

Ref.: CL/4554

Subject: **Third consultation on the implementation of the Recommendation concerning Technical and Vocational Education and Training (TVET) (2015)**

Dear Minister,

Under Article VIII of UNESCO's Constitution, Member States are required to submit, every four years, a report on the measures they have taken to implement the conventions and recommendations adopted by the Organization.

In this context, I invite Member States to submit their report on the Recommendation concerning Technical and Vocational Education and Training (TVET) (2015), in English or French, no later than **15 November 2026**, by completing the questionnaire accessible online from the new website of the "one-stop-shop" for the monitoring and assessment of the implementation of standard-setting instruments at the following address:

<https://www.unesco.org/en/legal-affairs/monitoring>

Member States are encouraged to organize all necessary consultations with relevant ministries and institutions as well as with key stakeholders, including professional associations, civil society partners and National Commissions for UNESCO.

In addition, Member States are requested to designate a national focal point responsible for information sharing and cooperation with UNESCO regarding reports on the 2015 Recommendation. Member States should inform the Secretariat of this designation by **30 July 2026** at the latest ([info.tvet@unesco.org](mailto:info.tvet@unesco.org)).

Practical information on submitting the report is provided in the attached Guidelines for the Preparation of the Reports by Member States on the Implementation of the 2015 Recommendation.

The Secretariat will submit to the 227th session of the Executive Board, in the autumn 2027, the third consolidated report on the implementation by Member States of the 2015 Recommendation for its consideration. This report, together with the comments of the Committee on Conventions and Recommendations, will subsequently be submitted to the 44th session of the General Conference in 2027. In line with the decision of the Executive Board, individual country reports will be made publicly available on the new website of the "one-stop-shop".

The Education Sector remains at your disposal for any further information you may require.

Please accept, dear Minister, the assurances of my highest consideration.



Khaled El-Enany



Encl.: Guidelines for the Preparation of the Reports by Member States on the  
Implementation of the Recommendation concerning Technical and  
Vocational Education and Training (TVET) (2015)

cc: Permanent Delegations to UNESCO  
National Commissions for UNESCO  
UNESCO field offices  
UNESCO Institutes for Education

## ANNEX

### GUIDELINES FOR THE PREPARATION OF THE REPORTS BY MEMBER STATES ON THE IMPLEMENTATION OF THE RECOMMENDATION CONCERNING TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) (2015)

#### I. Introduction

##### About the 2015 TVET Recommendation

1. The Recommendation concerning Technical and Vocational Education and Training (TVET) (2015) aims to promote TVET as part of lifelong learning and to contribute to employment and decent work, inclusive and sustainable economic growth and competitiveness, social equity and environmental sustainability. It was adopted by the General Conference of UNESCO at its 38th session in November 2015.
2. The General Conference recommended that Member States apply the 2015 Recommendation provisions by taking appropriate steps, including legislative measures, in conformity with their constitutional practice and governing structures, to give effect within their territories to the principles of this Recommendation. It also recommended that Member States bring the Recommendation to the attention of the authorities and bodies responsible for TVET, and also of other stakeholders concerned with TVET.
3. For the purpose of the 2015 Recommendation, *“TVET is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. As part of lifelong learning, TVET can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development, which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET”*.
4. In addition to the 2015 Recommendation, UNESCO has a Strategy for TVET. The Strategy (2022-2029) builds on progress made under the 2016-2021 Strategy for TVET and seeks to generate global momentum in support of TVET and to accelerate progress towards Sustainable Development Goal 4. It seeks to instil a renewed ambition for TVET in Member States and build a common vision for transforming labour markets, economies, and societies. The Strategy supports the development of skills for all individuals to learn, work and live; for economies to transition towards sustainability and inclusiveness; and for societies to be more inclusive and peaceful.

##### Reporting obligations

5. The General Conference, at its 38th session, “recommended that Member States report to it, at such dates and in such manner as shall be determined by it, on the action taken by them in pursuance of this Recommendation”.
6. All Member States, given the political commitment to and moral force of the 2015 Recommendation and their reporting obligations, should provide information on legislative measures that have been taken pursuant to the 2015 Recommendation and the ways in which national education and training policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the 2015 Recommendation, describing legal norms as well as actual implementation.
7. For the full text of the 2015 Recommendation, please follow this link:  
<http://unesdoc.unesco.org/images/0024/002451/245118M.pdf#page=3>

## II. How to fill in the questionnaire

8. The following questionnaire has been developed to guide and assist Member States with their reporting on the implementation of the 2015 Recommendation. It aims to collect information on the extent to which Member States have applied the principles of the 2015 Recommendation in their education and training systems.

9. The questionnaire is structured in the following way:

- Part I seeks to assess the changing conceptualization of TVET in Member States and the overall implementation of the 2015 Recommendation.
- Part II collects more detailed information on the specific policy areas where the instrument makes recommendations. As such, its questions are directly aligned with the relevant sections of the 2015 Recommendation. The objective of these questions is to establish the extent to which Member States have been using the principles of the 2015 Recommendation in their TVET policy and programme development.
- Part III collects further information on the TVET systems and policies of Member States. The aim of this section is to give Member States the opportunity to provide UNESCO with additional information on recent reforms and changes to their TVET systems and policies, including promising practices or initiatives they wish to showcase to the international community.

10. Prior to completing the questionnaire, Member States are encouraged to organize necessary consultations within and outside the Ministry in charge of TVET, including with other departments, employers, and workers' organizations, and civil society partners, to collect the necessary information and data. Member States are also encouraged to review the provisions of the Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development (2023) and especially the paragraphs specific to TVET, i.e. paragraphs 59 to 61.

11. Responses to this questionnaire will be considered the official national report for each Member State.

12. Hence, only one questionnaire per country is to be submitted to UNESCO, which will represent the official country report. It is recommended that the questionnaire be completed by the Ministry/Authority with primary responsibility for TVET in the country.

13. Building on the information contained in the country questionnaires, UNESCO will update the UNESCO-UNEVOC TVET Country Profile (<https://unevoc.unesco.org/home/TVET%20Country%20Profiles>). This unique online repository has the function to monitor changes in TVET systems and facilitate trend analysis. By providing accurate and reliable information in the questionnaires, Member States contribute to offering TVET officials, experts and stakeholders, as well as researchers, students and practitioners who consult the TVET Country Profiles, access to concise, quality and up-to-date information on their TVET systems.

14. The exercise can also be seen as a self-assessment opportunity, to benchmark the country's progress and challenges against international frameworks and trends.

## III. Submission and dissemination of reports

15. Please designate a national focal point responsible for information sharing and cooperation with UNESCO in relation to reporting on this Recommendation.

16. Member States are encouraged to submit the questionnaire (in English or French) in one of the following ways:

- (i) Online (preferred): the consolidated questionnaire (one per Member State) can be completed and submitted online through a link to be found at:

Link:

<https://unes.co/3rdtvvet>

QR Code



Upon receipt of the designation of the national focal point, the Education Sector will transmit the token, specific to each Member State, allowing the completion and submission of this questionnaire directly online.

- (ii) Email: the questionnaire can be completed electronically and sent to: [info.tvet@unesco.org](mailto:info.tvet@unesco.org). The responses to the questionnaire, if sent by email, should respect the limit of maximum characters of each question and must be submitted in electronic form only (standard .doc, .pdf or .rtf format).

17. The reports will be made available on UNESCO's website in order to facilitate the exchange of information relating to the promotion and implementation of this Recommendation

#### IV. Information about the respondent

1. Country:

2. Name and title of the respondent:

3. Institution/Department:

4. Email address:

5. Mailing address:

6. Telephone:

7. Date of submission:

8. Signature: Minister of Education or other designated official (e.g., Director-General of Education, Secretary-General of the UNESCO National Commission or other)

9. Official website for TVET

## V. Questionnaire

### I. TVET: SCOPE, VISION AND AIMS

1. What is the common term used for TVET in your country? Please provide the term in your country's official language(s) and a direct English/French translation of the definition commonly used based on legal or policy documents.

2. In the last four years, have there been any major changes in the conceptualization of TVET? If yes, please indicate the principles and areas on which there has been increased emphasis in the last four years. *(Please tick all that apply)*

☐ (a) Main vision and aims of TVET – please specify below

☐ (b) Level of education (ISCED)/Level of qualifications – please specify below

☐ (c) Learning contexts (work-based learning, including apprenticeship, online, institutions, others) – please specify below

☐ (d) Governance and institutional structure – please specify below

- ☐ (e) Lifelong learning perspective – please specify below

3. In the last four years, have there been any major changes in the aims of TVET? If yes, please indicate the areas on which there has been increased emphasis in the last four years (*Please tick all that apply*)

- ☐ (a) Entry into the world of work – please specify below

- ☐ (b) Preparation for further learning – please specify below

- ☐ (c) Broad preparation for working life requirements – please specify below

- ☐ (d) Personal growth and development – please specify below

- ☐ (e) Increased emphasis on the dimensions of equity and inclusion

- ☐ (f) Others. Please indicate which area

4. Which type of initial TVET provision is dominant in your country? (*Please select one type of provision only*)

- ☐ (a) Institution-based TVET
- ☐ (b) Modern apprenticeship
- ☐ (c) Traditional apprenticeship
- ☐ (d) Dual system
- ☐ (e) Other. Please specify below.

5. Has there been an increase in the number of initial TVET enrolments in the last four years?

- ☐ (a) Yes – please give more information below (e.g., in which sector, occupation, level of qualifications, etc.)

- ☐ (b) No

- ☐ (c) No information available

6. To what extent are the vision and aims of the Recommendation reflected in your TVET legislation, policies and strategies?

Not at all ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Fully

7. In the last four years, has artificial intelligence (AI) influenced the vision or strategic priorities of TVET in your country?

- ☐ (a) Yes, significantly

- ☐ (b) Yes, to a limited extent

- ☐ (c) No

- ☐ (d) No information available

*If yes, please specify whether AI is addressed mainly as:*

- ☐ (a) A skill area for learners

- ☐ (b) A tool for teaching and learning

- ☐ (c) A driver of labour market change

- ☐ (d) A governance or management tool

8. Please provide any additional information on the measures taken by your country to incorporate the vision and aims of the 2015 Recommendation in legal and policy frameworks. Please provide links to the appropriate legislation/policy framework.

## II. TVET POLICIES AND GOVERNANCE

*The purpose of this section is to outline how TVET in your country is aligned with the 2015 Recommendation.*

9. Is there a TVET policy in your country?

- ☐ (a) Yes. Please specify (e.g., exact title, date of adoption, ministry in charge, web-link if any, etc.)

- ☐ (b) No

10. Please indicate the principles and topics on which there has been increased emphasis in the last four years. *(Please tick all that apply)*

### Governance and regulatory framework

- ☐ (a) Defining or strengthening regulatory frameworks for TVET
- ☐ (b) Establishment/reinforcement of stakeholders' participation and partnerships
- ☐ (c) Set-up of inter-ministerial coordination mechanisms
- ☐ (d) Development of governance models for TVET institutions, including cooperating with business associations, involving relevant local stakeholders, supporting work-based learning, etc.
- ☐ (e) Other – please specify below

### Social dialogue, private sector and other stakeholders' involvement

- ☐ (a) Involvement in policy and regulatory development.
- ☐ (b) Contribution to TVET programmes
- ☐ (c) Contribution to TVET institutions governance
- ☐ (d) Other. Please specify below.

### Financing

- ☐ (a) Adoption/reform of measures aiming at diversifying sources of funding
- ☐ (b) Establishment/reinforcement of incentives and accountability mechanisms
- ☐ (c) Enhancing the operational and financial autonomy of TVET institutions
- ☐ (d) Other financing principles/topics. Please specify below.

### Equity and access

- ☐ (a) Measures to widen access and participation
- ☐ (b) Measures to promote equal access and participation of women and girls in quality TVET
- ☐ (c) Measures to promote equal access and participation of disadvantaged or vulnerable groups of individuals, e.g., learners with disabilities, learners in remote areas, indigenous people, nomadic populations, ethnic minority groups, socially excluded groups, migrants, refugees, stateless people and populations affected by conflict or disaster, as well as to unemployed people and vulnerable workers
- ☐ (d) Other principles/topics. Please specify below.

## III. QUALITY AND RELEVANCE

### Learning processes

11. In the last four years, have there been any major changes in the content of TVET programmes? If yes, please indicate the areas on which there has been increased emphasis in the last four years. *(Please tick all that apply)*

- ☐ (a) Job-specific skills
- ☐ (b) Foundation skills
- ☐ (c) Transversal skills including entrepreneurial skills
- ☐ (d) Green and sustainable skills

- ☐ (e) Digital skills
- ☐ (f) Rights-based education for global and participatory citizenship and peaceful societies
- ☐ (g) Others. Please specify.

12. To what extent are there adequate teaching and learning materials (including digital and audiovisual materials) to teach/develop the skills below and engage learners? *(Please tick all that apply)*

- |                                  |            |                         |                         |                         |                         |                               |
|----------------------------------|------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------------|
| (a) Foundation skills            | Not at all | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 Fully |
| (b) Transferable skills          | Not at all | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 Fully |
| (c) Job-specific skills          | Not at all | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 Fully |
| (d) Green and sustainable skills | Not at all | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 Fully |
| (e) Digital skills               | Not at all | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 Fully |
| (f) Other. Please specify below. | Not at all | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 Fully |

13. Is your country using Open Education Resources (OER) in initial TVET teaching and learning?

- ☐ (a) Yes. Please specify (e.g., which programmes, sectors and trades, level of qualification, etc.)

- ☐ (b) No
- ☐ (c) No information available.

### TVET Staff

14. What is the common term used for initial TVET teachers in your country? Please provide the term in your country official language(s) and a direct English/French translation or explanation of differences.

15. Has your country developed a TVET teacher policy?

- ☐ (a) Yes. If there is a TVET teacher policy, please provide the full reference or hyperlink to the document.

- ☐ (b) No

- ☐ (c) No information available

16. What major areas is the TVET teacher policy/strategy trying to address? (*Please tick all that apply*)

- ☐ (a) Teaching staff recruitment and retention
- ☐ (b) Teaching staff education (Initial training)
- ☐ (c) Teaching staff deployment
- ☐ (d) Career structure/path
- ☐ (e) Teaching staff employment and working condition
- ☐ (f) Teaching staff reward and remuneration
- ☐ (g) Teaching staff standards
- ☐ (h) Teaching staff accountability

17. Please indicate the overall percentage of TVET teachers estimated to have the minimum level of qualifications required by law.

- ☐ (a) 0 - 20%
- ☐ (b) 21 - 40%
- ☐ (c) 41 - 60%
- ☐ (d) 61 - 80%
- ☐ (e) 81 - 100%

18. Are there specific qualification requirements for TVET institution leaders (principals, managers, etc.) in the policy?

- ☐ (a) Yes. Please specify in which areas (e.g., status, qualifications requirements, training, etc.)

- ☐ (b) No

- ☐ (c) No information available

### Qualification systems and learning pathways

19. Have there been any specific reforms of qualifications systems?

- ☐ (a) Yes  
☐ (b) No  
☐ (c) No information available

If yes, please indicate the range of reforms. *(Please tick all that apply)*

- ☐ (a) Established a national qualifications framework  
☐ (b) Established a regulatory mechanism for flexible learning pathways  
☐ (c) Established a system for the recognition, validation and accreditation of prior learning  
☐ (d) Developed a system for credit transfer and accumulation  
☐ (e) Developed quality assurance of qualifications  
☐ (f) Established and/or recognized micro-credentials in TVET<sup>1</sup>  
☐ (g) Other. Please specify below.

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20. Please describe practical steps that your country has taken to help graduates of TVET programmes to progress into further and higher education and training programmes. *(Please tick all that apply)*

- ☐ (a) Use national qualifications framework to support transitions  
☐ (b) Support credit recognition agreements linked to learning outcomes  
☐ (c) Develop systems for recognizing prior learning  
☐ (d) Offer quality career guidance, backed by data on labour market  
☐ (e) Ensure that initial TVET equips young people for lifelong learning  
☐ (f) Provide optional bridging programmes for TVET students allowing them to access further and higher education

<sup>1</sup> The term micro-credential here refers to a record of focused learning achievement verifying what the learner knows, understands, or can do, is assessed based on clearly defined standards and awarded by a trusted provider meeting the standards of relevant quality assurance. The micro-credential has stand-alone value but may also contribute to other micro-credentials or qualifications.

- ☐ (g) Widen participation in higher and further education, thus allowing more access for TVET graduates
- ☐ (h) Develop shorter post-secondary vocational programmes
- ☐ (i) Develop and recognize micro-credentials
- ☐ (i) Others. Please specify below.

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21. If micro-credentials exist or are being developed, which of the following characteristics apply?  
(Please tick all that apply)

- ☐ (a) Clearly defined learning outcomes
- ☐ (b) Aligned with national qualifications framework
- ☐ (c) Credit-bearing and stackable
- ☐ (d) Quality assured by a public authority
- ☐ (e) Co-designed with employers or sector bodies
- ☐ (f) Digitally delivered or blended
- ☐ (g) Targeted at specific groups (youth, unemployed adults, workers in transition)

To what extent are micro-credentials used to support:

- ☐ (a) Entry or re-entry into employment
- ☐ (b) Progression from TVET to higher education
- ☐ (c) Recognition of prior learning
- ☐ (d) Rapid reskilling linked to emerging technologies (including AI)

22. Have there been any specific reforms/legislation on the right to TVET from a lifelong learning perspective?

- ☐ (a) Yes
- ☐ (b) No
- ☐ (c) No information available

If yes, please indicate the types of reforms and policy reforms. *(Please tick all that apply)*

- ☐ (a) Learning account
- ☐ (b) Learning entitlement
- ☐ (c) Vouchers
- ☐ (d) Other. Please specify below.

### Quality and quality assurance

23. Have there been any specific reforms/legislation on quality assurance?

- ☐ (a) Yes
- ☐ (b) No
- ☐ (c) No information available

If yes, please indicate the range of reforms and policy reforms. *(Please tick all that apply)*

- ☐ (a) Clear and measurable objectives and standards have been established.
- ☐ (b) TVET system evaluation and performance data have been made accessible.
- ☐ (c) Regulation of private TVET providers has been introduced.
- ☐ (d) Others. Please specify below.

### Relevance to labour markets

24. In the last four years, has there been any specific investment in TVET Management Information Systems?

- ☐ (a) Yes
- ☐ (b) No
- ☐ (c) No information available

If yes, please indicate the range of reforms and policy reforms. *(Please tick all that apply)*

- ☐ (a) Data on learners' registration (enrolment and completion) from TVET institutions is systematically collected
- ☐ (b) Data on learners' certificates from TVET institutions been systematically collected

- ☐ (c) Data on teachers and instructors from TVET institutions been systematically collected
- ☐ (d) Data on infrastructure and equipment from TVET institutions is systematically collected
- ☐ (e) TVET authority used labour market information (e.g., labour force surveys, enterprise surveys, etc.) for making evidence-based TVET policies, strategies and programmes
- ☐ (f) Others. Please specify below.

25. Has there been any specific investment in TVET Management Information Systems to include labour market data?

- ☐ (a) Yes
- ☐ (b) No
- ☐ (c) No information available

If yes, please indicate the range of reforms and policy reforms. *(Please tick all that apply)*

- ☐ (a) Impact studies
- ☐ (b) Tracer studies
- ☐ (c) Measures to use open and real-time labour market data
- ☐ (d) Set-up of special bodies/entities (Observatory, Labour Market Intelligence, etc.)
- ☐ (e) Other principles/topics. Please specify below.

### Information and guidance

26. Have there been any specific measures to improve information and guidance services for learners?

- ☐ (a) Yes
- ☐ (b) No
- ☐ (c) No information available

If yes, please indicate the range of measures. *(Please tick all that apply)*

- ☐ (a) Set-up of counselling and guidance services at TVET institutions
- ☐ (b) Information gateways
- ☐ (c) Jobs fairs
- ☐ (d) Set-up of special bodies/entities (Centre for guidance and counselling, etc.)
- ☐ (e) Other principles/topics. Please specify below.

#### IV. MONITORING AND EVALUATION

27. Have there been any specific measures to improve monitoring and evaluation of TVET?

- ☐ (a) Yes
- ☐ (b) No
- ☐ (c) No information available

If yes, please indicate the range of measures. *(Please tick all that apply)*

- ☐ (a) Studies of impact and outcomes of TVET policies
- ☐ (b) Investigation of cost-benefits
- ☐ (c) Measurement of effectiveness and efficiency
- ☐ (d) Set-up of special bodies/entities
- ☐ (e) Other principles/topics. Please specify below.

#### V. RESEARCH AND KNOWLEDGE MANAGEMENT

28. Has there been any specific measures to enhance TVET research and knowledge management?

- ☐ (a) Yes
- ☐ (b) No
- ☐ (c) No information available

If yes, please indicate the range of reforms and policy measures. *(Please tick all that apply)*

- ☐ (a) Measures to increase academic and applied research in TVET
- ☐ (b) Measures to support interdisciplinary research on TVET
- ☐ (c) Mechanisms to support dissemination of research (setting up of TVET research institutes, TVET journals, TVET research fora, etc.)
- ☐ (d) Other initiatives. Please specify below.

## VI. INTERNATIONAL COOPERATION

29. Does your country actively promote international cooperation and knowledge sharing in TVET, e.g., through relevant United Nations organizations or other international or regional bodies?

- ☐ (a) Yes. Please specify below.

- ☐ (b) No

30. Does your country have institutions that are members of the UNEVOC Network?

- ☐ (a) Yes
- ☐ (b) No

If yes, please indicate the range of activities in which your country's UNEVOC centre(s) has been involved. *(Please tick all that apply)*

- ☐ (a) UNEVOC TVET-Forum and virtual conferences
- ☐ (b) UNEVOC capacity-building programmes
- ☐ (c) UNEVOC-funded projects
- ☐ (d) UNEVOC publications and knowledge products
- ☐ (e) Other UNEVOC initiatives. Please specify below.

## VII. ADDITIONAL INFORMATION AND INNOVATIVE PRACTICES

31. Has your country introduced or adopted policies or practices to facilitate the digitalization of the TVET system in the last four years and/or to respond to the impact of digitalization and AI

on the economy and society? E.g., new digital resources, upgrading of digital infrastructure, use of AI, capacity development of TVET staff

☐ Yes – please specify below.

☐ No

32. Which new skills have been introduced in TVET teaching due to digitalization? *(Please tick all that apply)*

☐ (a) Accessing digital hardware and tools

☐ (b) Information and data literacy (e.g., browsing, searching, filtering, evaluating and managing data and digital content)

☐ (c) Communication and collaboration (e.g., interacting through digital technologies: sharing, engaging, and collaborating through digital technologies)

☐ (d) Digital content creation (e.g., developing, integrating and re-elaborating digital content, copyrighting and licensing, programming)

☐ (e) Digital safety and cybersecurity (e.g., protecting devices, personal data, privacy, health and well-being and the environment)

☐ (f) Problem solving (e.g., solving technical problems, identifying needs and technological responses, creatively using digital technologies, identifying digital competency gaps)

☐ (g) Others - please specify below

33. Has your country developed, adopted or referenced a national or sectoral AI skills framework relevant to TVET?

☐ (a) Yes, a national AI skills framework

☐ (b) Yes, sector-specific AI skills frameworks

☐ (c) Yes, by adapting international or regional frameworks

☐ (d) Under development

☐ (e) No

☐ (g) No information available

If yes, which AI-related competencies are included in TVET curricula? *(Tick all that apply)*

☐ (a) Basic understanding of AI concepts and applications

☐ (b) Use of AI tools relevant to specific occupations

☐ (c) Data literacy and algorithmic awareness

☐ (d) Ethical, legal and social implications of AI

☐ (e) AI-enabled automation and smart systems

☐ (f) Others - please specify below

☐ (g) None

34. Have any specific technologies been introduced to improve marginalized groups' access to, participation in, or completion of TVET?

☐ Yes – please specify below.

☐ No

35. What are the main obstacles to promote the digitalization of TVET?

36. Have any specific policies been developed in your country to prepare for or respond to 'industry 4.0' and the future of work?<sup>2</sup>

☐ Yes – please specify or include relevant documents where available

☐ No

37. Were TVET teachers equipped with the relevant skills to facilitate the introduction of digital tools in the teaching process and to introduce digital-related topics?

☐ Yes – please specify below.

☐ No

38. Are TVET teachers and trainers supported to use or teach AI-related content?

☐ Yes – please specify below.

☐ No

39. Has your country benefited from any external programme/initiatives targeting digitalization in TVET systems?

☐ (a) Yes. Please specify below.

☐ (b) No

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<sup>2</sup> Including on topics related to demographic shifts, climate transition, new forms of work and social protection

40. Has your country introduced or adopted policies or practices to facilitate the greening of the TVET systems in the last four years? E.g., introduced sustainability/greening skills in the curricula, capacity development activities

☐ (a) Yes. Please specify below.

☐ (b) No

41. Has your country introduced or adopted policies or practices to introduce skills development programmes that teach youth and adults about their rights and the rule of law, equip them with a strong ethical compass and empower them to become champions for justice and peace in their workplaces and communities? E.g., Integrating rights-based education for global and participatory citizenship in TVET curricula, promoting TVET institutions as places for social integration, cohesion and green citizenship

☐ (a) Yes. Please specify below.

☐ (b) No

Thank you for your collaboration.