- the first round included Malta and Lithuania, and was concluded in 2015;
- the second round, with Greece, Italy and Slovenia, was concluded in mid-2017;
- the third round is in progress; it includes Cyprus and Croatia, and kicked off in early 2017. In this round, Cedefop is piloting a lighter version of the TCRs on apprenticeships (flash TCRs) in Belgium (French-speaking Community) and Sweden.

3. Initiatives

Comparing Vocational Education and Training Qualifications: towards a European Comparative Methodology

The overall purpose of the project is, through research and targeted testing, to prepare a methodology allowing for systematic comparison of the content and profiles of VET qualifications on a cross-border basis. Based on previous studies carried out by Cedefop, the study should strengthen the ability of the Agency to systematically analyse the content and profile of VET qualifications in Europe and on this basis support mutual learning as well as facilitate national developments. A key purpose of the study is therefore to prepare methodologies which can be scaled up and repeated in the future. The detailed purpose is to map and analyse the following interconnected areas:

- Appropriate reference points for comparison, in particular by analysing the strengths and weaknesses of ESCO, O*Net and World Skills Standard Specifications.
- How to more efficiently gather and analyse qualification data, notably by exploring emerging national data bases as well as technologies for 'automated' data gathering.
- Methods for gathering data on the match/mismatch between qualifications and labour market requirements.

The project should, based on the insights regarding reference points, qualification data and labour market intelligence, take forward the comparison of 10 VET qualifications in 10 European countries carried out by Cedefop (in cooperation with ETF and UNESCO) between

2015 and 2017. This empirical basis should underpin and support the presentation of a methodological toolbox to facilitate and enable future work in this area.

European Commission's Directorate-General for Employment (DG EMPL)

1. Publications

European Alliance for Apprenticeships – Good for Youth, good for Business

4 years on (May 2017)

Available in English, French, German and Spanish.

<https://myintracomm.ec.europa.eu/en/Pages/welcome.aspx>

Study on Teachers and Trainers in WBL/apprenticeships Mapping of models and practices supporting the ET 2020 Working Group on Teachers & Trainers in WBL

European Commission, May 2017

[http://ec.europa.eu/social/](http://ec.europa.eu/social/BlobServlet?docId=17990&langId=en)

[BlobServlet?docId=17990&langId=en](http://ec.europa.eu/social/BlobServlet?docId=17990&langId=en)

Study on the European Alliance for Apprenticeships Assessment of progress and planning the future

European Commission, May 2017

<https://myintracomm.ec.europa.eu/en/Pages/welcome.aspx>

Study on "Business cooperating with Vocational Education and Training providers for quality skills and attractive futures"

European Commission, November 2017

<http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8053&furtherPubs=yes>

High-performance apprenticeships and work-based learning: 20 guiding principles

November 2015

Available in English, French, German, Turkish and Armenian

<http://ec.europa.eu/social/main.jsp?pager.offset=10&catId=1147&langId=en&moreDocuments=yes>

2. Events

European Vocational Skills Week

This year's *European Vocational Skills Week* will be held on 20-24 November 2017 building on the success of the *first European Vocational Skills Week* in 2016. It will include events in Brussels and hundreds of activities

in Member States, EFTA and EU candidate countries organised at national, regional and local levels. The Week's theme will be again "**Discover Your Talent**": inspiring people to galvanise their abilities through quality VET, at all stages of their lives, on-the-move, and equipped with labour market relevant skills that lead to fulfilling personal and professional lives.

This year we want to boost partnerships between **businesses and VET providers** and bring the spotlight on **sectoral approaches to address skills mismatches** to respond to rapidly changing skill needs.

The European Commission works with all its partners, including EU agencies Cedefop and the European Training Foundation.

3. Initiatives

European Framework for Quality and Effective Apprenticeships (EFQEA)

The European Commission has proposed a European Framework for Quality and Effective Apprenticeships, with:

- 7 criteria on learning and working conditions
- 7 criteria for framework conditions

It aims to increase the employability and personal development of apprentices and to contribute to the development of a highly skilled and qualified workforce, responsive to labour market needs.

The Commission Proposal for a Council Recommendation will be discussed in the Council and agreed by the Member States. The EU will support Member States in implementing the new Framework through existing Union funding, including Erasmus+.

Erasmus Pro

ErasmusPRO is an activity within the VET mobility action of the Erasmus+ programme. It supports vocational mobility from 3 up to 12 months. The purpose of ErasmusPRO is to facilitate long-term placements in working environments in another country, so that young people develop job specific vocational skills and become well acquainted with the working and social environment, as well as the language, of the host country. ErasmusPRO is complementary to shorter VET mobility experiences (from 2 week to less than 3 months), which Erasmus+ will continue to provide, with the same level or resources available until now. The ErasmusPRO is part of the General Erasmus + call published on 25 October 2017 with a deadline for applications by February 2018. We can expect the first young people on ErasmusPRO long duration mobility to initiate their experience as of mid-2018.

EAN

Launch of a European Apprentice Network (EAN).

The European Youth Forum and OBESSU have jointly launched a network for apprentices at European level with the support of the European Commission to make sure that the voices of young apprentices are heard in discussions on VET and apprenticeships in Europe. The apprentices expressed 7 key priorities for the network:

- Quality education and Quality assurance
- Rights and protection
- Legally binding agreements
- Representation
- Promoting apprenticeships
- Anti-discrimination
- Accessible information

European Training Foundation (ETF)

1. Publications

Highlights and insights 2017

Through its support to the implementation of the EU's cooperation programmes, and through its direct assistance to partner country stakeholders in the form of policy analysis and advice, capacity building, exchange of good practice and networking, the ETF makes a substantial contribution to the social and economic development of its partner countries. This second edition of the ETF's Highlights and Insights publication sets out many different practical examples of how the ETF, through its work,, contributes to that process.

http://www.etf.europa.eu/web.nsf/pages/Highlights_and_Insights_2017

Getting organised for better qualifications: A toolkit (in EN, FR & RU),

Most of the ETF's 29 partner countries have national qualifications frameworks (NQFs) but these mainly exist only on paper or are only partially implemented. This toolkit examines why countries are blocked and proposes solutions to speed up implementation. The ETF goes wider than the NQFs themselves. It is not about NQFs per se, but about qualification systems. To tackle problems in implementing an NQF requires four key elements in a qualification system to be addressed: laws, stakeholders, institutions and quality assurance.

http://www.etf.europa.eu/web.nsf/pages/Qualifications_toolkit

Migrant support measures from an employment and skills perspective (MISMES): Jordan

The latest MISMES inventory is a follow-up study on MISMES practices. However, due to the country's unique circumstances, the Jordan report targeted not only Jordanian emigrants and returnees, but also foreign labour immigrants and refugees/asylum seekers. In this report, MISMES are defined as specific policy interventions in all phases of the migration cycle, targeting those particular groups. To qualify as MISMES, a policy intervention should mobilise specific budget resources (regardless of who funds or implements the action), usually over a specific period (between 2000 and 2016). MISMES aim to improve labour market integration of migrants (e.g. facilitating labour mobility, job and skills matching, livelihood and employment opportunities, labour market information and protection) or skills utilisation and enhancement of migrants (e.g. skills development courses, work-based learning, career guidance and counselling, recognition and validation of skills). After making an inventory of existing measures, their key elements are identified in terms of efficiency, if any, and impact on the three target groups for their labour market integration and skills utilisation.

www.etf.europa.eu/web.nsf/pages/MISMES_Jordan

A series of country profiles providing an overview of VET governance in 20 ETF partner countries:

VET governance partner country profiles: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Egypt, Former Yugoslav Republic of Macedonia, Georgia, Israel, Jordan, Kosovo, Lebanon, Moldova, Montenegro, Morocco (in FR), Palestine, Russia, Serbia, Tunisia, and Ukraine

The country profiles provide an overview of VET governance practices in each of the countries listed.

www.etf.europa.eu/web.nsf/pages/VET_governance_partner_country_profiles

Torino Process

Changing skills for a changing world conference highlights (in EN, FR & RU)

http://www.etf.europa.eu/web.nsf/pages/TRP_2017_conference_highlights

Torino Process regional overviews (in EN, FR & RU):

South Eastern Europe and Turkey Southern and Eastern Mediterranean Eastern Partnership and Russia Central Asia

http://www.etf.europa.eu/web.nsf/pages/TRP_SEET_overview

Torino Process 2016–17 country report executive summaries:

Albania | Armenia | Azerbaijan | Belarus | Bosnia and Herzegovina | Egypt | former Yugoslav Republic of Macedonia | Georgia | Israel | Jordan | Kazakhstan Kosovo | Kyrgyzstan | Lebanon | Moldova | Montenegro Morocco | (in FR) Palestine** | Russia | Serbia | Tunisia | (in FR) Tajikistan | Turkey | Ukraine | Uzbekistan*

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.

** This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.

Tracer studies: Evaluating the impact of training programmes

A briefing note on tracer studies, which provide valuable information to inspire education, training and employment policies, curricula and training courses as well as guidance to help individuals decide on their education or training paths.

[http://www.etf.europa.eu/webatt.nsf/0/CEDE612F00BFF6B3C12581A600278816/\\$file/Tracer studies.pdf](http://www.etf.europa.eu/webatt.nsf/0/CEDE612F00BFF6B3C12581A600278816/$file/Tracer%20studies.pdf)

2. Events

Capacity building workshop on labour market analysis (Theme - Employment and Labour market Matching and Anticipation of Skills)

9 October 2017, Algiers, Algeria

A new impetus to National Qualifications Framework (NQF) and for better qualifications in Georgia (Theme- Qualifications)

23–24 October 2017, Tbilisi

Workshop on work-based learning (Theme - Competences Quality in VET)

24 June 2017, Chisinau, Republic of Moldova

Joint COM-ETF Seminar on Western Balkans and Turkey 'EU external assistance and policy dialogue in VET, skills development and employment'

(Theme - Employment and Labour market Matching and Anticipation of Skills)

24–25 October 2017, Torino, Italy

Regional Governance of VET skill policies and system in Ukraine: what role and responsibilities for regional VET Councils?

(Theme - Governance and Lifelong Learning)

25–26 October 2017, Lvov, Ukraine

European Alliance for Apprenticeships (EAfA) event (Theme - Education and business; Enterprise Skills)

26–27 October 2017, Podgorica TBC - Montenegro

Quality Assurance Forum

(Theme - Quality in VET)

7–8 November 2017, Torino, Italy

AQF Handbook presentation/EQF referencing workshop (provisional dates to be confirmed)

(Theme- Qualifications)

13 November 2017, Tirana, Albania

Atelier sur les bonnes pratiques de gouvernance régionale de la formation professionnelle avec les DRFPE et les partenaires sociaux

(Theme - Governance and Lifelong Learning)

14 November 2017, Tunis, Tunisia

Regional follow-up of Riga monitoring in the Candidate Countries

(Theme - Riga monitoring)

14–15 November 2017, Turin, Italy

3rd Forum on Entrepreneurial Learning in Tunisia

(Theme - Competences Enterprise Skills Entrepreneurship and Entrepreneurial Learning)

15 November 2017, Tunis, Tunisia

3. Initiatives

Support to EU assistance in the context of EU external policies

EU policy dialogue on HCD issues is enhanced in partner countries through ETF policy and thematic contributions

Policy analysis and system wide progress monitoring

This initiative aims to improve policy making in VET by strengthening institutional capacity for the generation and use of evidence throughout the policy making cycle (design, implementation, monitoring and evaluation) and to develop a culture of policy monitoring, feedback and improvement.

VET governance

This initiative aims to improve VET system governance by empowering stakeholders to design, formalise and implement coordination mechanisms at national, regional, sectoral and local levels.

VET provision and quality assurance

This initiative aims to support partner countries to improve both initial and continuing VET in terms of VET provision and quality assurance. The project will do so by enhancing work based learning, improving quality assurance mechanisms and making continuing professional development (CPD) of teachers and trainers in VET.

International Labour Organization (ILO)

1. Publications

ILO Toolkit for Quality Apprenticeship – Vol. I: Guide for policy makers (forthcoming 2017)

The ILO Toolkit for Quality Apprenticeships is a resource to improve the design and implementation of apprenticeship systems and programmes. It provides a comprehensive but concise set of key information, guidance and practical tools for policy-makers and practitioners who are engaged in designing and implementing Quality Apprenticeships. This first volume presents the defining features of the ILO approach to Quality Apprenticeship systems and aims to support policy-makers in their design and further development of these systems.

Better Use of Skills in the Workplace. Why It Matters for Productivity and Local Jobs

This joint ILO-OECD report provides a comparative analysis of case studies focusing on improving skills use in the workplace across eight countries. The examples provide insights into the practical ways in which employers interact with government services and policies at the local level. They highlight the need to build policy coherence across employment, skills, economic development and innovation policies, and underline the importance of ensuring that skills utilisation is built into policy development thinking and implementation.

Skills utilisation concerns the extent to which skills are effectively applied in the workplace to maximise workplace and individual performance. It involves a mix of policies including work organisation, job design, technology adaptation, innovation, employee-employer relations, human resource development practices and business-product market strategies. It is often at the local level that the interface of these factors can best be addressed. <http://bit.ly/2zkoUnE>

Labour market impact of National Qualification Frameworks in six countries

This ILO research study is intended to better understand labour market aspects of National Qualification Frameworks (NQF) implementation and to provide sound empirical evidence of how employers recruit, fill vacancies and understand how qualification frameworks are tools for them and for employing people. <http://bit.ly/2AthVGP>

Qualifications and qualifications systems

This initiative aims to support countries to improve their qualifications and qualifications systems to make NQFs a tool to modernise both initial and continuing VET for lifelong learning, employability and competitiveness.

Employment, skills and employability (including skills and migration)

This initiative aims to support partner countries to improve both initial and continuing VET in terms of labour market intelligence and skills for employability

Entrepreneurial learning and enterprise skills

This initiative aims to support partner countries to improve both initial and continuing VET in terms of entrepreneurial learning and enterprise skills

The ETF Work programme 2018 will be adopted by the ETF Governing board on 17 November 2017

Key transversal issues

- a. The further development of the ETF's work on skills anticipation in recognition of the critical employment challenges in partner countries;
- b. The pooling of information and methodologies across all strategic projects to consolidate the ETF's contribution to the human capital dimension of legal migration;
- c. Broadening ETF support for digital and on line learning in recognition of opportunities in partner countries; and
- d. The development of the ETF's capacity to provide in-depth analysis of financing systems in partner countries as input to EU assistance.

In 2018, the ETF gives high priorities to supporting VET reform in the candidate countries as well as the Neighbourhood countries of Ukraine, Georgia, Moldova, Tunisia, Morocco and Jordan. Other Neighbourhood countries and potential candidate countries will have medium priority, while Central Asia region, Russia and Israel will be given low priority. No activities are currently considered in Syria or Libya.

Trade union involvement in skills development: an international review

This report seeks to improve our understanding of the involvement of trade unions in the domain of TVET and skills development at the national, sectoral and enterprise levels. It does this through case studies of ten countries at different stages of development and with different traditions of unionism and social dialogue. <http://bit.ly/2zqIVqd>

ILO Policy Brief: Making TVET Systems More Accessible (December 2017)

For more information, email: ged@ilo.org

Learning package for Recognition of Prior Learning (RPL) (forthcoming 2017)

This learning package is directed at a broad and mixed audience, including: ILO constituents, senior government officials; employers' and workers' organizations; UN system staff and staff of other multi-lateral or regional organisations; bilateral agencies; relevant NGOs; public employment services and private employment agencies; senior officials of education and training institutions; RPL managers, assessors and facilitators.

Skill needs anticipation: Systems and approaches: Analysis of stakeholder survey on skill needs assessment and anticipation (forthcoming)

This publication is a product of the joint survey, among key constituents and partners, conducted by the International Labour Organization (ILO), the European Centre for the Development of Vocational Training (Cedefop), the European Training Foundation (ETF) and the Organisation for Economic Cooperation and Development (OECD). The survey addressed ministries of labour and education, and trade unions and employer organizations in 61 countries on systems, approaches and institutional frameworks for skills needs assessment and anticipation. It included questions about the partners, the modes of collaboration and coordination, the use of the outcomes in policy formulation, and the challenges in implementation.

Skills and Jobs Mismatches in Low and Middle Income Countries (forthcoming 2017)

In this publication, the authors present a comprehensive analysis of the current position of the literature on skills mismatch and highlight areas which are relatively underdeveloped. They also present new research using data from ILO member states labour force surveys, the ILO and MasterCard Foundation School-to-Work-Transition Surveys, the World Bank STEP Survey and the European Skills and Jobs Survey to examine in detail the incidence

of various combinations of skills mismatch across low and middle income countries. They argue that whilst there are differences between the incidence and impact of skills mismatch between high, low and middle income countries, in cases where skills mismatch is specifically addressed by policy recommendations, the policy advice is either vague or addresses the areas of mismatch for which there is the least available evidence.

Effects of trade on employment and changing skills demand: Evidence from selected countries (forthcoming)

This working paper presents a synthesis of a number of country reports, which were prepared to provide background information and support the implementation of the Skills for Trade and Economic Diversification programme (STED). The country reports cover Cambodia, Ghana, Jordan, Malawi, Morocco, Myanmar, the Philippines, Tunisia and Vietnam. The reports provide high-level, macro-focused analysis on the impact of trade on employment in terms of shifts within and across major sectors and economic activities, and the implications on skills demand and skills mismatch in the relevant countries. Subject to the limitations of data availability, the analysis also considers changes in the occupational composition or the level of educational attainment of the workforce in key trading sectors, and identifies current trends and potential for future employment growth.

2. Events

International symposium: Job-rich growth for Sustainable Development

27-28 November 2017, Geneva, Switzerland

The ILO Employment Policy Department will bring together researchers, policy-makers, practitioners and other stakeholders to review and discuss on-going research on demand for jobs and bottlenecks in developed and developing countries. The themes discussed will cover the impact of automation and digital technologies, issues related to pro-employment macro-economic and sectoral policies, trends in employment and labour market programmes, the future of work for youth and women, transition to formality, and the design and implementation of comprehensive employment policy frameworks. The main objective is to share knowledge and policy lessons learnt on fostering full employment and inclusive and sustainable economic growth. The symposium is part of the work of the Department under its Global Product on Jobs and Skills Mismatch. It follows an earlier conference, held in May 2017, which looked at the labour market impact and policy implications of various forms of skill mismatch.

Members of permanent missions, employers and workers, international organizations and academia are welcome to attend. For more information: jobssymposium2017@ilo.org

Latin American Regional Seminar: Anticipation of skills needs. Methodologies and experiences. Current situation and outlook

21 - 22 November 2017, Bogota, Colombia

The purpose of the international seminar organised for the LA region is to discuss good practices and new approaches, and the use of labour market information, in assessing and anticipating skill needs. Among the topics to be presented include: SENA's Prospective, Surveillance and Organizational Intelligence System; ILO's recent global findings on skills mismatch and the set of methodologies; New Skills Agenda for Europe; VTI Network of Central America; SENAI's Prospective Model Advances and applications; advances in gaps measurement and demand anticipation. The seminar is co-organised by the Ministry of Labour, Colombia and the ILO.

ILO Session on "Jobs & Skills Mismatch", World Skills Abu Dhabi 2017 Conference

16 October 2017, Abu Dhabi, United Arab Emirates

Due to its impact on rising unemployment, the topic of skills mismatch is a priority for ILO tripartite constituents and directly linked to the Organization's work on employment and its Future of Work Initiative. In this context, the ILO launched an initiative to undertake new research, develop new knowledge products and provide support to constituents on how they can better understand the labour market impact of various forms of skill mismatch. The technical session presented key findings of recent ILO research on skills mismatch. It also included a panel discussion involving representatives of ILO's tripartite constituents discussing the range of policy options to minimize mismatch today and in the future as the nature of jobs and skills in demand evolves. <http://bit.ly/2zGJ2Ru>

Asia and the Pacific Regional Workshop on Anticipating Skills Needs in Facilitating the Transition to a Greener Economy

3-6 October 2017, Bangkok, Thailand

This Regional Workshop, organized with support from the ILO/Japan Skills Programme, aimed at understanding and responding to current and emerging skills needs for green jobs.

The tripartite Regional Workshop provided opportunities for participants to develop capacity in analyzing and anticipating future skill needs, including those for green jobs; understand the central importance of identifying

current and future skills needs and labour market imbalances in a broader policy framework; and develop proposals on how to meet future green skills needs. The workshop included a session on skills and jobs mismatch which discussed recent findings of the ILO global and regional research on the subject. <http://bit.ly/2ztDKpr>

Recognition of Prior Learning (RPL): From key concepts to implementation (Workshop)

25-29 September 2017, Johannesburg, South Africa

The global workshop organized by the ILO provided a venue for countries with different stages of formation and implementation of RPL to come together and compare their experiences, guided by technical specialists in the field. RPL experts from more than 20 countries met in Johannesburg to discuss common challenges and share solutions. <http://bit.ly/2hITQgg>

E-Discussion on Recognition of Prior Learning

24 to 30 September 2017

This discussion highlighted the importance of RPL and how such systems contribute to poverty reduction, job-creation and employment. A summary of the discussion can be found at: <http://bit.ly/2xu9ooH>

Learning Forum on Quality Apprenticeships

18 - 22 September 2017, Nairobi.

The Skills and Employability Branch of the ILO and the International Training Centre of the ILO (ITC-ILO) organized the Learning Forum on Quality Apprenticeships in Nairobi (Kenya) from 18 - 22 September. The aim of this African forum was to share knowledge and learn about the application of quality apprenticeships across the region. Participants included policy-makers and technical advisors from ministries working in the area of skills development, members of skills councils, national TVET authorities or similar institutions, representatives of workers' and employers' organisations involved in apprenticeship training, as well as experts and technical staff working in the field of TVET.

3. Initiatives

Global Initiative on Decent Jobs for Youth: Information session and launch of the engagement platform

29 November 2017, Geneva, Switzerland

The event will provide a stage for governments, social partners, UN entities, the private sector and other partners to present institutional commitments and to launch the online engagement platform - www.decentjobsforyouth.org. The information session will provide a space for partners to scale up action and impact, catalyse partnerships and strengthen policy

Inter-American Development Bank (IDB)

1. Publications

Learning better: Public Policies to skills development. IDB Sept 2017. English and Spanish.

<https://publications.iadb.org/handle/11319/8495>

abstract <https://publications.iadb.org/handle/11319/8496>

Building Better Skills Systems for Productivity and Growth – IDB Oct 2017. English and Spanish

<https://publications.iadb.org/handle/11319/8584>

Public financing of vocational training through competitive funds: A promising option for Latin America and the Caribbean. IDB May 2017 (in Spanish, forthcoming in English)

<https://publications.iadb.org/handle/11319/8271>

Are apprentices' programs effective? Lesson from Latin America and the Caribbean. IDB July 2017 (in Spanish)

<https://publications.iadb.org/handle/11319/8564>

2. Events

Labor Market Forum – Apprenticeships for the XXI Century: A model for Latin America and The Caribbean
14-15 February, 2017, Kingston, Jamaica

Third International Conference on Technical Vocational Education and Training (TVET) in the Caribbean
10-12 May, 2017, Montego Bay, Jamaica

"Building a Skills System to productive development"
22-23 August, 2017, Buenos Aires, Argentina

"Strategy and action plan for competences and skills' development in the labor market".

Chilean National Productivity Commission and IDB presented the preliminary strategy and action plan for improving skills for work in Chile for public comment.
7 November, 2017, Santiago, Chile

Advances and challenges to build a National Qualifications Framework

8 August 2017, Bogotá, Colombia

Instrumentos para identificación de demanda de habilidades en Colombia

29 Agosto 2017, IDB Country office, Colombia.

coherence on youth employment. The engagement platform is centred on the commitments of partners, who subscribe to the strategy and guiding principles of Decent Jobs for Youth. As the global initiative on youth employment under the 2030 Agenda for Sustainable Development, all commitments are recognized as direct contributions to the United Nations Partnerships for Sustainable Development Goals.

The event will also allow for stimulated discussions across thematic priorities, welcome new partners, and call on more youth employment stakeholders to work together to promote decent jobs for youth. Quality apprenticeships is one of the eight thematic priorities of Decent Jobs for Youth. http://www.ilo.org/employment/areas/youth-employment/WCMS_592495/lang--en/index.htm

The ILO and the JPMorgan Chase Foundation together to promote quality apprenticeships

The ILO and JPMorgan Chase Foundation have joined efforts and launched the "Skills that Work Project: Improving the employability of low and middle-skilled workers" in February 2017. The 18 month project aims to promote Quality Apprenticeships as an effective means to provide young people from disadvantaged backgrounds with labour market relevant skills, and exposure to the work environment. This project will help prepare them for well-paying jobs in growing industry sectors. <http://bit.ly/2hhxOD5>

Coming in early 2018: E-Discussion on Quality Apprenticeships

This initiative will be hosted on the Global Skills for Employment Knowledge Sharing Platform - www.skillsforemployment.org.

Joint ILO/Cedefop Research Initiative

The ILO in collaboration with Cedefop initiated the second round of research on Skills for Green Jobs (results of the first round can be found at: http://www.ilo.org/skills/projects/WCMS_115959/lang--en/index.htm). The research will cover over thirty countries globally. Objectives of this research include identifying challenges and skill needs for the transition to a green economy, and related policy responses and training measures. The national reports will be finalised in 2017. Research findings will contribute to the ILO World Employment and Social Outlook (WESO) 2018 report which will be launched in the coming year, and to the global synthesis report "Skills for Green Jobs II" which will be drafted and validated in 2018.

Quality mechanisms 'challenges in vocational and tertiary education

3 October 2017, Bogotá, Colombia.

"Initiation of the Global Services Promotion Programme and Launching of Skills for Global Services Initiative", Arthur Lok Jack School of Business

17 January 2017, Port of Spain, Trinidad and Tobago

Learning Better: Public Policies for Skills Development -2017:

- Book launch in Mexico August 30th, IDB conference and Colegio de Mexico conference
- Book launch in Washington DC, September 12th, IDB.
- Other dissemination events:
 - » Peru: IPAE-CADE Educacion (September 7th); World Vision (October 6th); and Virtual Educa Latina (November 9th and 10th)
 - » Colombia: Cumbre Líderes por la Educación (September 20th); Regional Policy Dialogue on education of the IDB (October 3rd), Universidad de los Andes (October 10th); and EAFIT (October 12th).
 - » Europe: IDB organized in La Casa de America in Madrid (October 3rd); LSE in London (October 4th); IDB organized in Bonn (October 5th) and OECD in Paris (October 6th).
 - » USA: IDB Development Challenges Week (September 18th); IDB Chief Economist meeting (October 12th); World Bank (November 16th).
 - » Argentina: LACEA (November 9th and 10th); CEDLAS (November 30th); Universidad Torcuato Di Tella (November 29th).
 - » Panama: IDB organized (November 13th).

- Musset, P. and L. M. Kurekova (2017), Work-based learning and career guidance, forthcoming, December 2017
- Kis, V. (2017), A Skills beyond School Commentary on Viet Nam, forthcoming December 2017
- Windisch, H. and V. Kis (2017), Recognising skills acquired through work-based learning, forthcoming February 2018.

OECD (2017), Work-based learning synthesis report forthcoming, May 2018.

OECD (2017), Building Skills for All in Australia: Policy Insights from the Survey of Adult Skills, September 2017.

Data on skills imbalances in European countries and South Africa (Skills for Jobs) (<http://www.oecd.org/els/emp/skills-for-jobs-dataviz.htm>), and an accompanying report describing the methodology and some preliminary analysis:

- OECD (2017), Getting Skills Right: Skills for Jobs Indicators July 2017

A series of country reports on tackling skills imbalances, together with a cross-country report describing good practices:

- OECD (2017), Getting Skills Right: South Africa July 2017
- OECD (2017), Getting Skills Right: France forthcoming, November 2017
- OECD (2017), Getting Skills Right: United Kingdom, forthcoming, November 2017
- OECD (2017), Getting Skills Right: Spain forthcoming, November 2017
- OECD (2017), Getting Skills Right: Italy forthcoming, December 2017
- OECD (2017), Getting Skills Right: Good practice in adapting to changing skill needs July 2017

A report on "Automation: The risk of Automation, Skills Use and Training" forthcoming, January 2018

Organisation for Economic Co-operation and Development (OECD)

1. Publications

A series of OECD education working papers is being prepared for the work on work-based learning in vocational education and training. A synthesis report, drawing together the different strands of the work, will be released in 2018.

- Kuczera, M. (2017), Incentives for apprenticeship, January 2017
- Kuczera, M. (2017), Striking the right balance: Costs and benefits of apprenticeship, February 2017

2. Events

Adapting to changing skill needs conference 10 July 2017, Paris

Getting Skills Right: South Africa launch 14 November 2017, Pretoria

Getting Skills Right: United Kingdom launch 20 November 2017, London

Getting Skills Right: Italy launch

6 December 2017, Rome

Getting Skills Right: Spain launch

19 January 2018, Madrid

Getting Skills Right: France" launch

TBC, Paris

3. Initiatives

Getting Skills Right: Assessing and Anticipating Changing Skill Needs in Australia

June 2018

Skills for Tomorrow project (2017/2018):

- Scoreboard and accompanying cross-country report on readiness of adult learning systems in the face of rapidly changing skill needs (OECD countries, South Africa, Brazil)
- Implementation-focused workshops on specific aspects of readiness of the adult learning system (for around 5 countries)
- In-depth analysis of skills imbalances (for around 5 countries)
- Additional countries in the Skills for Jobs database (non-European OECD countries and Brazil)

Analysis of informal and formal learning at work using the Survey of Adult Skills

November 2018

United Nations Industrial Development Organization (UNIDO)

1. Publications

Building links between enterprises and training organisations

Blog contribution for the ILO's Global Skills for Employment Knowledge Sharing Platform's http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_193910

Participation of the LKDF schools in worldskills

<https://www.lkdfacility.org/news/worldskills-abu-dhabi/>

New curricula on carpentry

<https://www.lkdfacility.org/resources/?type=curriculum§ors=carpentry>

New How to guides: How to Support the Development of Career Centers to Enhance Graduate Employability

<https://www.lkdfacility.org/resources/how-to-support-the-development-of-career-centers-to-enhance-graduate-employability/> and **How to Achieve Financial Sustainability in Vocational Training PPDPs:** <https://www.lkdfacility.org/resources/how-to-achieve-financial-sustainability-in-vocational-training-ppdps/>

Monthly learning nuggets

<https://www.lkdfacility.org/topics/learning-nugget/>

To subscribe <https://unido.us9.list-manage.com/subscribe/post?u=13ad879e0fbc8cf72fc9e1d5&tid=34f784e3f1>

2. Events

Learning and Knowledge Development (LKD) Facility: Annual Meeting

28-30 November, UNIDO HQ, Vienna

The LKDF was represented in two recent events in Brussels:

- European Commission's Directorate-General for International Cooperation and Development (DG DEVCO), Sector on Employment and Social Inclusion organized a technical workshop on income generating activities within Vocational Education and Training in Brussels, October 12. The LKDF presented examples of UNIDO's work on skills development following a Public Private Development Partnership model from northern Iraq, Ethiopia and Morocco. The importance of understanding the market context and how the provision of training courses can be a 'product' of VETs were highlighted.
- African, Caribbean and Pacific Groups of States (ACP) and UNIDO organized a symposium on "Boosting ACP Inclusive and Sustainable Industrialization through job creation, value chains and productive investments" in Brussels, October 24. The LKDF presented a case of women brush saw training from South Africa, which is a Public Private Development Partnership project involving South African and Finnish companies. The case can be viewed here: <https://www.lkdfacility.org/perspectives/inclusive-industry/>

3. Initiatives

As part of the project "Training Institute for Commercial Vehicle Drivers in Ethiopia: A private public partnership project to support specialized skills development in Ethiopia", We conducted a study tour visit to Sweden and Edströmska Gymnasiet

1. Publications

UNESCO-ILO study on Inter-Ministerial coordination

The report focuses primarily on the interaction between government ministries and agencies at national and subnational levels, examining how governments can work to coordinate technical and vocational education and development (TVET) and skills development across relevant policy domains. The overarching research question which is being asked is, 'Does the adoption of inter-ministerial coordination mechanisms assist in the achievement of TVET and skills development policy objectives?' This report attempts to answer that question through synthesizing evidence on inter-ministerial TVET coordination mechanisms from a range of countries, using a combination of desk research and country case studies.

Learning pathways: Articulations between TVET and Higher Education

UNESCO is conducting a study on good practices in the promotion of learning pathways and linkages between technical and vocational education and training (TVET) and higher education. This is a highly relevant issue in many countries, as it is expected that such linkages will not only improve the efficiency, attractiveness and effectiveness of TVET systems but will also promote equity and social inclusion. Some of the questions that the study aims to address are: What are the obstacles to transition from TVET programmes to higher education? How are countries supporting these transitions? Which articulation frameworks and what forms of legislation or institutional agreements exist? How are TVET programmes preparing students for further or higher education? The study will provide an analytical review of relevant initiatives and good practices and a set of guidelines that can assist policy makers with establishing or further developing effective learning pathways

Greening technical and vocational education and training. A practical guide for institutions

UNESCO-UNEVOC has produced a guiding document entitled Greening Technical and Vocational Education and Training: a practical guide for institutions designed as a tool to help TVET institutional leaders, administrators, managers and teaching personnel to assist them in creating their own successive steps towards the greening process in their institution. It seeks to help in improving the understanding of, and implementing, education for sustainable development (ESD) in TVET guided by a whole-institution approach. The guide uses a step-by-step process, within which are the individual approaches that can help transition into greening the campus, the

curriculum and training, research, community and the workplace and the institutional culture. The guide is accompanied by a monitoring and assessment framework for greening the institutions as well as examples of the different greening TVET application in different institutional settings. The Guide is available online via http://www.unevoc.unesco.org/go.php?q=page_greening_tvete

Development of a Framework for Policy Analysis and Guidance for advancing green human capital.

Presented during a session held on the Education Day of the 23rd Conference of the Parties (COP) under the UN Framework Convention on Climate Change (UNFCCC), the policy framework is the outcome of a collaboration between the UNESCO, UNEVOC, the International Labour Organization (ILO), the French Development Agency (AFD) and French Ministry of Ecological and Social Transition. The partner organizations form part of the Platform for Advancing Greening Human Capital (PAGHC). The framework was discussed and disseminated at the COP23 for the purpose of collecting feedback. It highlights the need for public and economic actors to come together to set up a roadmap for the necessary adaptation of skills to the demands of the green economy. To this end, the policy guidance paper puts forward arguments for advancing human green capital, as well as a framework to advance this goal in a number of policy areas. Importantly, it also refers to a numerous similar initiatives for guidance.

OER in TVET, an overview of the state of affairs and harnessing the potentialities of OER for TVET

Commissioned by UNESCO-UNEVOC, from June to August 2017 a study was undertaken to fill the gap both on mapping the landscape of the use of OER and open practices in the field of TVET, as well as on policy recommendations to support Member States' efforts in promoting and developing OER in TVET. This study will be available in December 2017. You can find the overview in this link: http://www.unevoc.unesco.org/up/Summary_OER-in-TVET-study.pdf

2. Events

UNESCO-UNEVOC Global and Regional TVET Leadership Programmes

11-22 September, Bonn, Germany, and 23-27 October, Harare, Zimbabwe

More than 50 TVET leaders were benefitted through UNEVOC's TVET Leadership Programmes. The UNEVOC TVET leadership trainings were organized in Bonn in September (global) and in Harare in October (regional), which addressed Southern and Eastern African leadership needs.

In an era characterized by fast-paced technological change and growing competition, it is evident that the "world of work" changes at a fast rate. A perceived bottleneck in effecting change in TVET institutions relates to the lack of change leaders, and UNEVOC's TVET Leadership Programmes seek to address this bottleneck by building the capacity of TVET experts to become change agents. It focuses on three key elements for: "vision for change", "knowledge for change", and "skills for change". The Programmes bring together TVET experts and participants in highly engaging environments, including practical exercises, intense group work, and the sharing of experiences and case studies.

More information about the UNEVOC TVET Leadership Programme can be found here: <http://www.unevoc.unesco.org/tvetleadership/>

Virtual Conference on Open Education Resources in TVET

9-18 November 2017

UNEVOC is hosting a virtual conference on Open Education Resources (OER) in TVET. The topic of 'OER' (Open Educational Resources) is fairly new for TVET. Recently, OER for TVET specifically has been included in the Action Plan of the World OER Congress. OER have the potential of making TVET more accessible and equitable. OER for TVET is the subject of a current UNESCO-UNEVOC project involving an international literature review, a survey amongst members of the UNEVOC-TVET forum, and interviews with international experts. A first draft has been published in September. Results have been presented at the 2nd World OER Congress. A final report will be published in December 2017. The purpose of the virtual conference is to share information, experience and knowledge of OER in TVET, which will be used as input for the final report as well as into wider UNESCO practices.

To register, please visit <http://www.unevoc.unesco.org/go.php?q=e-Forum+-+Virtual+Conferences>

Seventh Meeting of the World Reference Levels Expert Group

22-23 February 2018, Paris-France

Convened by UNESCO, the group aims to facilitate comparing and recognising TVET qualifications between countries. It uses a bottom-up approach of connecting the regional qualification frameworks that are currently under development around the world, in response to a request made by the Shanghai Consensus in 2012. The 7th meeting aims at reviewing progress and discuss the field test of the WRLs, based on a report being prepared by UNESCO.

More information regarding the work of the group is available here:

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

Mobile Learning Week

Next year, UNESCO will host the 2018 Mobile Learning Week from 26 to 30 March 2018 at its Headquarters in Paris, France. For this 2018 edition, the Mobile Learning Week will be organized under the theme 'Skills for a connected world'. The UNESCO's flagship ICT in education conference will examine how the Organization can help individuals cultivate the digital skills and competencies needed for life and work. The event will be organized in cooperation with ITU, the United Nations specialized agency for information and communication technologies (ICT).

More information available at: <http://www.unesco.org/new/en/mlw>

3. Initiatives

UNESCO is implementing its new Strategy for TVET (2016-2017)

The initiatives presented here are part of the overall programme approved by the Organization Executive Board for the implementation of the Strategy.

More information on the Strategy is available here:

<http://en.unesco.org/themes/skills-work-and-life/action>

Developing an international framework for digital skills and competencies

The initiative is a follow-up to the recommendation of the Broad Band Commission Working Group on Education to explore the feasibility of setting up an international framework for digital skills and competencies in order to inform national policies, facilitate international comparisons and cross-border recognition and provide conceptual references for measurement of digital skills in collaboration with UNESCO and ITU.

More information on the Broad Band Commission Working Group on Education is available here:

<http://www.broadbandcommission.org/workinggroups/Pages/wgeducation.aspx>

Better Education for Africa Rise II

The Better Education for Africa's Rise II (2017-2021) is a joint initiative of UNESCO and the Republic of Korea to improve the relevance, quality and perception of technical and vocational education and training (TVET) systems of five countries in Eastern Africa (Ethiopia,

Kenya, Madagascar, the United Republic of Tanzania and Uganda). The project is an expansion of BEAR I, which supported the TVET sector in five SADC countries (Botswana, DR Congo, Malawi, Namibia, and Zambia).

Supporting Youth Employment in the Mediterranean (YEM) Project:

The overall objective of the project is to support national authorities together with the private sector, the TVET providers and the youth organizations, in the Southern Mediterranean countries in the design, implementation and evaluation of relevant technical and vocational education and training policies, strategies and programmes, which will contribute to increasing youth employment and entrepreneurship in the region. The project will achieve this through a consolidated regional and sub-regional approaches. For all countries, the main focus of YEM is understanding how to effectively collect and use information on skills needs, turning them into relevant policy actions and programmes and establishing appropriate governance arrangements, to ensure good coordination across the key stakeholders in this region.

More information on UNESCO's work on skills anticipation is available here:

<http://www.netmedyouth.org/news/anticipating-skills-pioneering-role-mediterranean-region>

World Bank Group (WB)

1. Publications

2018 World Development Report: Learning to Realize Education's Promise

<https://worldbank.us11.list-manage.com/track/click?u=e8eafa37855d6df0aa0a2b291&id=47a0f5a08f&e=b6d29e442c>

WDR 2018 is the first ever devoted entirely to education. And the timing is excellent: education has long been critical to human welfare, but it is even more so in a time of rapid economic and social change. (And related blog post "Got Wings?" <https://worldbank.us11.list-manage.com/track/click?u=e8eafa37855d6df0aa0a2b291&id=e368f94cce&e=b6d29e442c>)

Directions in Development - Human Development | Developing Socioemotional Skills for the Philippines' Labor Market

Acosta, Pablo; Igarashi, Takiko; Olfindo, Rosechin; Rutkowski, 2017.

Emerging international evidence suggests that socioemotional (SE) skills are increasingly crucial to the types of jobs being created by the global economy. About

one-third of Filipino employers report being unable to fill vacancies due to lack of applicants with the requisite SE skills. The study presents new evidence from employer and household surveys on the role of SE skills in the Philippine labor market.

Publications, events and initiatives from other bilateral organisations

Norad

1. Initiatives

Norad is involved in two major initiatives involving TVET:

E4D/SOGA – Employment and skills for Eastern Africa

The E4D/SOGA initiative is aimed at promoting local employment and addressing skills gaps in natural resource-based industries and related sectors in the four target countries Kenya, Mozambique, Tanzania and Uganda. E4D/SOGA is financed by BMZ, DFID, the Norwegian Agency for Development Cooperation (Norad) and Shell, and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

Building Skills for Jobs

This is a Norwegian initiative to support partnerships that promote TVET in developing countries. The programme is based on open calls for applications. Partnerships must include private sector actors, education actors and actors based in recipient country. The main applicant has to be registered in Norway. A first call for proposals were launched in September 2016 resulting in grants being given to partnership projects in Malawi, Uganda and Vietnam. A second call had deadline in October 2017, and decisions for support is expected in December 2017.

Commonwealth Secretariat

1. Publications

Mapping Sector Skills Development across the Commonwealth – Analysis, Lessons and Recommendations. (2016)

- i. In 2015, the Commonwealth Secretariat commissioned a study on the mapping of sector skills development across 16 Commonwealth countries. The

publication was later revised in 2016 to reflect the new global education agenda. The general objectives of the publication are: to map approaches to sector skills development across 16 Commonwealth member countries and explore different approaches used and;

- ii. to identify the structures that are adopted and document the functions that they perform, the links they have with private sectors and how they relate to the broad processes associated with the Technical and Vocational Education and Training (TVET) infrastructure.

Additionally, the publication outlines lessons on why some approaches to sector skills development are more successful than others, as well as highlights a number of recommendations for developing countries who want to establish or even reform their existing approaches to sector skills development.

2. Events

20th Conference of Commonwealth Education Ministers (20CCEM)

19 – 23 February 2018, Nadi, Fiji

The Commonwealth Secretariat will be hosting the event in collaboration with the Government of Fiji. Commonwealth education ministers will convene under the theme 'Sustainability and Resilience: Can education deliver?'. As part of the main ministerial meeting there will be a ministerial roundtable on skills for development.

Purpose of Roundtable 1:

- i. to allow ministers the opportunity to discuss the challenges as well as opportunities associated with skills development in their respective countries and across the Commonwealth; and
- ii. to enable Commonwealth education ministers to share best practices and devise solutions that will ensure that the relevant knowledge and skills are imparted onto Commonwealth citizens to support the SDGs as well as the transition to green economies.

3. Initiatives

TVET Self-Assessment Toolkit

The Toolkit was developed in 2016 and provides a means for users to explore in detail six identified features of an effective TVET system: governance; employer engagement; occupational standards; qualifications framework; quality institutions; and delivery and assessment. The Toolkit is accompanied by a participant's manual, facilitator guide, a communication strategy and short video clips. Through a facilitated workshop format, participants utilizing

these resources will have the opportunity to assess how their TVET Systems perform against the six features and allocated nominal rankings against each of them.

The Toolkit was successfully piloted in Jamaica and Fiji and it is hoped that the Toolkit will serve as a useful method for member Commonwealth member states to review, compare or strengthen their TVET Systems in line with relevant targets articulated under the Sustainable Development Goals (SDGs). The Toolkit is flexible and can be utilized at the provincial level, in a small state or in larger countries.

Swiss Agency for Development and Cooperation (SDC)

1. Publications

SDC Education Strategy for Basic Education and Vocational Skills Development

SDC Education Strategy for Basic Education and Vocational Skills Development – The SDC launched its new Education Strategy for Basic Education and Vocational Skills Development ([https://www.shareweb.ch/site/EI/Documents/VSD/Resource Box/SDC - Education Strategy - 2017-05 %28en%29.pdf](https://www.shareweb.ch/site/EI/Documents/VSD/Resource%20Box/SDC%20-%20Education%20Strategy%20-%202017-05%20en%29.pdf)) in May 2017. The SDC's Education Strategy builds on the mutually reinforcing qualities of basic education and vocational skills development and stresses their strong link to the labor market and to economic development. It describes SDC's vision and its 6 strategic orientations as follows: (1) promoting inclusion and expanding access (2) increasing labor market relevance and quality (3) strengthening education systems and its governance (4) enhancing transition from school to work (5) promoting sustainability, cohesion and resilience and (6) global and regional policy dialogue. https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/strategie-deza-bildung_EN.pdf

Impact Areas of Vocational Skills Development: Project typology tool

Vocational skills development (VSD) is a cornerstone of Swiss development cooperation. A project typology tool for VSD projects ([https://www.shareweb.ch/site/EI/Documents/VSD/Tools/SDC VSD Project typology tool 2017-1 %28en%29.pdf](https://www.shareweb.ch/site/EI/Documents/VSD/Tools/SDC%20VSD%20Project%20typology%20tool%202017-1%28en%29.pdf)) helps to clearly define the approach and orientation of VSD interventions, to select the right partners, and thus to manage the project (portfolio) in line with the relevant SDC strategies, the policy goals of partner countries, and professional

standards. The paper also supports the formulation of realistic and plausible expectations predominantly regarding the outcomes and impact of VSD projects across time.

The SDC portfolio in Vocational Skills Development: Key Figures

For an overview of SDC's engagement in VSD, a portfolio analysis ([https://www.shareweb.ch/site/EI/Documents/VSD/Projects/SDC - Report - Analysis of the SDCs VSD Portfolio 2016 - 2017\(en\).pdf](https://www.shareweb.ch/site/EI/Documents/VSD/Projects/SDC - Report - Analysis of the SDCs VSD Portfolio 2016 - 2017(en).pdf)) was produced. It shows that, at the end of 2016, SDC was implementing 54 core VSD projects in 35 partner countries and regions.

2. Events

Annual Swiss Development Cooperation Conference 23 June 2017

This year's Annual Development Cooperation Conference took a look at vocational education and training in different countries, shed light on specific challenges and showed how vocational education and training can create local prospects for people. The focus was on young people who are affected by unemployment and underemployment. The aim is to work with these young people to find ways to help them access employment, an approach which fights poverty while strengthening the economy. <https://www.eda.admin.ch/deza/en/home/news/events/annual-conferences/jako-eza-2017.html>

Series on youth employment promotion: kick-off event and eTalks! 5 December 2017

After a kick-off event in Bern on 5 December 2017, an online series on youth employment aims at fostering knowledge exchange and connecting experts and project managers in order to improve existing and new SDC projects promoting youth employment.

e-Discussion on Youth-specific approaches in the context of VSD interventions June 2017

SDC conducted an e-discussion on "youth-specific approaches in the context of VSD interventions" to stimulate exchange of expertise and experience about the topic. A summary of the very fruitful discussion was published in June 2017 and can be found online. [https://www.shareweb.ch/site/EI/Documents/Network Activities/eDiscussions/VSD/2017-06/eiNetwork-Summary-E Discussion on Youth-2017-06\(en\).pdf](https://www.shareweb.ch/site/EI/Documents/Network Activities/eDiscussions/VSD/2017-06/eiNetwork-Summary-E Discussion on Youth-2017-06(en).pdf)

3. Initiatives

SDC's employment and income knowledge platform

The shareweb of SDC focal point employment and income ([https://www.shareweb.ch/site/EI/Documents/Network Activities/eDiscussions/VSD/2017-06/eiNetwork-Summary-E Discussion on Youth-2017-06\(en\).pdf](https://www.shareweb.ch/site/EI/Documents/Network Activities/eDiscussions/VSD/2017-06/eiNetwork-Summary-E Discussion on Youth-2017-06(en).pdf)) serves as an exchange platform between development practitioners working towards the creation of employment and income. It allows to document experiences and exchange on insights gained or open questions. Also, it provides access to working aids, news and events, as well as helpful documents and guides for the three topics Vocational Skills Development, Private Sector Development and Financial Sector Development.

Donor Committee for dual Vocational Education and Training (DC dVET):

The DC dVET is a common initiative of the Austrian Development Agency (ADA), the Federal Ministry for Economic Cooperation and Development (BMZ), the Liechtenstein Development Service (LED) and the Swiss Agency for Development and Cooperation (SDC). The goal of the Donor Committee is to support the fruitful incorporation of dual VET elements in development cooperation. The DC dVET shows ways on how dual VET approaches can be applied in a target-oriented and context specific manner – without promoting the transfer of the dual system one to one. Through a knowledge and information platform (www.dcdualvet.org) and supported by a permanent secretariat, interested partners can make (even) better use of the advantages of dual vocational education and training. Key products of the DC dVET include the publications "Dual VET as an Option in Development Cooperation", "Dual VET in Austria, Germany, Liechtenstein and Switzerland" and "Engaging the Business Sector in VET – Working Tool for Political Dialogue and Project Design in Development Cooperation". The DCdVET was launched in April 2016 in Switzerland and promotes exchange with members and partners. In 2017, two regional workshops are conducted in Tirana, Albania (June 2017) and Ouagadougou, Burkina Faso (November 2017). More information can be found on www.dcdualvet.org or by contacting coordination@dcdualvet.org.



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