



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

NEWSLETTER  
July 2016

# 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.

## 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 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.

## Recent and future publications, events and initiatives

### Asian Development Bank (ADB)

#### 1. Publications

##### Open Educational Resources: Enhancing Education Provision and Practice (ADB Brief No. 48)

Jouko Sarvi, Gajaraj Dhanarajan, and Hitendra Pillay  
October 2015  
<http://www.adb.org/publications/open-educational-resources-enhancing-education>

##### K-12 Transitions: Approaches and Lessons Learned (ADB Brief No. 47)

Jouko Sarvi, Fredi Munger, and Hitendra Pillay  
October 2015  
<http://www.adb.org/publications/k-12-transitions-approaches-and-lessons-learned>

##### Public-Private Partnerships in Information and Communication Technology for Education (ADB Brief No. 49)

Jouko Sarvi, Fredi Munger, Venkataraman Balaji, and Hitendra Pillay  
October 2015  
<http://www.adb.org/publications/ppp-information-and-communication-technology-education>

##### A Smarter Future Skills, Education, and Growth in Asia: Key Indicators for Asia and the Pacific 2015 Special Chapter

October 2015  
<http://www.adb.org/publications/key-indicators-asia-and-pacific-2015>

##### Challenges and Opportunities for Skills Development in Asia: Changing Supply, Demand, and Mismatches

Sungsup Ra, Brian Chin, and Amy Liu  
November 2015  
<http://www.adb.org/publications/challenges-and-opportunities-skills-development-asia>

##### The Role of Community Colleges in Skills Development: Lessons from the Canadian Experience for Developing Asia

December 2015  
<http://www.adb.org/publications/role-community-colleges-skills-development-lessons-canadian-experience-developing-asia>

##### Innovations in Knowledge and Learning for Competitive Higher Education in Asia and the Pacific

Jouko Sarvi and Hitendra Pillay  
December 2015

##### Integrated Information and Communication Technology Strategies for Competitive Higher Education in Asia and the Pacific

Jouko Sarvi and Hitendra Pillay  
December 2015  
<http://www.adb.org/publications/innovations-knowledge-and-learning-competitive-higher-education>

##### Integrated Information and Communication Technology Strategies for Competitive Higher Education in Asia and the Pacific

Jouko Sarvi and Hitendra Pillay  
December 2015  
<http://www.adb.org/publications/integrated-ict-strategies-competitive-higher-education>

##### Transitions to K-12 Education Systems Experiences from Five Case Countries

Jouko Sarvi, Fredi Munger, and Hitendra Pillay  
December 2015  
<http://www.adb.org/publications/transitions-k-12-education-systems-five-case-countries>

#### 2. Events

##### 6th ADB International Skills Forum, Innovative Practices in Skills Development, 19-21 September 2016, ADB, Manila

The 6th ADB International Skills Forum will offer some world class examples of innovative practice in skills development. A broader definition of skills development this year will include examples of excellence in secondary school, TVET and higher education settings. This year we are actively opening it up to development agencies – IAG members welcome to attend and also to bring counterparts from their projects in partner countries.



### 3. Initiatives

#### Gender Mainstreaming in TVET; What Works for Women in Asia and the Pacific?

Despite gender targets and strategies in many TVET projects supported by development partners, not enough is known about interventions and approaches that have yielded successful outcomes. This study will examine international data and approaches as well as analyse ADB TVET projects and will produce operationally relevant guidance.

#### Incorporating New Technologies in Education Sector Operations.

This activity (study plus regional meeting) will provide a hands-on reference guide for ADB project officers and DMC officials for the incorporation of new technologies in ADB education sector operations. Since this is a fast-evolving sector, the focus will not be on technological solutions per se, as they are likely to be quickly outdated. Instead, it will identify approaches to mobilize the right expertise and build adaptable ICT solutions in educational systems.

#### Work-based Learning: Models and Examples from Asia and the Pacific

This activity will result in a Working Paper on approaches to work-based learning across Asia and the Pacific. The OECD has commenced a series of foundation studies on work-based learning and UNESCO-UNEVOC and BIBB have jointly commenced a literature review of the subject. This study will describe practices against a developed typology, and will focus on Asia and the Pacific. The working paper, together with outcomes from related research, will help identify opportunities for future operational interventions.

#### Innovative Practices for Skills Development: new approaches to strengthen education operations

Education is well known as a contributor to innovation, but in this instance the focus is on how ADB education products and projects can themselves better incorporate elements of innovation. The focus will be on TVET, the fastest growing and now largest slice of ADB education portfolio. It is an area with complex design challenges, and with considerable scope for new approaches. The activity will result in approaches to strengthen current and future ADB education projects.

## European Union

### European Centre for the Development of Vocational Training (Cedefop)

#### 1. Publications

##### European guidelines for validating non-formal and informal learning

The ambition of the guidelines is to clarify the conditions for implementation, highlighting the critical choices to be made by stakeholders at different stages of the process. The 2012 Council recommendation on validation encourages Member States to put in place national arrangements for validation by 2018. These arrangements 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.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/3073>

##### European sectoral trends: the next decade

Cedefop's 2016 skills forecast offers insights into future trends in skill demand and supply across the European Union (EU). Trends are being driven mainly by demographic change, better access to education, technological advance and climate change. These drivers are expected to impact employment, occupations and qualifications in all sectors across the EU between now and 2025 in different ways.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8093>

##### Governance and financing of apprenticeships

This report analyses VET governance structures and financing arrangements in Spain, Italy, Latvia, Portugal and Sweden in view of developing and expanding apprenticeship. The study identifies 'favourable' or 'ideal' (from a theoretical point of view) governance structures and financing arrangements (normative model) that would support sustainable implementation of high-quality apprenticeship.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/5553>

##### Unequal access to job-related learning: evidence from the adult education survey

This report provides an in-depth analysis of adults' participation in non-formal job-related education and training in Europe, having particular but not exclusive regard to employed adults.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/5552>

##### Ensuring the quality of certification in vocational education and training

This report provides interesting insights into how the certification process quality is ensured in IVET. It explores national approaches in 12 European countries and identifies eight key quality features, which guarantee that the certification processes are consistent across a VET system. This publication discusses key messages and recommendations for policy-makers, bodies involved in certification, and practitioners, and hopes to stimulate further debate, research and action in Europe.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/5551>

#### 2. Events

##### Promoting quality in learning delivery: the way ahead, Thessaloniki, 16.09.2016

This reflection workshop will focus on the needs of learning providers and ways to improve the quality of learning delivery. The workshop is a follow-up to last year's event and will help identify our work priorities in supporting learning providers for the next three years.

<http://www.cedefop.europa.eu/en/events-and-projects/events/promoting-quality-learning-delivery-way-ahead>

##### 2nd Policy Learning Forum on the definition and writing of learning outcomes for VET qualifications, October 2016

The second Policy Learning Forum (PLF) will take into account the findings of the ongoing comparative study of learning outcomes based VET qualifications (carried out in a cooperation between Cedefop, ETF and UNESCO) and will be invited to discuss the first draft of the new Cedefop 'Handbook on writing learning outcomes'.

<http://www.cedefop.europa.eu/en/events-and-projects/events/2nd-policy-learning-forum-definition-and-writing-learning-outcomes-vet>

##### Making learning visible: European conference on validation of non-formal and informal learning, Thessaloniki, 28-29/11/2016

Whoever we are, wherever we live across Europe, we are presented with opportunities to learn every day of our life. Beyond the classroom, we can acquire valuable

knowledge, skills and competences -, through training courses, online learning, and in our daily lives whether at work, at home or during leisure time. The results of this learning, unfortunately, are often ignored and undervalued.

<http://www.cedefop.europa.eu/en/events-and-projects/events/making-learning-visible>

##### Policies for matching better skills in better jobs, Brussels, 23/06/2016

The first in a series of Cedefop Brussels-based seminars, the discussion focused on tackling skill mismatch – a key objective of the European Commission's New Skills Agenda for Europe.

<http://www.cedefop.europa.eu/en/events-and-projects/events/policies-matching-better-skills-better-jobs>

##### Opening platform for the Mobility Scoreboard, Thessaloniki, 03/06/2016

The event presented the newly created Mobility Scoreboard for Initial VET and the current policy background for mobility. Discussions focused on how the Scoreboard can support the mission of stakeholders involved in fostering IVET mobility across Europe.

Participants were Erasmus+ agencies, IVET institutions, companies involved in mobility projects, mobility staff (teachers and trainers, guidance personnel), students' associations, ReferNet partners and EU level stakeholders.

<http://www.cedefop.europa.eu/en/events-and-projects/events/opening-platform-mobility-scoreboard>

##### Maximising skills for jobs and jobs for skills: the power of partnerships, Thessaloniki, 07-08/12/2015

In this event Cedefop presented its new European Skills and Jobs (ESJ) survey and discussed results from its overall research agenda on skill mismatch. The aim of the conference was to stimulate discussion and identify key policy priorities, challenges, and applicable solutions to the problem of skill mismatch, with particular emphasis on the role of public-private partnerships and of supportive public policies. Experts in skills and skill mismatch, along with representatives of governments, social partners, education and training, and the labour market were engaged in a series of discussions structured around two key thematic pillars: a) Future challenges for VET: Impact of technology and workplace change on skill needs; and b) Fostering partnerships in the workplace: rising up to the challenge of skill mismatch.

<http://www.cedefop.europa.eu/en/events-and-projects/events/MaxSkillsJobs2015>

### European conference on engaging SMEs in apprenticeship, Thessaloniki, 09–10/11/2015

Cedefop's second apprenticeship conference, was addressed to a wide range of stakeholders with a role in supporting small and medium sized enterprises (SMEs) in increasing their offer on apprenticeships. Participants learnt from: a) success stories: how SMEs take the lead and set apprenticeship programmes; b) national practices put in place by industry, social partners, public authorities, and other bodies that have a role in supporting SMEs; c) messages brought forward by the employers' representatives at European and national levels. <http://www.cedefop.europa.eu/en/events-and-projects/events/european-conference-engaging-smes-apprenticeship>

### 3. Initiatives

#### The changing nature and role of VET in Europe

Facing both threats and opportunities, European VET is undergoing fundamental changes. To understand these changes requires analysing how VET is perceived in society and which position it has in the wider education and training and lifelong learning context. The aim of the study on the changing role of VET, which started in 2015 and will have a duration of three years, is to offer a comprehensive insight into the factors influencing developments in all phases of VET (e.g. demography and the labour market, developments in initial VET, VET at higher education level and VET as lifelong learning). In 2016, the initial outcomes of the first work assignments ('defining VET' and 'external factors influencing VET') will become available and will be widely discussed and disseminated in various formats and through different media.

The overall purpose of the project is to improve our understanding of how European VET is changing. The starting point is that traditional VET at upper secondary level is under considerable pressure, in terms of enrolment and status, in some countries. At the same time we observe that vocationally oriented education and training is increasingly delivered by institutions outside the traditional VET sector – for example at tertiary level – pointing towards a broader and more diverse definition of VET. A key objective of the project, based on a mapping of developments during the last two decades, is to analyse these changes, taking into account factors internal as well as external to the education and training system. The project is divided into six related strands of work. These are: (a) The definition of VET at national level and how this is changing. This will help to set a base-line for the project, pointing to similarities as well as differences across Europe; (b) How external factors influence vocationally oriented education and training

at national level. This work will in particular look at demographic and labour market developments and policy orientations; (c) How initial VET at upper secondary level (EQF levels 3–4) has developed in the last two decades by providing an overview over enrolment and completion rates, by analysing the changes in structure and profile and by identifying the main delivery forms; (d) VET from a lifelong learning perspective reflecting the role of primary and lower secondary education as stepping stones and motivators to VET. The study will furthermore analyse VET from the perspective of lifelong learning, in particular by addressing the linkages between IVET and CVET; (e) VET in higher education, reflecting the issues of 'academic' and 'vocational drift'; (f) Development of a limited set of scenarios outlining alternative development paths for European VET in the 21st century. <http://www.cedefop.europa.eu/en/events-and-projects/events/changing-role-vet>

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

### 1. Publications

**European Alliance for Apprenticeships – Good for Youth, good for Business (June 2015)**  
<http://ec.europa.eu/social/main.jsp?catId=1147&langId=en&moreDocuments=yes>

**High-performance apprenticeships and work-based learning: 20 guiding principles (November 2015)**  
<http://ec.europa.eu/social/main.jsp?catId=1147&langId=en&moreDocuments=yes>

**European Semester country reports – Member States overview (2016)**  
<http://ec.europa.eu/social/main.jsp?catId=1147&langId=en&moreDocuments=yes>

**Annual work programme for the implementation of the Pilot Project 'A European framework for mobility of apprentices: Developing European citizenship and skills through youth integration in the labour market' for 2016 (2016)**  
<http://ec.europa.eu/social/main.jsp?catId=1147&langId=en&moreDocuments=yes>

**5th EAfA stakeholder meeting – short summary (March 2016)**  
<http://ec.europa.eu/social/main.jsp?catId=1147&langId=en&moreDocuments=yes>

**ETUC/Unionlearn TUC publication: Towards a European Quality Framework for Apprenticeships and work-based learning (April 2016)**  
[https://www.etuc.org/publications/towards-european-quality-framework-apprenticeships-and-work-based-learning#.V6C\\_H7h96UI](https://www.etuc.org/publications/towards-european-quality-framework-apprenticeships-and-work-based-learning#.V6C_H7h96UI)

**BusinessEurope publication: Cost-effectiveness of apprenticeship schemes (May 2016)**  
<http://ec.europa.eu/social/main.jsp?catId=1147>

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**"Staff working document accompanying the Commission Report on the implementation of the Council Recommendation on establishing a Youth Guarantee and the operation of the Youth Employment Initiative" – will include a sections on apprenticeship reforms (October 2016)**

#### Country Reviews

- European Semester country reports – Member States overview (2016)
- A study commissioned from ILO "Enhancing capabilities of practitioners to design, implement and monitor youth employment policies under the Council Recommendation on Establishing a Youth Guarantee", which includes a component on strengthening the capability of national institutions and implementing partners in the target countries (Latvia, Portugal and Spain) to design Quality Apprenticeship systems
- Supporting Cedefop Thematic Country Reviews on Italy, Greece and Slovenia. Lithuania and Malta have already been completed.

### 2. Events

**The Road Map 2016 for the European Alliance for Apprenticeships outlines some of the main events, for example:** <http://ec.europa.eu/social/main.jsp?catId=1147&langId=en&moreDocuments=yes>

- EU-US workshop on the quality, image and supply of innovative apprenticeships (25/26 February 2016)  
<http://ec.europa.eu/social/main.jsp?langId=en&catId=1147&eventsId=1091&furtherEvents=yes>
- EAfA stakeholder meetings (17 March, 14/15 September, 28/29 September (Turkey and candidate countries), 8 December 2016)
- Slovak EU Presidency conference on national commitments under the Alliance (19 to 20 October 2016)

### 3. Initiatives

**Education and Training 2020 Working Group on teachers and trainers (2016–2018).** Includes a study on teachers and trainers in WBL/apprenticeships with mapping of models and practices and a Policy Learning Forum on 21/22 November in Thessaloniki.

**The Action Plan 2016 for the European Alliance for Apprenticeships includes for example:**  
<http://ec.europa.eu/social/main.jsp?catId=1147&langId=en&moreDocuments=yes>

- Launch of new Erasmus+ call for proposals on VET-Business partnerships
- Development of Apprenticeship support services
- First European Vocational Skills Week (5 to 9 December 2016)

**European Pact for Youth**  
<http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2387>

**New Skills Agenda for Europe**  
[http://ec.europa.eu/education/news/2016/0610-education-skills-factsheet\\_en.htm](http://ec.europa.eu/education/news/2016/0610-education-skills-factsheet_en.htm)

## European Commission's Directorate-General for International Cooperation and Development (DG DEVCO)

### 1. Publications

**Skills Development and Vocational Education and Training for Inclusive Growth in Development Cooperation**

DEVCO is preparing a Guidance Note on Vocational Education and Training, to be published most probably under the Tools and Methods series, aimed at providing conceptual and practical guidance to staff in Delegations and all internal stakeholders (EU DEL and HQ Staff, EEAS) and operational support during the different steps of identification, formulation, implementation and monitoring/evaluation of VET projects in partner countries. The Guidance Note "Skills Development and Vocational Education and Training for inclusive growth in Development Cooperation" is aligned with the EU's support for the post-2015 agenda, in which VET plays a key role in support of inclusive, sustainable development.



It closely reflects the training course on supporting VET systems developed by B3 over the last two years and will be given wide circulation within DEVCO and delegations, related services and the wider DEVCO community and network. The Guidance Note closely reflects the training course on supporting VET systems developed by B3 over the last two years.

## 2. Events

### DEVCO annual seminar – Employment and Training: A Development Perspective

7–11 November 2016, European Management Centre, Rue de l'Aqueduc 118, 1050 Brussels.

The next annual training will seek to consolidate previous training into the creation of a global practice in VET. The course is aimed at DEVCO staff and DG NEAR staff managing ENI cooperation, both in Delegations and Headquarters, involved in Employment and VET sector programmes as well as at IPA colleagues working in Delegations. Participants will build capacity to support employment and labour market analysis and better formulate and manage employment and VET programmes; as well as better engage in policy-dialogue with partner countries in those areas. The seminar will build upon the experience from the 2013, 2014 and 2015 thematic trainings in Employment and VET, and draw a portion of its material from existing expertise within the EU Delegations.

## 3. Initiatives

### Promoting Inclusive, Demand-Driven VET& Skills Development financed under Development Cooperation Instrument – DEVCO facility for partner countries

Within the Global Public Goods and Challenges initiative, DEVCO is setting up a facility (Promoting Inclusive, Demand-Driven VET& Skills Development financed under Development Cooperation Instrument) aimed at strengthening the link of VET with labour market. This facility will be financed with 15 MEUR and implemented by a partnership of EU MS agencies led by BTC Belgium. Overall Objective of the action is to improve the effectiveness of VET reforms so that they are more demand-driven and responsive to labour market needs and provide increased access to (self-) employment, including for women and disadvantaged groups. This is being pursued by providing partner countries with know-how, tools and advice in order to improve the labour market responsiveness of VET reforms, strategies and action plans, in particular the ones supported by the EU (EC and EU Member States), thereby also enabling the orientation towards the inclusion of women and disadvantaged groups. As such the action is expected to

be complementary to ongoing or planned investments in VET able to deliver needs-based results, mainly in the form of tools and medium to long-term advisory services.

## European Training Foundation (ETF)

### Local skills matter: A journey through entrepreneurial communities (2016)

Entrepreneurial communities are voluntary, forward-thinking, innovative, locally anchored, proactive partnerships that generate effective and sustainable employment by developing local human resources. The two-year journey of the ETF's Entrepreneurial Communities Initiative has confirmed the dynamism of local actors in pulling resources together to create partnerships for skills. Ten partnerships are illustrated in this publication showcasing innovative approaches to learning, actions to make education and training more relevant for the world of work, and creative ways to establish and grow start-up businesses.

[http://www.etf.europa.eu/web.nsf/pages/Local\\_skills](http://www.etf.europa.eu/web.nsf/pages/Local_skills)

### Torino process 2016–2017 (2016)

This working paper is an introduction to the Torino Process 2016–17 (fourth edition), its analytical framework, and the list of (mandatory) quantitative indicators that the ETF's partner countries participating in the exercise are encouraged to use.

[http://www.etf.europa.eu/web.nsf/pages/Torino\\_Process\\_2016-17](http://www.etf.europa.eu/web.nsf/pages/Torino_Process_2016-17)

### Torino Process – Moving skills forward together, International Conference 3–4 June 2015 (2016)

The report of the ETF International conference.  
[http://www.etf.europa.eu/web.nsf/pages/TRP\\_conference\\_2015](http://www.etf.europa.eu/web.nsf/pages/TRP_conference_2015)

## 2. Events

### Final dissemination event of the GEMM project, 19/07/2016–20/07/2016, Tunis

The European Training Foundation has been awarded a grant for the implementation of the project Governance for the Employability for the Mediterranean (GEMM) by the European Commission's Directorate General for Neighbourhood and Enlargements Negotiations (NEAR). Countries in the Southern and Eastern Mediterranean (SEMED) are the beneficiaries of this project. With the GEMM project coming to an end in August 2016, after more than three years of intensive work, the ETF organises a closing conference "MAKING THE DIFFERENCE WITH

PARTNERSHIP!" to celebrate the project results. The main objective of the event is to disseminate the project results. The conference will also look at potential pathways for sustainability of the GEMM projects results. The debates will focus both on methodological developments and on pilot projects.

### Torino Process 2016 regional meetings, September/December 2016

- » 14–16 September: Central Asia regional meeting – Bishkek
- » 9–10 November: EE regional meeting – Tbilisi
- » 6–7 December (tbc): SEET regional meeting – Turin
- » February 2017: SEMED regional meeting – (Turin tbc)

The regional meetings are focusing on the following objectives:

- Present the work conducted in each participating country in the region and share the results, issues and good practices emerged in the national implementation.
- Discuss and agree on common trends, commonalities and shared priorities for the region with the view of contributing to the regional reflection that will be part of the Torino Process publication and final conference 2017.
- Consolidate the network of actors in the region that will continue between 2017–2020 to take part to the evidence based policymaking debate.

### Organising qualifications systems for better qualifications, 23/11/2016–24/11/2016, Brussels

Our partner countries are at a crossroads in building their National Qualifications Frameworks (NQFs). Most have plans or have progressed to development and implementation of their NQFs, but they encounter obstacles in achieving a framework, which really delivers better qualifications. Drawing on our new study on making NQFs work, ETF is organising a conference on how partner countries can speed up NQF implementation.

## 3. Initiatives

### Policy analysis and system wide progress monitoring

#### Promoting better decision making through PRIME

The Torino Process helps equip policymakers with the data and evidence they need to make sound decisions. To further support decision making, we have developed an ex-ante impact assessment methodology that gives countries a structured technique to weigh up different reform options. We call this PRIME, which stands for

Projecting Reform Impact in Vocational Education and Training. So far, PRIME has been implemented in Jordan, Ukraine, and Montenegro. In 2016 we will extend it to Serbia, Former Yugoslav Republic of Macedonia, and Albania, where it will underpin decisions on work-based learning; and Turkey, where it will be used for the professional development of teachers.

[http://www.etf.europa.eu/web.nsf/pages/PRJ\\_2016\\_WP16\\_50\\_16](http://www.etf.europa.eu/web.nsf/pages/PRJ_2016_WP16_50_16)

### VET governance

#### Governance and partnership

A special ETF initiative from 2013 to 2016 sought out partnerships in 10 countries that connected actors along the entrepreneurial continuum whilst demonstrating local collective action. The focus of these Entrepreneurial Communities, as we called them, ranged from angel investment to high tech education, and from hospitality industry innovation to agricultural reinvention. They drew on attributes that we characterised as visionary, connected, innovative, impactful, and smart. The Entrepreneurial Communities Initiative, informed and inspired by the European Committee of the Regions' work on strategic drivers for sustainable growth and job creation, has completed a transition to a 'smart territories' approach.

Other aspects of our work on governance include helping to design a new overall VET governance structure in Albania. We contributed to draft legislation spelling out a concept of VET much closer to local needs, with more autonomous institutions and closer cooperation between employers and employees. The end result will be that VET provision is much more responsive to the needs of the labour market. And people will acquire more relevant skills, making it easier for them to find work.

[http://www.etf.europa.eu/web.nsf/pages/PRJ\\_2016\\_WP16\\_40\\_18\\_GOV](http://www.etf.europa.eu/web.nsf/pages/PRJ_2016_WP16_40_18_GOV)

### VET provision and quality

ETF priority areas are:

- Work-based learning
- Continuing professional development for teachers and trainers
- Quality assurance of teaching and training.

ETF is also supporting countries to provide high-quality career guidance, and make better use of digital and online learning to connect with both young people and adult learners

#### Young people update their skills in Central Asia

The School Development Initiative, launched in 2015, is running in five countries in Central Asia.

To see video clips from this initiative, go to [www.youtube.com/user/etfeuropa](http://www.youtube.com/user/etfeuropa) and search for 'school development in Central Asia'.

[http://www.etf.europa.eu/web.nsf/pages/PRJ\\_2016\\_WP16\\_40\\_18\\_PROV](http://www.etf.europa.eu/web.nsf/pages/PRJ_2016_WP16_40_18_PROV)

### Qualifications and qualification systems

ETF has three main priorities:

- Helping countries reform their qualification systems to support more lifelong learning and make people more employable. This means modernising qualifications, assuring quality and involving stakeholders – for example, using sector skills councils to channel employers' views into the education system
- Supporting candidate and potential candidate countries to implement National Qualifications Frameworks (NQFs). This is a step towards them adopting the European Qualifications Framework (EQF), a requirement of EU membership
- Facilitating the dissemination of knowledge and expertise in order to underpin countries' reforms.

### Qualifications support labour mobility in the Mediterranean Region

For the past six years, the ETF has been working with Mediterranean countries to strengthen cooperation between them in the field of qualifications. The project developed instruments to make assessing vocational qualifications from different countries more transparent. In June 2015, the Egyptian participants took the lead of the project with the idea of increasing the ownership, and expanding the project scope and lifespan.

[http://www.etf.europa.eu/web.nsf/pages/PRJ\\_2016\\_WP16\\_40\\_18\\_QUAL](http://www.etf.europa.eu/web.nsf/pages/PRJ_2016_WP16_40_18_QUAL)

### Employment, skills and employability (including skills and migration)

ETF has two main priorities:

- Identification of present and future skills needs (in particular for SMEs)
- Migrants' skills – recognition and portability

### Assisting circular migration

Sound qualification systems have an important role to play in constructively managing the skills dimension of migration. In 2016 our work will focus on developing partner countries' certification of skills to support a stage-based approach to migration – before departure, during migration, and when returning to the home country. Over the past few years, the ETF has been building a significant body of evidence relating to the planning, implementation, and evaluation of migrant support measures from an employment and skills

perspective, known as MISMES. This evidence highlights the demand for effective policy measures at every stage of circular migration. Using the MISMES inventory the ETF is beginning to advise countries on how to develop policies that have been proven to be effective. This will become the joint responsibility of our qualifications and employment teams.

[http://www.etf.europa.eu/web.nsf/pages/PRJ\\_2016\\_WP16\\_40\\_18\\_EMPL](http://www.etf.europa.eu/web.nsf/pages/PRJ_2016_WP16_40_18_EMPL)

### Entrepreneurial learning and enterprise skills.

Entrepreneurial skills are fundamental to competitiveness, and the ETF is working to encourage partner countries to make it a feature of their VET systems. Our primary focus is to track policy progress in the three key areas contained in the Small Business Act (SBA) for Europe:

- The promotion of entrepreneurial learning
- The delivery of training for women entrepreneurs
- The skills support environment for small and medium-sized enterprises (SMEs).

[http://www.etf.europa.eu/web.nsf/pages/PRJ\\_2016\\_WP16\\_40\\_18\\_EL](http://www.etf.europa.eu/web.nsf/pages/PRJ_2016_WP16_40_18_EL)

## International Labour Organization (ILO)

### 1. Publications

#### Apprenticeship Toolkit

A toolkit with extensive resources and templates for use by social partners in strengthening or developing apprenticeship systems (forthcoming 2016).

#### Understanding the Labour Market Impact of Skills Recognition Systems

An overview of various international examples of skills recognition systems and the means by which their impact can be measured (forthcoming 2016).

#### Skills Recognition Guide

A guide for training organisations and employment service providers aimed at improving skills recognition practices for a range of target groups, including those most disadvantaged in the labour market such as migrants and young people (forthcoming 2016).

#### Employer Participation in Skills Development and Utilisation

Two reports jointly published with the OECD examining developed and developing country practices on skills development and utilisation. The first volume focuses

specifically on apprenticeships with the second examining local partnerships to enhanced skills utilisation (forthcoming 2016).

### Trade, Skills and Jobs

A report jointly published with WTO looking at the important role that skills development for trade can play in generating local employment (forthcoming 2016).

### Inter-Ministerial and Inter-Agency Coordination in Skills Development Systems

A report jointly published with UNESCO examining international practices to improve coordination and governance in skills development systems (forthcoming 2016).

### A Comparative Study of Skills Anticipation Systems and Methods in Developed and Developing Countries

A joint research report integrating the results of surveys conducted by the ILO, ETF, CEDEFOP and the OECD that examined skills anticipation systems and methods across 65 countries (forthcoming 2016).

### The Danish Apprenticeship System: Lessons for Possible Adaptations to Other Countries

The report reviews the apprenticeship system in Denmark and makes recommendations for how its key features and approaches might be replicable in other countries (forthcoming 2016).

### World Employment and Social Outlook 2016

Focusing on poverty reduction and how it has been influenced by income inequality and the availability of quality jobs in developing and developed countries. <http://www.ilo.org/global/research/global-reports/weso/2016-transforming-jobs/lang--en/index.htm>

### ILO Global Estimates on Migrant Workers

The statistical study provides updated estimates of the proportion of labour migrant workers among the total number of migrants worldwide. [http://www.ilo.org/global/topics/labour-migration/publications/WCMS\\_436343/lang--en/index.htm](http://www.ilo.org/global/topics/labour-migration/publications/WCMS_436343/lang--en/index.htm)

### Measuring the Labour Market Impact of National Qualification Frameworks

A follow-up study to the ILO (2011) review of national qualification frameworks, the study seeks to better understand the labour market impact of NQFs in six case study countries (2016).

## 2. Events

### South-South and Triangular Cooperation Academy

An inter-regional forum to establish and coordinate strategic initiatives and political advocacy related to South-South and triangular cooperation in support of the SDGs and the decent work agenda (July 2016).

[http://www.ilo.org/pardev/partnerships/south-south/WCMS\\_497521/lang--en/index.htm](http://www.ilo.org/pardev/partnerships/south-south/WCMS_497521/lang--en/index.htm)

### 16th Asia and the Pacific Regional Meeting

The biennial gathering of ILOs tripartite constituents from throughout Asia, the Pacific and the Gulf and Arab States (December 2016).

<http://www.ilo.org/global/meetings-and-events/regional-meetings/asia/aprm-16/lang--en/index.htm>

### Tripartite Meeting of Experts to Develop Guidance on Fair Recruitment

The meeting will develop and adopt ILO guidelines on fair recruitment, encompassing both cross-border and national recruitment.

[http://www.ilo.org/global/topics/labour-migration/events-training/WCMS\\_492925/lang--en/index.htm](http://www.ilo.org/global/topics/labour-migration/events-training/WCMS_492925/lang--en/index.htm)

### Skills Mismatch: What can we really say about Skills Mismatch and what to do about it in Developing and Developed Countries?

A conference reviewing existing and new research on the different forms of skills mismatch that takes account of data limitations and considers the relevant policy importance of the different measures of skills mismatch (May 2017).

## 3. Initiatives

### Global Product on Jobs and Skills Mismatch

An integrated program of research, conferences, workshops and knowledge product development focused on the issue of skills mismatch that critically examines the extent to which the different forms of skills mismatch should be prioritised by social partners and what policy options are best suited for the different types of skills mismatch (2016-17).

### The Future of Work Initiative (FOW)

The Future of Work initiative is a key element of the ILO 2019 centenary celebrations. National country level dialogues on FOW are taking place during 2016 alongside the development of thematic concept notes addressing work and society, decent work for all, the organisation of work and production and the governance of work. The ILO



will establish an International Future of Work Commission (2017) to lead a high-level work program leading up to the Centenary.

### Technical Cooperation Projects

New technical cooperation projects have commenced operations in:

- Bangladesh Skills 21 Project - EC funded
- Malawi/Tanzania/Mozambique skills project - NORAD funded
- Applying the G 20 Training Strategy Phase 2 - Russian funded

### UNHCR and ILO Agreement

UNHCR and the ILO have signed an MoU to deepen collaboration on efforts to help displaced people find decent work.

## Inter-American Development Bank (IDB)

### 1. Publications

#### Anticipation Methods for Skills Demand (in Spanish)

This document presents a review of the main instruments and surveys for labor force skills anticipation, conglomerating available information and offering a panoramic view of the subject.

<https://publications.iadb.org/handle/11319/7760>

#### Impact Evaluation of the Job Youth Training Program Projoen

This paper brings new evidence on the impact of The Peruvian Job Youth Training Program (Projoen). This is the first experimental impact evaluation of Projoen, and also the first to measure impacts over a longer period after training.

<https://publications.iadb.org/handle/11319/7615>

#### Experimental Evidence on the Long Term Impacts of a Youth Training Program

This paper presents the results of a randomized controlled trial on the long-term impacts of a youth training program. The empirical analysis estimates labor market impacts six years after the training - including long-term labor market trajectories of young people - and, it is one of the first experimental long-term evaluation of a youth training program outside the US.

<https://publications.iadb.org/handle/11319/7367>

#### Progress and challenges in workforce skills development in Colombia (in Spanish)

This monograph examines the labor force training system in Colombia, incorporating different modalities currently being implemented in the country.

<https://publications.iadb.org/handle/11319/7563>

#### Are You (Not) Expecting?: The Unforeseen Benefits of Job Training on Teenage Pregnancy

This paper uses data from a randomized impact evaluation of the youth training program Juventud y Empleo, which includes soft-skills training, to examine its impact on teenage pregnancy.

<https://publications.iadb.org/handle/11319/7366>

#### Jobs for Growth (in Spanish)

This book offers new evidence on the labor markets in Latin America and the Caribbean and proposes a series of measures to encourage workforce development through successful labor market trajectories and more productive jobs.

<https://publications.iadb.org/handle/11319/7203>

#### Towards a life-long-learning system in Peru (in Spanish)

This monograph states that Peru needs to make reforms to its labor force training system in order to sustain economic growth and improve quality of life. It presents an analysis of the challenges of the system and proposes some avenues for reform.

<https://publications.iadb.org/handle/11319/7193>

#### Instruments for measuring skills of the labor force (in Spanish)

This document presents a review of the main instruments and surveys for measuring the skills of the labor force, conglomerating available information and offering a panoramic view of the subject.

<https://publications.iadb.org/handle/11319/7760#sthash.zKuUli8e.dpuf>

#### Returns to Higher Education in Chile and Colombia

In the last decades, countries in Latin America and the Caribbean have experienced a dramatic increase in the levels of higher education enrollment. Using administrative data from Chile and Colombia, we find that this phenomenon is not always associated with higher private individual returns. We hypothesize that while there have been major policy efforts to increase coverage, institutional arrangements that encourage quality and relevance has been insufficient. Corrective measures in this direction are urgent. Sustainable growth requires a labor force with relevant skills and capabilities.

<https://publications.iadb.org/handle/11319/6858>

#### Because I don't want to or because I can't? How much do we know about female labor in Chile? (In Spanish)

This document brings descriptive evidence of the existing gender inequalities in the Chilean labor market in terms of participation, income and occupational segregation.

<https://publications.iadb.org/handle/11319/7124#sthash.YY4f4NaQ.dpuf>

#### Training Vouchers and Labor Market Outcomes in Chile

This paper evaluates the impact of the Bono Trabajador Activo, a training voucher program in Chile, on workers' labor market outcomes. Using detailed administrative datasets of the National Employment Service and the Unemployment Insurance System, we apply difference-in-difference and IV estimators to measure these effects.

<https://publications.iadb.org/handle/11319/6857>

#### The Effect of Mandated Child Care on Female Wages in Chile

This paper studies the effect of mandated employer-provided child care on the wages of women hired in large firms in Chile. We use a unique employer-employee database from the country's unemployment insurance (UI) system containing monthly information for all individuals that started a new contract between January 2005 and March 2013.

<https://publications.iadb.org/handle/11319/6880>

#### Technical vocational education in Chile (in Spanish)

This monograph summarizes the institutional framework of the Chilean technical vocational education system, the progress it has made in the past years and its challenges ahead, along with an exploration of policy recommendations.

<https://publications.iadb.org/handle/11319/6881>

### 2. Initiatives

#### Job for Growth, February 11, 2016

This event is centered on the characteristics and challenges future labor markets pose for governments and policy makers.

Globalization and technology are radically changing the way we work. While millions of workers find jobs in the digital economy, others worry about losing them and being replaced by robots. In addition, new types of working arrangements in the gig-economy raise concerns around the precariousness of jobs.

People in Latin America and the Caribbean are also troubled by other trends. Despite the economic and social progress achieved during the last decade, labor instability, informality and low productivity reinforce each other, trapping millions of workers into poverty and inequality

. The current economic context, along with weakening prospects for growth, place their hopes of prosperity farther away from their grasp.

We clearly need new solutions. Are its countries ready to take on these challenges? What can they do to make their citizens more employable and productive and to foster the creation of better jobs?

<http://events.iadb.org/calendar/eventDetail.aspx?lang=En&id=5057>

#### Regional Policy Dialogue: Youth Employment, October 4, 2016

Countries in Latin America and the Caribbean face a series of big challenges to unlock the potential of youth employment: How do we prepare young people for a future where some of the best jobs haven't even been invented yet? How can young people get up to speed with the skills and information the labor market needs now? How do we reengage vulnerable youth that have little hope of becoming productive citizens in society? What is the right combination of training and employment programs to get employers to take a chance on young people?

The 6th Regional Policy Dialogue on Labor Markets and Social Security invites participants to explore innovative solutions to these challenging questions. The discussion will center on the key elements of successful youth employment.

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

### 1. Publications

Arntz, M., T. Gregory and U. Zierahn (2016), "The risk of automation for jobs in OECD countries: A comparative analysis", *OECD Social, Employment and Migration Working Papers*, No. 189, OECD Publishing, Paris.

Automation and digitalisation are likely to have an important impact on labour markets. However, previous estimates have probably exaggerated the likely impact because they have assumed that entire occupations are automatable. This paper takes into account that even high risk occupations often contain a substantial share of tasks that are hard to automate, and that jobs vary within an occupation. The paper estimates that, on average across 21 OECD countries, only 9 % of jobs are automatable, with the share ranging from 6% in Korea to 12% in Austria. However, low qualified workers will probably bear the brunt of the adjustment costs.

<http://dx.doi.org/10.1787/5jlz9h56dvq7-en>

## OECD Employment Outlook 2016

Chapter 2 of the 2016 OECD Employment Outlook analyses skills use, its measurement, and why it matters for workers and economies. The chapter finds that countries with a large stock of highly skilled workers are not necessarily those which put skills to more frequent use. Yet skills use matters: it is positively related to higher wages and job satisfaction, as well as to greater labour productivity. The chapter also analyses the determinants of skills use, and finds that High Performance Work Practices are related to higher skills use. The chapter also finds greater skills use in cases of low-technology offshoring and in the context of strong collective bargaining institutions.

<http://www.oecd.org/els/oecd-employment-outlook-19991266.htm>

## Getting Skills Right: Assessing and Anticipating Changing Skill Needs

This publication identifies effective strategies for turning qualitative and quantitative information on skill needs into relevant policy actions. It provides a comparative assessment of practices in the following areas: i) the collection of information on existing and future skill needs; ii) the use of skill needs information to guide policy development in the areas of labour, education and migration; and iii) the existence of effective governance arrangements to ensure good co-ordination among the key stakeholders in the collection and use of skill needs information.

<http://www.oecd.org/fr/publications/getting-skills-right-assessing-and-anticipating-changing-skill-needs-9789264252073-en.htm>

## 2. Initiatives

### Adapting to Changing Skill Needs project

The OECD and J.P. Morgan Foundation have launched a new project "Adapting to Changing Skills Needs" with the aim of filling knowledge gaps in the assessment of cross-country skill imbalances and identifying international best practice in addressing them. As part of this project, the OECD will build a new online statistical tool which will provide cross-country indicators capturing the demand for skills. The OECD will also carry out in-depth reviews for a selection of countries to identify policies and best practices in tackling skills shortages and mismatches.

### Incentives for Education and Training Acquisition

Another new project the OECD has embarked on, funded by the European Commission, seeks to understand how (and to what extent) governments use financial incentives to steer education and training systems to produce skills that are labour market relevant. Based on a literature

review and several new data collection exercises, a comparative report will be produced by February 2017, identifying good policy practices as well as success factors in the use of such tools.

## United Nations Industrial Development Organization (UNIDO)

## 1. Publications

### How-to Guide: Developing and Implementing a Vocational Training PPDP

This How-to Guide has been produced as a learning product from the Learning and Knowledge Development Facility (LKDF) after the initial experience working with the first vocational training PPDPs in Iraq, Ethiopia and Uruguay. It was created to share learning from Public Private Development Partnerships (PPDPs) in terms of how to develop and implement them successfully, what has worked and what to watch out for.

[https://www.lkdfacility.org/wp-content/uploads/LKDFacility\\_How-ToGuide\\_WEB.compressed.pdf](https://www.lkdfacility.org/wp-content/uploads/LKDFacility_How-ToGuide_WEB.compressed.pdf)

### How-to Guide: How to Set up a Monitoring and Evaluation System for a Vocational Training PPDP

Because PPDPs are relatively new forms of purposeful collaboration between diverse sectoral partners for those involved, there is a great opportunity for iterative learning. This learning along the project cycle should be anticipated, captured and reintroduced into the PPDP and potential new PPDP projects that partners might engage in. To do this, there needs to be an effective monitoring and evaluation system in place throughout the process. Just such a system is described in this Guide, after the introduction of some initial principles of monitoring and evaluation.

[https://www.lkdfacility.org/wp-content/uploads/web\\_-LKD-Facility\\_How-To-Guide\\_Monitoring.pdf](https://www.lkdfacility.org/wp-content/uploads/web_-LKD-Facility_How-To-Guide_Monitoring.pdf)

### How-to Guide: How to Develop and Manage Knowledge in Vocational Training PPDPs

Because PPDPs are relatively new forms of purposeful collaboration between diverse sectoral partners for those involved, there is a great opportunity for iterative learning. This learning along the project cycle should be anticipated, captured and reintroduced into the PPDP and potential new PPDP projects that partners might engage in. To do this, not only an effective monitoring and evaluation system should be put in place (see above), but also an effective learning platform is needed. Following

an exploration of key consideration for the development of such a learning system, this Guide describes such a VTC PPDP learning platform.

<https://www.lkdfacility.org/wp-content/uploads/How-to-Develop-and-Manage-Knowledge-in-Vocational-Training-PPDPs.pdf>

### How-to Guide: How to Set up a PPDP Management Training Programme

Managing an innovative and potentially complex project like a PPDP provides a rich learning opportunity and environment for managers of the project. As they embark on what might be for them as leaders, and their staff, a new model of collaborative training provision in their VTC – including working with new partners (private sector), and developing new curriculum materials for their learners – VTC managers should thoughtfully consider their own learning needs. By focusing on this as a part of their work, they can enhance their own performance as managers in this context and that of the PPDP. This Guide outlines how VTC manager can develop their management competencies through formal and informal learning, through structured reflective practice, and mentoring opportunities.

[https://www.lkdfacility.org/wp-content/uploads/LKDFacility\\_How-to-setup-a-PPDP-Management-Training-Programme.pdf](https://www.lkdfacility.org/wp-content/uploads/LKDFacility_How-to-setup-a-PPDP-Management-Training-Programme.pdf)

### International Best Practices Report: Upgrading of technical/industrial skills: What do international good and best practices tell us?

This document identifies and analyses existing evidence as from skills development initiatives and programs. Information has been collected through a review of literature on the effectiveness of TVET Interventions, with a focus of low and middle income countries.

[https://www.lkdfacility.org/wp-content/uploads/LKDFacility\\_International-best-practices-guide.pdf](https://www.lkdfacility.org/wp-content/uploads/LKDFacility_International-best-practices-guide.pdf)

### International Best Practices. Encouraging more female trainees in vocational training in traditionally male oriented areas: What are we learning?

This short learning review draws out experiences with four of LKDF's (Learning and Knowledge Development Facility) Public Private Development Partnership (PPDP) projects. Using a "learning by doing" approach, the four Vocational Training Centre projects included here – SAT (Kurdistan), AGEVEC (Morocco), HDECoVA (Ethiopia), and ZAMITA (Zambia) are all working actively to encourage more female applicants to their mechanics and heavy industry vocational training programmes.

[https://www.lkdfacility.org/wp-content/uploads/LKDFacility\\_International-best-practices-Gender.pdf](https://www.lkdfacility.org/wp-content/uploads/LKDFacility_International-best-practices-Gender.pdf)

## 2. Events

### LKD Facility's Annual Partners Learning Workshop in Casablanca in December 2016

Public Private Development Partnerships (PPDPs) are becoming an increasingly pivotal tool for international development organizations and private sector companies to achieve their goals. Learning and Knowledge Development Facility (LKDF), a project funded by the Swedish International Development Agency and implemented by UNIDO, provides a means to systematically learn from PPDPs that target vocational training centres (VTCs) and skills development. It aims to develop a framework for such partnerships and to promote this type of collaboration. A key objective of LKDF is to disseminate the gathered knowledge for the greater public good.

Annual Partners Learning Workshops are a way to disseminate the knowledge gathered by the LKD Facility. The 5th Annual Partners Learning Workshop will take place from 13-14 December 2016 in Casablanca, Morocco. The main purpose of the Annual Partners Learning Workshop is to reflect jointly and systematically on the lessons learnt so far and to provide the partner organizations and observers interested in skills development with an opportunity to exchange knowledge and expertise. This will be done through a series of presentations, and focused lines of inquiry and workshop sessions that aim to promote learning. In addition, participants will get the chance to visit the UNIDO-Volvo PPDP in Settat.

## UNESCO Section for TVET

## 1. Publications

### UNESCO's Recommendation concerning Technical and Vocational Education and Training (TVET), 2015

The recommendation concerning TVET, unanimously adopted at UNESCO's General Conference by the delegates of Member States on 13 November 2015, provides guidance on five important areas – policies and governance, quality and relevance, monitoring and evaluation, research and knowledge management and, finally, international co-operation. It calls for an integrated approach to education and training which can provide people with a broad spectrum of knowledge, skills and competences for work and for life and empower them to contribute to the transition towards sustainable development. This new instrument will serve as a useful point of reference for decision makers, education practitioners, social partners and civil society as they



seek to transform TVET systems for their populations and promote employment.  
<http://unesdoc.unesco.org/images/0024/002451/245178e.pdf>

### Strategy for Technical and Vocational Education and Training (TVET) (2016–2021)

UNESCO's new Strategy for TVET, laying out the principles of UNESCO's work on TVET until 2021, aims to "support the efforts of Member States to enhance the relevance of their TVET systems and to equip all youth and adults with the skills required for employment, decent work, entrepreneurship and lifelong learning, and to contribute to the implementation of the 2030 Agenda for Sustainable Development". The Strategy has three priority areas: (1) Fostering youth employment and entrepreneurship; (2) Promoting equity and gender equality; and (3) Facilitating the transition to green economies and sustainable societies.  
<http://unesdoc.unesco.org/images/0024/002452/245239e.pdf>

### Financing skills for work in Education 2030: the contribution of the private sector (forthcoming)

A project was initiated by UNESCO to develop a methodology to forecast the amount of revenue that could be raised by means of a training levy. The aim of this report is to present the main findings of the literature review that has been carried out for the purpose of this project, along with a methodology to evaluate the potential of private sector resources to invest in TVET schemes. This qualitative analysis is also supplemented by some quantitative results to provide an estimate of the amount of resources that could be mobilized from the private sector for training purposes.

### Greening TVET in the context of climate change policy developments. Report of the online conference. UNESCO-UNEVOC, 2016 (forthcoming)

### Workshop report on Gender inequality and TVET (forthcoming)

On the occasion of International Women's Day last 8 March 2016, UNESCO and UNESCO-UNEVOC organized a workshop to draw attention to the persistence of gender inequality in TVET. Representatives of IFAD, ILO, WHO, the European Commission, OECD and GIZ gathered in Paris to discuss their work in the area and hear about case studies on promoting gender equality in and through TVET from Burundi, India, Peru, the Philippines and Ukraine. UNESCO is now preparing a publication on the different initiatives presented at the workshop.

### Enhancing Relevance in TVET. Review of Progress in the Asia-Pacific since 2012. UNESCO Bangkok, 2016

This Review assesses the progress made by countries in the Asia-Pacific in developing their TVET systems since the Third International Congress on TVET (Shanghai, 2012). It focuses on relevance of TVET, the first recommendation of the Shanghai Consensus, and is based on a survey conducted among ministries, employers and youth organisations in the Asia-Pacific region. The survey asked questions related to five key aspects of TVET relevance – (1) responsiveness to skill needs, (2) 'greening' TVET, (3) responsiveness to technological changes, (4) adapting qualifications and (5) partnerships/cooperation – and focused on how countries are integrating these elements into national TVET development. The Review provides findings and offers recommendations which give an insight into recent developments in TVET in the region.  
<http://www.unescobkk.org/resources/e-library/publications/article/enhancing-relevance-in-tvet-review-of-progress-in-the-asia-pacific-since-2012/>

## 2. Events

### Quality Assurance of TVET Qualifications in Asia-Pacific. 11– 12 July 2016, Manila, Philippines

As part of UNESCO's global study on quality assurance in TVET, UNESCO Bangkok organized a regional meeting to share experiences and discuss the draft regional guidelines for effective quality assurance of qualifications systems.

### World Youth Skills Day 2016. 15 July 2016, Bonn, Germany

Coinciding with the launch of UNESCO's TVET Strategy for the next five years, UNESCO-UNEVOC will be celebrating the second edition of the official UN day to draw attention to the importance of skills development as a means of tackling youth unemployment and creating more opportunities for young people.  
[www.unevoc.unesco.org/l/343](http://www.unevoc.unesco.org/l/343)

### Virtual conference on Youth Entrepreneurship. 18 – 29 July 2016 on the UNEVOC TVeT forum

UNESCO-UNEVOC will host an online debate that will discuss what are the key skills young entrepreneurs need and how to design and implement successful youth entrepreneurship programmes.  
<http://www.unevoc.unesco.org/go.php?q=Upcoming%20virtual%20conference%20on%20Youth%20Entrepreneurship>

### Recognizing Green Skills in Non-formal Learning Settings – A comparative study in Asia. 30–31 August 2016, Hamburg, Germany

Organized by UNESCO-UIL and UNEVOC Centre Education University of Hong Kong, the international symposium will review the latest progress in this aspect of the green skills agenda.

### TVET Leadership Programme. 17–28 October (tbc), Bonn, Germany

The TVET Leadership Programme seeks to capacitate potential leaders to become change agents and contribute to implementing the SDGs in their own countries. The programme, hosted by UNESCO-UNEVOC, targets TVET experts from in- and outside of the UNEVOC network.

### Skills, jobs and sustainable development: global trends, local challenges. 20–21 October 2016, Paris, France

The conference, organized by UNESCO and CEDEFOP, will look at what global economic trends and market forces will mean for the need for skills and how educational and training systems can use labour market intelligence to respond. It will build on evidence gathered through the Inter-Agency Group on TVET to do so.

## 3. Initiatives

### The NET-MED Youth project

The NET-MED Youth project, implemented by UNESCO and funded by the European Union, is designed to encourage young people to take an active role in shaping their societies by giving them the skills and capacity to do so. As well as employment, it focuses on public policies for youth and youth and the media.

Young people are joining national expert teams set up across the region, alongside government officials and representatives of employers and trade unions to take part in the social dialogue on policy. To make TVET more relevant to the needs of society, the project is also boosting capacity for anticipating which skills employers will need. Working with one institution per country, an international expert team mobilized by UNESCO is helping their staff produce a practical model for skills forecasting.

### AFD-UNESCO comparative study on Financing TVET in South-East Asia (June–October 2016)

This comparative study focuses on TVET financing mechanisms in general, and on training funds in particular. It is being conducted in 6 different countries in South-East Asia. The objectives of the study are to examine how TVET financing systems in general, and training funds in particular, are conceived and used to support transition at macro level (towards a

green economy, industrial upgrading and economic transformation, digital development, etc.) and career development and lifelong learning strategies at an individual level.

### Research Programme On Digitisation Of Economies And Implications For Skills

Over a two year period, UNESCO will conduct a global initiative to identify the challenges and opportunities, as well as global promising practices on the state of education and training systems within the digital economy. The purpose of this research programme will be to better understand the challenges faced by policy makers to adapt to the challenges of digitalisation and to provide appropriate evidence-based policy solutions. The global initiative will consist of a Global Report, regional consultations in at least three different geographic regions, online consultations with experts and an international event.

### Comparative Study on Qualifications cross-borders

The Third International Congress on TVET, organized by UNESCO in Shanghai on 14–16 May 2012, recommended in its outcome document to explore the possibility of developing international guidelines on quality assurance for the recognition of qualifications and to identify a set of world reference levels (WRLs), to facilitate the international comparison and recognition of TVET qualifications.

To this end, UNESCO is convening key regional and international organizations working in the field of recognition of qualifications on a regular basis to work together on the development of WRLs.

In this framework, a study originally initiated by Cedefop analysing the formulation of learning outcomes in 10 qualifications in 10 European countries was extended, upon UNESCO's suggestion and in collaboration with Regional Qualifications Frameworks' representatives, to all regions of the world for 4 qualifications. The key objective of the study is to provide an empirical basis supporting the understanding of how technical vocational education and training qualifications are being defined, reviewed and renewed and how this influences their profile and content. The comparative analysis of the profile and content of qualifications and its global scope will enable the identification of commonalities and differences, which in turn will inform the future development of guidelines for cross-country recognition of qualifications.

### Study on Lifelong Learning from a rights-based perspective

Lifelong learning opportunities for all is at the centre stage of Education 2030. There is a strong impetus for examining this prominent paradigm from a right-based

perspective and evaluating how the conceptualization of the right to education might evolve and be broadened. UNESCO is leading a study questioning whether new aspects in the formulation of the legal rule are not to be recognized in light of recent developments on the international scene. The study pays in particular attention to the issue of new emerging entitlements of rights-claimants and responsibilities of duty-bearers and examines questions of access and incentives. Questions guiding the research are as follows: (1) What is the responsibility of the State and other stakeholders (for example enterprises in the case of wage-workers) in the provision of and access to lifelong learning? (2) How can responsibility be shared between different stakeholders including beneficiaries while preserving the principle of non-discrimination in access to lifelong learning? (3) How is learning in different settings/ environments/spaces to be identified, recognised and valued?

## World Bank Group (WB)

### 1. Publications

#### **Accounting for Education Mismatch in Developing Countries: Measurement, Magnitudes, and Explanations**

This book examines trends of mismatch between worker education and job-required education in the developing world, using STEP Skills Measurement data from 12 countries. It finds that over-education is common in developing contexts. The analysis estimate rates of over- and under-education for the countries studied, and also whether control variables like gender, sector (public, private, informal), career stage, and health help explain for these patterns. For eight countries, the paper uses literacy test scores to examine the degree to which academic achievement/educational quality explains rates of mismatch between workers and their jobs. It also compares the complexity of tasks well-matched and mismatched workers perform on the job. July 2016.

#### **Taking Stock of Programs to Develop Socio-Emotional Skills: A Systematic Review of Program Evidence**

This book represents a systematic review of the documented impacts of programs aimed at fostering socio-emotional skills in developed and developing countries. It uses a life-cycle approach to organize the findings from rigorous evaluations of more than 80 programs. This includes programs for toddlers and young children before primary school, programs for students enrolled in formal education, and programs targeted at the out-of-school population. The book develops a conceptual framework that helps to identify the program characteristics and participants' profiles associated with a range of program outcomes. July 2016.

#### **Are There Skills Payoffs in Low- and Middle- Income Countries? Empirical Evidence Using STEP Data**

This paper estimates the independent effect of cognitive skills (proxied by reading proficiency and use of computers on the job), and non-cognitive skills (using personality and behavioral measures) on earnings, controlling for schooling and other relevant economic and demographic factors. The paper uses the STEP Skills Measurement data sets for Armenia, Bolivia, Colombia, Georgia, Ghana, Kenya, Ukraine and Vietnam. Late 2016.

#### **Do Cognitive and Non-cognitive Skills explain the Gender Wage Gap in Low and Middle-income Countries? An Analysis Using STEP Data**

This paper explores the relationship between cognitive skills (as proxied by reading proficiency and on-the-job computer usage) and non-cognitive skills (measured through personality and behavioral surveys), gender, and wages, using gender earnings decompositions. It employs data from the STEP Skills Measurement survey from Armenia, Bolivia, Colombia, Georgia, Kenya, Ukraine, and Vietnam. Late 2016.

## World Health Organization (WHO)

### 1. Publications

#### **Global Strategy on Human Resources for Health: Workforce 2030**

Member States of the 69th World Health Assembly (2016), unanimously adopted the Global Strategy on Human Resources for Health: Workforce 2030. The Global Strategy aims to improve health, social and economic development outcomes by ensuring universal availability, accessibility, acceptability, coverage and quality of the health workforce. The Global Strategy specifically calls for transformative strategies in the scale-up of health workforce education, with strong focus on TVET and social accountability approaches.  
[http://www.who.int/hrh/resources/16059\\_Global\\_strategyWorkforce2030.pdf?ua=1](http://www.who.int/hrh/resources/16059_Global_strategyWorkforce2030.pdf?ua=1)

#### **Transforming the Health Workforce: Unleashing the Potential of TVET, UNESCO contribution to the High Level Commission on Health Employment and Economic Growth (forthcoming Sept 2016)**

The paper argues that an inter-sectoral approach to SDGs 3 and 4, health and education, would help to unleash the potential of TVET for health workforce employment, economic growth, social equity and support the implementation of the 2030 SDG Agenda as a

whole. The paper points to the fact that while TVET is well established in the field of education, the potential for TVET for transforming the health workforce has been largely neglected. The paper calls on action in the inter-related domains of governance and programming; data, knowledge and research; innovation and technology; and funding and investment.

#### **Action to achieve universal health coverage, human security and ensure inclusive economic growth through socially accountable workforce education and health systems, contribution to the High Level Commission on Health Employment and Economic Growth (forthcoming Sept 2016)**

The paper points to existing inefficiencies in health workforce education and the role socially accountable education policies, including TVET, can play in more effectively addressing population health needs. The paper points to existing implementation-related experience and barriers to scale up.

### 2. Events

#### **Expert Group Consultations, High Level Commission on Health Employment and Economic Growth**

The Expert Group report to the Commissioner has been informed by two calls for contributions as well as technical consultations with various stakeholders. These have included consultations with health and finance officials in the Middles East and North Africa Region (April 2016); health professional and student associations (April 2016); national nursing associations (May 2016); open consultation for government, civil society union, employers organized by ILO (May 2016), and Francophonie consultation with policy makers from health, labour, education and financial from 23 countries (June 2016). TVET has been an important component of all the consultations.

[http://www.who.int/hrh/com-heeg/hrh\\_heeg\\_consultations/en/](http://www.who.int/hrh/com-heeg/hrh_heeg_consultations/en/)

#### **Launch of Commission Report, High Level Commission on Health Employment and Economic Growth, September 2016**

The High-Level Commission on Health Employment and Economic Growth will submit its report to the UN Director General in September 2016. TVET has featured significantly in the discussions of the Expert Group and will potentially be included in the Commission report.

<http://www.who.int/hrh/com-heeg/en/>

### 3. Initiatives

#### **High Level Commission on Health Employment and Economic Growth**

On 2 March 2016, the United Nations Secretary-General announced the appointment of a High Level Commission on Health Employment and Economic Growth (the Commission), co-chaired by H.E. Mr. François Hollande, President of France, and H.E. Mr Jacob Zuma, President of South Africa. Dr Margaret Chan, Director-General of the World Health Organization (WHO) will serve as the co-vice chair along with Mr Angel Gurría, Secretary-General of the Organization for Economic Co-operation and Development (OECD) and Mr Guy Ryder, Director-General of the International Labour Organization (ILO).

The Commission is charged with proposing actions to guide the creation of health and social sector jobs as a means to advance inclusive economic growth, paying specific consideration to the needs of low and middle income countries. The Commission will present multi-sectoral responses to ensure that investments in health employment generate benefits across the SDGs.

The Commission is a strategic political initiative that complements broader initiatives, developed by international agencies and global health partners, and brings together a balance of policy, technical and geographical expertise from the education, employment, health, labour and foreign affairs sectors of government; alongside international organizations, health professional associations, trade unions, academia and civil society.





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