

REFERNET VETNEWS INTERNATIONAL

03/2026

25/02/2026

Europe

European Commission

The Commission [published a report](#) assessing the implementation of the [Professional Qualifications Directive \(2005/36/EC\)](#): Key findings are that the Professional Qualifications Directive works well overall and the Digitalisation works as a catalyst for simplification. However, the user experience can be improved and maintaining trust is crucial.



https://employment-social-affairs.ec.europa.eu/news/eu-facilitates-skills-portability-over-185-000-professionals-2026-02-20_en

VET research

The annual European Teacher Survey 2025 reveals the main drivers and challenges in primary, secondary and vocational education across Europe. Countries covered in 2025: Finland, Sweden, Netherlands, Belgium, Poland, Spain and Italy.

<https://de.itslearning.com/learn/european-teacher-survey>

<https://www.sanomalearning.com/en/our-solutions/european-teacher-survey/>

Eurochambres

Eurochambres' input on the Quality Jobs Act: EU action should focus on guidance, skills development, training and coordination, while respecting subsidiarity, flexibility, and national diversity.

<https://www.eurochambres.eu/wp-content/uploads/2026/02/Eurochambres-Input-on-the-Quality-Jobs-Act.pdf>

International

OECD

Flexible learning pathways can help adults enter entry-level healthcare roles and address persistent workforce shortages.

https://www.oecd.org/en/publications/flexible-learning-pathways-into-healthcare-occupations_a114f653-en.html



Artificial Intelligence can help to address challenges of young neurodivergent people in VET settings. AI and other advanced technologies could lead to a more inclusive education and make VET more adaptive and accessible for neurodivergent learners.

https://www.oecd.org/en/publications/ai-to-support-neurodivergent-learners-in-vocational-education-and-training_718d7522-en/full-report.html

Many highly skilled workers underutilise their talents in the workplace, limiting productivity, wages, and job satisfaction. Effective deployment of skills is increasingly important. Policies and workplace practices that better match skills to tasks, support career development, and encourage inclusive management are essential to fully leverage workforce potential.

https://www.oecd.org/en/publications/how-workers-use-or-don-t-use-their-skills-in-the-workplace_0e7c6dc9-en.html

ELM Magazine

Recognition of prior learning (RPL) still fails to effectively reach and engage the individuals who are most in need of qualification – an official document attesting to knowledge, skills and competences.

<https://elmmagazine.eu/patrick-werquin-rpl-does-not-yet-reach-the-neediest/>

UNESCO

The United Nations General Assembly proclaimed 24 January as International Day of Education, in celebration of the role of education for peace and development. This year's theme, "[The power of youth in co-creating education](#)," highlights the importance of developing learning solutions together with students: as their future depends on high-quality education programmes, it is essential to meet their real needs.

<https://www.unesco.org/en/days/education?hub=180536>

WorldSkills

WorldSkills Kazakhstan uses WorldSkills Occupational Standards to transform skills training systems

<https://worldskills.org/media/news/worldskills-kazakhstan-uses-worldskills-occupational-standards-transform-skills-training-systems/>

WorldSkills Shanghai 2026 launches One School One Member, a cultural exchange programme that connects 62 local schools with WorldSkills Members.

<https://worldskills.org/media/news/worldskills-shanghai-2026-launches-one-school-one-member/>

Countries

Austria

At the end of February, the Austrian database was converted to a new template for the Europass Mobility Certificate.

<https://www.europass.at/news/article/der-europass-mobilitaetsnachweis-wird-modernisiert-und-zugleich-weltweit-nutzbar/>

Six students at the Humanistic Academy Austria, created a nationwide database of over 300 educational programs on humanism, ethics, and social responsibility. Their project won awards for best full-time student project and best project video, showcasing effective collaboration between universities and civil society.

<https://hpd.de/artikel/doppelerfolg-fuer-projekt-humanistische-akademie-23769>

Croatia

Croatia has seen a rapid expansion of micro-credentials (micro-qualifications in national terminology) since their introduction in 2022. Building on Croatia's large scale voucher scheme for adults, which boosted interest in lifelong learning, micro credentials have rapidly become a central form of adult education.

<https://www.cedefop.europa.eu/en/news/croatia-micro-credentials-become-key-feature-adult-training>

Cyprus

The 9th National Skills Competition in Cyprus 2026 offers young people the chance to showcase their vocational skills in 22 fields, qualify for Euroskills 2027 in Germany, and invites industry and education experts to support and guide the competition.

<https://skillscyprus.gov.cy/skillscyprus-2026/ebeirognomones/>

Estonia

From 2026/27, 32 new vocational upper secondary programmes will be launched to better match labour market needs. The reform strengthens vocational education as an alternative to academic upper secondary studies.

<https://hm.ee/uudised/kutseoppeasutustes-tekib-voimalus-oppida-32-uuenduslikul-oppekaval>

France

A new Céreq study shows that France's 2018 apprenticeship reform significantly increased the number of young people returning to education through work-study programmes, turning apprenticeships into a real second-chance pathway.

<https://www.cereq.fr/communique-reforme-de-2018-lapprentissage-booste-les-reprises-detudes-et-lacces-lemploi-durable>

Ghana

International Handbook on Vocational Education and Training: Ghana

<https://www.bibb.de/dienst/publikationen/en/20501>



Greece

Greece launches a nationwide survey tracking vocational education and training (VET) graduates as a preparatory step for establishing an Observatory on the Transition of VET Graduates to the Labour Market. The initiative aims to strengthen evidence-based policymaking on education-to-employment pathways.

<https://www.cedefop.europa.eu/en/news/greece-nationwide-vet-graduate-tracking-survey-supports-observatory-development>

Malta

Malta is reinforcing vocational education and training (VET) through the extension of the One Device per Child (ODPC) initiative to middle and secondary education.

<https://www.cedefop.europa.eu/en/news/malta-strengthening-vet-through-one-device-child-initiative>

Norway

Norway has updated its qualification recognition rules to make it easier for foreign-trained early childhood staff to work in kindergartens. The reform aims to accelerate labour market integration while maintaining professional standards and addressing workforce shortages.

<https://eurydice.eacea.ec.europa.eu/news/norway-simplified-recognition-foreign-qualification-early-childhood-workers>

The Expertise Needs Committee today presents its report entitled 'Future expertise needs: What expertise does Norway need to succeed in its digital transformation?'

<https://hkdir.no/aktuelt/seks-kompetansegrep-for-a-lykkes-med-digital-omstilling-i-norge>

Slovakia

Slovakia marked 25 years in the OECD with the Bratislava AI Forum 2025 and launched its AI in Education 2025-27 strategy. The initiative supports schools, teachers, and students in responsible AI use, promotes digital skills and inclusion, and plans AI competence centres at major universities.

<https://www.cedefop.europa.eu/en/news/slovakia-what-kind-intelligence-needed-master-artificial-intelligence>

Full version of the plan for the responsible use of AI in education in Slovakia 2025-27:

https://ai.iedu.sk/wp-content/uploads/2025/09/Plan_zodpovedneho_vyuzivania_AI_vo_vzdelavani_PUBLIC.pdf

Switzerland

Young people in vocational training are less interested in politics than their peers in general education (grammar school). Should this be interpreted as a lack of interest? The present study paints a different picture: many learners feel that they are not taken seriously because of their age and the lower status of their training.

<https://transfer.vet/demokratie-ist-nichts-fuer-mich-wirklich/>

Survey of 2,500 young people in two cantons: What young people look for when choosing their first career

<https://transfer.vet/worauf-jugendliche-bei-ihrer-ersten-berufswahl-achten/>

Report on the structure of regional apprenticeship markets

<https://transfer.vet/ungleiche-startchancen-fuer-jugendliche/>

Study: What is needed for young people to learn a foreign language during their apprenticeship?

<https://transfer.vet/was-braucht-es-damit-jugendliche-in-der-lehre-eine-fremdsprache-lernen/>

Research project: What digital skills are needed in the care sector?

<https://transfer.vet/welche-digitalen-kompetenzen-braucht-es-in-der-pflege/>

Study: How opportunities for learning arise in the context of gainful employment

<https://transfer.vet/wie-im-kontext-der-erwerbstaetigkeit-gelegenheiten-zum-lernen-entstehen/>

viamia is a free service for employees aged 40 and over, offering career assessment to help them actively adapt their careers to the changing world of work. A monitoring report takes stock of participation, which has tended to benefit more highly qualified individuals.

<https://berufsbildung2030.ch/de/component/content/article/standortbestimmung?catid=24&Itemid=101>

The Netherlands

The proposed VABA Act aims to improve the link between vocational education and the labour market. It will be debated in the House of Representatives at the end of March.

<https://www.klimmbo.nl/nieuws/alles-wat-jij-wilt-weten-over-vaba/>

Ukraine

Ukraine's vocational education leaders, supported by ETF and Enabel, are advancing Centres of Vocational Excellence to align with EU standards, combining skills development, international collaboration, and practical reforms to support both Ukraine's EU accession and post-war reconstruction.

<https://www.etf.europa.eu/en/news-and-events/news/ukraines-vocational-education-community-teams-etf-and-enabel-toward-eu>

Save the Date

03–04/03/2026: The European Employment and Social Rights Forum will bring together policymakers, experts and stakeholders to discuss how Europe can strengthen education, training and labour market policies in times of rapid digital and economic change. Brussels & online

<https://www.cedefop.europa.eu/en/news/social-europe-empowering-people-times-change>

27/03/2026: The ETF has opened applications for the Green Skills Award 2026, recognising initiatives that promote green skills and sustainable development across VET, schools and workplaces. Applications are open until 27 March 2026.

<https://www.etf.europa.eu/en/news-and-events/news/green-skills-award-2026-call-applications-now-open>

15/04/2026: Cedefop has launched a call for papers for a special Working Paper series on the use of artificial intelligence and advanced digital technologies in vocational education and training (VET) to promote inclusion, resilience and sustainable transitions in the context of Industry 5.0. Deadline for submission of abstracts: 15 April 2026

<https://www.cedefop.europa.eu/en/news/call-papers-harnessing-artificial-intelligence-and-digital-technologies-inclusive-and-resilient>

29/05/2026: Call for paper: all for Paper from the Journal for Vocational Education and Training : „International perspectives on academisation, tertiarisation and hybridisation of vocational education: Between problem-solving, imitation and/or unintended consequences“

<https://www.jvet.uk/journal-information>

12–13/10/2026: Cedefop is hosting a research conference on advancing quantitative approaches in adult learning to support evidence-based policy in times of technological change and labour market transformation. Abstracts are due by 15 May 2026.

<https://www.cedefop.europa.eu/en/news/call-abstracts-advancing-research-adult-learning-using-and-innovating-quantitative-approaches>



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