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Evaluation of the UNESCO-UNEVOC International Centre

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TABLE OF CONTENTS

ACRONYMS	3
EXECUTIVE SUMMARY	4
1.1. <i>Evaluation Purpose</i>	11
1.2. <i>Evaluation Scope, Methodology and Approach</i>	11
1.3. <i>Evaluation Context and Limitations</i>	12
1.4. <i>Organization of the Report</i>	13
II. UNESCO.....	14
2.1. <i>History and Background: UNESCO's Role and Mandate in TVET</i>	14
2.2. <i>TVET in the EFA Action Framework Context</i>	14
2.3. <i>Approach to TVET</i>	15
2.4. <i>TVET Policy and LDCs</i>	15
III. UNESCO-UNEVOC INTERNATIONAL CENTRE FOR TVET.....	16
3.1. <i>Background and Rationale</i>	16
3.2. <i>Agreement between UNESCO and the German Government</i>	16
3.3. <i>UNEVOC Mission and Purpose</i>	17
3.4. <i>Priority Focus Areas and Target Beneficiaries</i>	17
IV. RESULTS ACHIEVED.....	19
4.1. <i>Relevance of UNEVOC Centre's Activities to UNESCO's Programme priorities</i>	19
4.2. <i>Results Achieved (Results Based Management)</i>	20
4.3. <i>Quality of Coordination and Interaction with Relevant Entities</i>	21
V. MAJOR FINDINGS	25
5.1. <i>Main Achievements</i>	26
5.2. <i>Main Challenges</i>	41
VI. CONCLUSION.....	51
6.2 Results Achieved by UNEVOC and Contribution to UNESCO's EFA Goals.	52
6.3 Quality of coordination and interaction between UNESCO HQ, other institutes, Field Offices and UNEVOC with regards to programme planning and implementation.	53
6.4 Funding patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability, organizational structure and quality of organizational management and programme implementation adopted by UNEVOC..	54
VIII. RECOMMENDATIONS	62
ANNEXES	79
Annex 1. Evaluation Terms of Reference.....	79
Annex 2. Table: Alignment of UNEVOC's goals with UNESCO's Mandates.....	85
Annex 3: UNEVOC's Contribution to Expected Results for UNESCO2000-2005	97
Annex 4: e- Forum requests for TVET information (2005)	110
Annex 5. Types of TVET information exchanged through the e-Forum (2005).....	111
Annex 6. Estimation of Contributions in Kind Received from Third Parties.....	112
Annex 7. Member States Requests for UNEVOC Publications (2005).....	114
Annex 8. UNEVOC Original Organizational chart	122
Annex 9 List of Evaluation Participants	123
Annex 10. Relevance of UNEVOC Centre's Activities to UNESCO's EFA Goals ..	126
Annex 11. Preliminary Analysis of Complementarities Between UNEVOC Bonn and UIE Hamburg.....	130

ACRONYMS

ACT	Africa Collection for Transition
APNIEVE	Asia/ Pacific Network for International Education and Value Education
BIBB	Federal Institute for Vocational Training, Germany
BMBF	German Ministry of Education and Research
BMZ	German Ministry of Economic Co-operation and Development
CEDEFOP	European Centre for the Development for Vocational Training
CEPES	European Centre for Higher Education
CIK	Contributions in Kind
CINTERFOR	Inter-American Research and Documentation Centre and Vocational Training
DANIDA	Danish International Development Agency
DCS	Developing Countries
DED	German Development Service
DFID	Department for International Development, United Kingdom
DSE	Germany Foundation for International Development
EFA	Education for All
e-Forum	Electronic forum
EFSD	Education for Sustainable Development
ETF	European Training Foundation
FABS	Finance and Budget Systems
FIT/FITOCA	Fund-in-Trust/Funds in Trust Overhead Account
GLADNET	Global Applied Disability and Information Network on Employment and Training
GLDN	Global Learning Development Network
GTZ	Germany Agency for Technical Co-operation
HCA	Host Country Agreement
HRD	Human Resource Development
IBE	International Bureau for Education, Geneva
ICE	International Conference on Education
ICT	Information and Communication Technology
IIEP	UNESCO International Institute for Educational Planning
ILO	International Labour Organisation
JICA	Japanese International Development Agency
LDCs	Least-developed Countries
LLWF	Learning for Life, Work, and Future
LSC	Local Service Contract
NORAD	Norwegian Agency for International Development
PRSP	Poverty Reduction Strategy Paper
RBM	Results Based Management
SIDA	Swedish International Development Agency
SISTER	Programme Software used by UNESCO
SKOPE	Centre for Skill, Knowledge, and Organizational Performance
SO	Strategic Objectives
TOR	Terms of Reference
TVE/T	Technical and Vocational Education/ and Training
UDF	UNESCO Development Fund
UIE	UNESCO Institute for Education, Hamburg
UN	United Nations
UNESCO HQ	UNESCO Headquarters
UNEVOC	International Centre for Technical and Vocational Education and Training
USAID	United States International Development Agency
WB	World Bank
WCEFA	World Conference on Education For All
YES	Youth Employment Service

EXECUTIVE SUMMARY

Background and Purpose

The UNESCO/UNEVOC International Centre was established through an agreement between the Government of the Federal Republic of Germany and UNESCO on 12th July 2000. The objectives of this agreement were: “...*under the supervision of UNESCO HQ... (to) provide effective mechanisms to improve the use of human and financial resources available for support to Member States in technical and vocational education and training and to develop tools and modalities that facilitate the execution of activities by UNESCO HQ, the organization’s Field Offices, the UNESCO-UNEVOC International Centres, the UNEVOC Network and international partners involved.*”¹

Context of the Evaluation

As part of the move towards Results Based Management (RBM), UNESCO Headquarters (UNESCO HQ) commissioned an evaluation of all its education institutes and centres. This evaluation report of the UNESCO-UNEVOC International Centre has emerged within this context. A team of three international evaluation and TVET experts from Europe, Asia and Africa conducted the evaluation, between April and May 2005.

Evaluation Scope, Methodology and Approach

The methodology used for this evaluation activity was a mixed methods approach. Qualitative and quantitative methods and techniques of evaluation were employed in order to generate data and information necessary to respond to the TOR requirements for the evaluation. Quantitative methodology included: in-depth reviews of relevant UNESCO-UNEVOC International Centre and UNESCO HQ programme and financial reports, documents and materials (e.g. 33C/3 reports); reviews of survey reports UNEVOC (e.g. A Survey of Network Centres). Qualitative methods and techniques included in-person interviews with UNESCO and UNEVOC TVE management, staff and stakeholders, and German Government representatives. Telephone interviews were conducted with UNESCO Field Office staff and Network members; briefing and other meetings were held with management at UNESCO HQ and the Centre and in UNESCO Field Offices (New Delhi); observation of UNESCO education institutes and the UNESCO-UNEVOC International Centre partners in TVET (e.g. UIE , IBE, ILO and the Working Group for International Cooperation in Skills Development in Geneva) completed the evaluation methodology.

Limitations

As with many evaluation studies of this kind, a major limitation was the short time available. The narrow scope for field visits by the team to the UNESCO-UNEVOC International Centre and UNESCO Offices and Institutes in Europe (one field visit by a member of the evaluation team to the UNESCO Office in New Delhi, India) limited both the quantity and quality of information that could be gathered for this evaluation, especially with regard to impact data and information. Most other UNESCO-UNEVOC International Centres and UNESCO Offices located in Developing Countries (DCs) and Least-developed Countries (LDCs) participated only via telephone and email.

¹ MOU Article 3

Major Findings

Overall Finding

Analysis of relevant documents and reports made available to the evaluation team² reveals that TVET activities initiated by the UNESCO-UNEVOC International Centre support UNESCO's Education for All (EFA) and Education for Sustainable Development (EFSD) Strategic Objectives (SOs).

Main Achievements

The UNESCO-UNEVOC International Centre's programmes are aligned with UNESCO's strategy and goals as enunciated in the 30 C/5, 31 C/5 and 32 C/5 documents.³ Through its activities, the UNESCO-UNEVOC International Centre promotes UNESCO's TVE recommendations, which aim at strengthening TVET in Member States, thereby supporting EFA goals. In addition, the UNESCO-UNEVOC International Centre contributes to the Decade for Education for Sustainable Development through its focus on Developing Countries (DCs); Least-developed Countries (LDCs); post-conflict and transition countries; and public health and HIV/AIDS issues.

- UNESCO-UNEVOC International Centre contributed to the development of national TVET policies, programmes and action plans in:
 - Twelve SADC countries through a four-day workshop to launch the Learning for Life, Work and the Future initiative, in Gabarone, Botswana (December 2000)
 - Eight Pacific Island States through a one day workshop ahead of a broader workshop in Adelaide, Australia (March 2001).
- The UNEVOC International Centre has promoted access to quality TVET through the Revised Recommendation concerning Technical and Vocational Education (2001).
- The Centre also promoted quality TVET through organising, or participating in, meetings for Southern African UNESCO-UNEVOC International Centres (Germany 2002) on e-learning across SADC and for Arab States Member States (Jordan 2002) on quality education standards.

Delivery of the UNESCO-UNEVOC International Centre's programmes at the regional level not only offers the capacity for responding to UNESCO's decentralization strategy but also ensures an effective and expanded network. It is also clear that the UNESCO-UNEVOC International Centre's programmes and activities are moving towards results based management (RBM) as is UNESCO.

- From 2002 to 2005, more than 23,000 copies of various UNEVOC publications were distributed.
- Over 8,500 UNEVOC publications were disseminated across all Member States in 2004, in response to queries, as regular mail to Member States and the UNESCO-UNEVOC International Centres and as publications available at UNESCO-UNEVOC events.

² See list of references of documents and materials reviewed by the team

³ See Annex 2: Alignment of UNEVOC's goals with UNESCO's Mandates in TVET, EFA, and EFSD goals, as well as Annex 3: UNEVOC's contribution to Expected Results for UNESCO 2000-2005

- Over the two year period ending 30 April 2005, there were 47 international visitors to the UNESCO-UNEVOC International Centre and six international delegations.
- Over 400 individuals (from 150 different countries) are members of the e-forum, enabling conversation and contacts with each other and a Spanish language e-forum is currently under development.
- New members of the UNEVOC network are also encouraged, and it is estimated that around 20 new centres will join during this biennium bringing the total number of International Centres to around 250.

Interaction among members of the UNEVOC Network provides a productive ground for the cross-fertilisation of ideas. It is also clear that Network members apply UNESCO-UNEVOC International Centre policy advice and technical assistance in their respective areas. To ensure availability of information on TVET, UNEVOC publishes and recommends books and other information material through its clearing house functions. The quality of these publications is assured by internationally-reputed experts on the editorial boards.

- As co-sponsor with IIEP, the UNESCO-UNEVOC International Centre held a meeting in Vientiane, Lao PDR in 2003 with a policy focus on new approaches to management and evaluation of TVET.

The *e*-forum provides a platform for professional exchange in TVET among stakeholders and experts in more than 100 countries and with partners from more than 25 international organisations. This is a dynamic and responsive innovation by the UNESCO-UNEVOC International Centre for the exchange of information on TVET.

To facilitate cooperation in and strengthening of TVET, the UNESCO-UNEVOC International Centre not only organizes international meetings but also contributes to international fora that support TVET. Promoting innovations and best practices in TVET for the world of work is a key mandate of the UNESCO-UNEVOC International Centre. Consequently, the UNESCO-UNEVOC International Centre arranges for its Network members to benefit from expertise and experiences of other countries through mobile training teams.

- Towards the close of the 2000-2001 biennium (December 2001), the UNESCO-UNEVOC International Centre partnered with the ILO (and UNESCO APEID) to organize the joint conference in Bangkok, Thailand, on 'Using ICTs for quality teaching, learning and effective management'.

To promote efficiency and effectiveness of its operations, important activities of the UNESCO-UNEVOC International Centre are jointly planned and implemented by Bonn and UNESCO Paris. It is also clear that cooperation between UNESCO and Regional Offices on the one hand, and the UNESCO-UNEVOC International Centre on the other, is gradually being enhanced. The UNESCO-UNEVOC International Centre attempts also to work closely with other technical agencies and institutions including ILO, WHO, and the Working Group on International Cooperation in Skills Development and with Bonn-based institutions.

- The Tertiary and Vocational Education Commission, Sri Lanka, the Vocational Education and Training Authority, Tanzania, and the Foundation for Education and Development, India sent senior staff to the UNESCO-UNEVOC International Centre to take up short term fellowship attachments offered by the Centre with resultant strengthened cooperation and policy dialogues between these organisations.

The UNESCO-UNEVOC International Centre successfully negotiated financial sponsorship for its publications programme. This has resulted in a strong publications programme that further enhances its clearing house functions. In addition, the Centre has also benefited from in-kind support from the private sector and governments especially in software development, and financial support for publications and internships.

- In 2003, the UNESCO-UNEVOC International Centre initiated both an international Handbook on TVET and an international book series on TVET. An international editorial advisory committee was established to guide both initiatives, and a publisher, Kluwer/Springer, secured. The Handbook, a long-term project due to be published in 2006, will consist of three volumes and 160 chapters.

Main Challenges

The UNESCO-UNEVOC International Centre's potential to serve as an important part of the UNESCO 'Think Tank' in TVET is not fully utilised by UNESCO HQ in terms of contributing to UNESCO's role as an intellectual organisation. Furthermore, the UNESCO-UNEVOC International Centre is barely represented in key planning and reporting requirements as laid out in C/5 documents. This results in low visibility. Besides, UNESCO's wide mandate leads to a dispersion of the UNESCO-UNEVOC International Centre's activities under its present human resources and funding constraints.

It emerged that although the UNESCO-UNEVOC International Centre initiates many activities, follow-up and monitoring of outcomes is not routinely practiced. No evaluations have been carried out in the past on the UNESCO-UNEVOC International Centre's activities in TVET, therefore no baseline or mid-term data or information were available to the evaluation team; yet this information would have helped the team to better assess and determine the impact of the Centre's TVET activities and its Network's performance in Member States. This is also an important RBM activity.

The UNESCO-UNEVOC International Centre is faced with the challenge of adequately meeting its wide mandate as prescribed by UNESCO, yet with its limited budget and human resources. The UNEVOC Centre is trying to cover: the UNEVOC Network; knowledge management and sharing; HRD in terms of sub-regional activities for staff in UNEVOC Centres; and inter-agency collaboration. These stress developing countries, countries in transition and countries in a post-conflict situation. The evaluation team and the management at the Centre strongly believe that a UNEVOC Advisory Committee would help the UNEVOC Centre set and focus on its priorities.

Despite evidence of increasing coordination between HQ TVET, regional specialists and the UNESCO-UNEVOC International Centre, these activities need to be more precisely formulated. The absence of an advisory committee for the UNESCO-UNEVOC International Centre, such as was characteristic of the UNEVOC Project prior to the establishment of the Centre, has led to a sense of isolation amongst stakeholders. Furthermore, there is no parity in terms of status, staff and resources between the UNESCO-UNEVOC International Centre and other UNESCO Institutes.

Inadequate staffing has dealt a severe blow to the UNESCO-UNEVOC International Centre's activities and is one reason for its inadequate extrabudgetary resource mobilisation. This situation is compounded by exclusion of its staff on local contracts from participating in and benefiting from UNESCO HR development and capacity-building opportunities. This affects the ability of the UNESCO-UNEVOC International Centre to retain its key staff and could contribute to their reduced morale and feelings of isolation and marginalization.

The UNESCO-UNEVOC International Centre's internal planning processes have not yet been formalised. This situation poses an even greater challenge *vis-à-vis* the Centre's efforts to realize expected results in accordance with its TVET mandate as prescribed by UNESCO.

Conclusion

The UNESCO-UNEVOC International Centre is emerging out of its initial years of existence with a sense of enhanced clarity of vision and also of its objectives and goals. The industriousness and commitment of the UNEVOC Centre was visible to most of those with whom the team interacted.

Within the limitations imposed by the inadequacy of resources, both human and financial, the UNESCO-UNEVOC International Centre has made visible contributions in several priority areas of UNESCO's TVET mandate. It has also identified some future areas of programme, action and interaction. A pragmatic estimate of the contributions of the UNESCO-UNEVOC International Centre would indicate an encouraging level of planning, action, outcomes and achievements. It has also emerged during these years that there is so much to be done by the Centre in the area of providing guidance and support on TVET to national governments. The UNESCO-UNEVOC International Centre, meanwhile, has to continue its efforts to mobilize greater resource support from UNESCO Paris and other organizations and donor agencies.

Key Recommendations

The evaluation team proposes the following recommendations for the UNESCO-UNEVOC International Centre, in light of its achievements, and challenges as determined after a thorough analysis of the evaluation study findings

- 1 UNESCO needs to re-prioritise TVET in EFA and sustainable development and project the UNESCO-UNEVOC International Centre as its major vehicle in TVET. At the same time the UNESCO-UNEVOC International Centre should be upgraded to an independent institute with an Advisory Committee to ensure priority setting and proper planning. This will make it possible for UNESCO to have a clearly-focused quality programme on selected priority areas.
- 2 To ensure greater visibility and impact, the UNESCO-UNEVOC International Centre should set clear programme priorities and put in place clear organisational structures and corresponding staff. Also, there is a need to develop and apply quality

benchmarks for the Centre's network members. A strategy to follow up on activities should also be developed.

- 3 The UNESCO-UNEVOC International Centre and UNESCO-TVE Section Paris should have regular planning exercises with TVE Paris to synchronise priorities and annual work plans. Establishing a programme advisory committee and developing strategies for assuring participation of Member States and professional communities in planning should be looked into. It would also be important for the UNESCO-UNEVOC International Centre to introduce thematic/regional clustering of network members and establish creative and productive links with other institutions performing a clearing house function for optimum use of resources.
- 4 The UNESCO-UNEVOC International Centre must devise ways of achieving optimum results within the context of potentially decreasing funding within UNESCO. Diversification of its sources of funding must be top among its priorities, to overcome overdependence on one donor. This could be done by developing a joint UNESCO/ UNESCO-UNEVOC International Centre strategy for attracting external funding.
- 5 In the light of funding constraints, it is also suggested to carefully analyse the possibilities of economies of scale based on increased levels of cooperation between the two UNESCO Centres/Institutes in Germany, namely the UIE in Hamburg and the UNESCO-UNEVOC International Centre in Bonn as well as other UNESCO Institutes and Centres; for instance UIE in Hamburg and IIEP in Paris. This would comprise reviewing the institutions' mandates, analysing possible overlaps in activities and the potential for increased synergies. In each case, it would be important to ensure that the priority of TVET be maintained in any decisions ensuing from this analysis.
- 6 To fulfil its EFA mandate, UNESCO should review its resource support to the UNESCO-UNEVOC International Centre, in the light of increasingly high demands and expectations from Member States. UNESCO should also assist the UNESCO-UNEVOC International Centre to develop a strategy for identifying external resources for operational programmes. In short, UNESCO's contribution to the UNESCO-UNEVOC International Centre must increase. However, the German contribution should not be correspondingly reduced as this may not impact positively on the resource levels.
- 7 An Advisory Committee should be created to enhance the autonomy of decision-making and management within the UNESCO-UNEVOC International Centre. This will also serve to formalise internal planning processes.
- 8 Review and refine the criteria and expectations for members willing to join the UNEVOC Network, enact by-laws for the Network, and identify, promote and facilitate cost-sharing opportunities for Network Members.

- 9 There is a need to conduct a “retrospective baseline” study to determine the status to TVET in Member States prior to the Centre’s establishment. There is also a need to periodically monitor and formally review the progress and outcomes of the Centre with the adoption and implementation of this evaluation’s recommendations. Internal monitoring by the UNESCO-UNEVOC International Centre and UNESCO HQ ideally every three to six months as well as independent, external reviews midway through the next funding cycle, and again at the end, are required to measure the Centre’s achievement of planned results and identify the impact of the Centre’s TVET programmes in Member States.

I. INTRODUCTION

1.1. Evaluation Purpose

The purpose of the UNESCO-UNEVOC International Centre evaluation is to inform relevant entities and units including: the UNESCO Task Force on Category I UNESCO Institutes and Centres; the UNESCO Task Force on Decentralization; the Education Sector of UNESCO; other relevant Units; the Government of Germany; Member States of UNESCO; and UNESCO-UNEVOC International Centre Cooperation partners on the following points: ⁴

1. Relevance of UNESCO-UNEVOC International Centre activities to UNESCO programme priorities in the field of TVET;
2. Results achieved by the UNESCO-UNEVOC International Centre and its contribution to UNESCO's efforts in achieving relevant EFA goals;
3. Quality of coordination and interaction between UNESCO Headquarters, other institutes, Field Offices and the UNESCO-UNEVOC International Centre with regard to planning and implementation of programmes;
4. Funding patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability, organizational structure and the quality of organizational management and programme implementation systems adopted by UNESCO-UNEVOC International Centre.

1.2. Evaluation Scope, Methodology and Approach

The selection of an appropriate methodology for the UNESCO-UNEVOC International Centre evaluation was influenced by its scope and purpose.⁵ An evaluation plan was developed by the team, using the logical framework approach. This plan, which was later refined, helped to ensure the collection of relevant data and information in accordance with the objective, and expected outputs. Within this framework, and in order to optimize the quality of outputs, a mixed methods approach, incorporating both qualitative and quantitative evaluation methodologies, was adopted. They include:

Qualitative methods:

- Meetings with officials at: UNESCO HQ, Paris; the UNESCO-UNEVOC International Centre, Bonn; the UNESCO Institute for Education (UIE), Hamburg; UNESCO International Bureau for Education (IBE) and International Labour Organisation (ILO), Geneva
- Individual (face to face) interviews with representatives from German Government ministries and institutions
- Telephone interviews and conference calls with UNESCO TVET officials based in regional and Field Offices and programme coordinators of UNEVOC Network Centres in Africa, Asia, Australia, Europe and Latin America. ⁶
- Separate email questionnaires and checklists were developed to help guide the interviews with stakeholders

⁴ See Annex 1. Evaluation TORs: Scope, Purpose

⁵ See Annex 1: Evaluation TOR

⁶ See Annex 9: List of meetings and interviews held.

- Debriefing meetings on the preliminary findings with UNESCO Executive Office of Education Sector and IOS Section in Paris, and with UNESCO-UNEVOC International Centre management and staff in Bonn prior to drafting this report. These sessions included a PowerPoint presentation on the team's findings from field visits, document reviews, and telephone and individual interviews. The purpose was to provide an opportunity for discussion and debate on the findings so far. These helped to test the effectiveness of the evaluation methodology in responding to the TORs' information requirements and guided the evaluation team on the potential relevance and utility of these findings. The results were: increased clarification on the preliminary evaluation findings; identification of strengths and weaknesses of selected methodologies; and the identification of information gaps, some of which were immediately addressed by the team through follow up meetings and discussions with stakeholders.

Quantitative methods:

- In-depth reviews and analysis of documents, including UNESCO-UNEVOC International Centre and UNESCO HQ financial and programme reports. These helped to augment the evaluation methodology and provided data that could be analyzed for inference purposes.

1.3. Evaluation Context and Limitations

This study represents the first formal evaluation of the UNESCO-UNEVOC International Centre since its inception in 2000. The evaluation was commissioned by UNESCO HQ, as part of its move towards Results Based Management (RBM). This process includes evaluation of all UNESCO Institutes and Centres over a two-year period, from April 2005 to September 2006. The German Government -which is the major donor to the UNESCO-UNEVOC International Centre - is also reviewing its future commitment to the Centre in the face of budget cuts to its development activities worldwide. This evaluation report of the UNESCO-UNEVOC International Centre has emerged within this context. A team of three independent evaluation and TVET experts from Europe, Asia and Africa conducted this evaluation of the Centre, between April and May 2005. The main limitations of the evaluation study have to do with the wide mandate of the UNESCO-UNEVOC International Centre in TVET (which implied interaction with several UNESCO Offices, Centres and Institutions, the German Government as well as UNESCO-UNEVOC International Centres worldwide) and the limited time and financial resources available to conduct this study in the face of impending decisions required in light of the end of the five-year funding period. The narrow geographical scope for field visits by the team - limited mainly to UN Institutions, Offices and Centres *within Europe* (Paris, Bonn, Hamburg and Geneva) - was a restriction, as the mandate of UNESCO in TVET is mainly with developing countries (DCs) and least-developed countries (LDCs). These were involved in the study mainly via telephone and email interviews, with the exception of the New Delhi UNESCO Field Office which a member of the team later visited.

1.4. Organization of the Report

The report format is organized around the principle of moving from general to specific information. Therefore, general information on UNESCO and UNEVOC's TVET mandate, including expectations by UNESCO-TVE and the German Government (the major donor) on the contribution by the UNESCO-UNEVOC International Centre to TVET is discussed first. Specific information and data on specific results achieved and in-depth analysis of major findings in terms of the achievements and challenges of the Centre follow. They provide the basis for the summary, conclusion and the team's final recommendations.

II. UNESCO

2.1. History and Background: UNESCO's Role and Mandate in TVET

UNESCO's initiatives and endeavours in TVE and its training emanate from Article 26 of the Universal Declaration of Human Rights. It recognizes the fundamental right to education, to free and compulsory elementary education and goes on to assert: "*Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit... (It envisages an education) directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms*"⁷. The Principles contained in this article were subsequently incorporated into the International Covenant on Economic, Social and Cultural Rights (1966). In the context of TVE, Article 13.2(b) of this covenant refers to secondary education, which should 'be made generally available and accessible to all by every appropriate means, in particular by the progressive introduction of free education'. The significance of the initial preparation for the subsequent acquisition of skills and competences is evident with due emphasis as preparation to secondary education.

2.2. TVET in the EFA Action Framework Context

The Dakar Framework for Action for EFA in the year 2000 was an outcome of the experiences gained during the decade after Jomtien and the intensive global action and cooperation that followed to achieve the targets set in the World Conference on Education for All (WCEFA), in 1990. The Framework, which was formulated after a decade of intense activity and action - though many targets were unfulfilled - was very timely and precise in delineating and highlighting both the policy and approach to TVE and TVET. In the context of educational extension and expansion, the expectations and aspirations from education have emerged on a much broader spectrum, particularly in the developing and least-developed countries. People need to be convinced that education will definitely lead to good quality life. Hence they are concerned about the content of learning and its relationship to the local context in all of its aspect and also the possibility of 'leading ahead'. This change in the very approach to basic education which was comprehensively reflected in Goal 3 of the Dakar Framework:

*"To ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programme."*⁸

UNESCO has consistently realized that the success of EFA efforts would lead to more challenges in terms of the need to provide opportunities for further education at the secondary stage in which vocational and technical skills take on a concrete shape. Income generation, interest in lifelong learning and a commitment to responsible citizenship would have to be the prominent indicators of relevance, acceptability, utility and

⁷ Universal Declaration of Human Rights adopted and proclaimed by the General Assembly of the United Nations. UNESCO World Education Report 2000 (p.16)

⁸ An International Strategy to Operationalise the Dakar Framework for Action on Education for All (UNESCO 2000, p.9)

credibility of education. In this context, UNESCO has produced a discussion document on TVET, drawing on key messages of the Second International Congress on Technical and Vocational Education, the Seoul Conference of 1999.⁹ This has become an illustrative resource for the developing and the least-developed countries to take a fresh look at the content and process of their basic education systems. Realizing the inextricable relationship between economic development and employment generation on the one hand, and access to TVET on the other, it was considered essential to share understanding, knowledge and research internationally.

2.3. Approach to TVET

Since the very inception, UNESCO'S endeavours in education have taken a comprehensive, yet flexible and dynamic approach, both in terms of its policies and programmes. This is very evident in the context of changes in emphasis that have emerged over the years. The approach essentially combines both liberal education with simultaneous skill and vocational orientation, which is based upon a scientific approach and acceptance of the necessity of technological skills for life and work situations.

This approach alone is capable of ensuring the acquisition of social skills and generic vocational competencies. EFA frameworks, consequently, have to transform the content and process of education to enable learners to acquire traditional and other skills needed for the most modern avenues in the world of work, depending upon the specific contexts and situations. Obviously, a Technical and Vocational Education, (TVE) curriculum has to prepare the learner not only in skills and competences, but also to achieve an attitudinal transformation to internalize the need for lifelong learning and preparedness, to upgrade their existing skills and acquire new ones as necessary.

2.4. TVET Policy and LDCs

National-level education policies were needed to create environments conducive to learning in life skills and technical and vocational skills, in order to generate confidence in the utility and relevance of education amongst communities. The extension of education outreach, and its acceptance in certain social, cultural and economic settings was required. The basic education efforts, now well known as Education for All, (EFA) had to rapidly respond in practical terms to: poverty alleviation; health care; mother and child care; environmental concerns including air, water and soil pollution; and several other common and specific community concerns, as well as to other pertinent issues such as gender discrimination, social and cultural inequalities and ever-widening economic disparities. Plans and programmes designed to trigger the process of development in the least-developed and the developing countries created new workforce requirements. It meant preparation of technically and vocationally well equipped individuals in large numbers who could look after middle level human resource needs of developmental initiatives and also those willing and equipped with skills to take up entrepreneurial activities.

⁹ UNESCO Revised Recommendation Concerning Technical and Vocational Education 2001.

III. THE UNESCO-UNEVOC INTERNATIONAL CENTRE FOR TVET

3.1. Background and Rationale

The critical role of TVET in education policies needs to be acknowledged globally. UNESCO has always subscribed to the view TVET can contribute substantially to the process of economic development and, thereby, the socio-economic growth of developing and least-developed countries. As TVET is an integral part of UNESCO'S education strategy, UNESCO accepted the proposal of the Federal Republic of Germany to establish the UNESCO-UNEVOC International Centre in Bonn in the year 2000 to provide professional and technical support to national governments, in their efforts to strengthen and upgrade TVET, both at the policy and implementation levels. The UNESCO-UNEVOC International Centre builds on the groundwork laid and the achievements made by the Berlin-based UNEVOC-project which had created a worldwide information network of vocational training centres: the UNEVOC Network.

3.2. Agreement between UNESCO and the German Government

In July 2000, a Host Country Agreement (HCA) was signed between UNESCO and the German Government for the hosting of UNEVOC Centre in Bonn, which became operational in September 2000. The HCA between UNESCO-HQ and the German Government in regard to the "hosting of the UNESCO International Centre for Technical and Vocational Education and Training" stipulates that:

(1) "Under the supervision of UNESCO Headquarters, the Centre shall provide effective mechanisms to improve the use of human and financial resources available for support to Member States in technical and vocational education and training and to develop tools and modalities that facilitate execution of activities by UNESCO Headquarters, the Organization's Field Offices, UNEVOC Centres, the UNEVOC Network and International partners involved.

*(2) The Centre shall be responsible for providing subject knowledge and technical support to the UNESCO International Programme on Technical and Vocational Education and Training by functioning as an information clearing house, and is expected to be the coordinating Centre of the UNEVOC Network. It shall serve as a reference Centre and a resource base for UNESCO's activities in technical and vocational education and training and serve its partners accordingly."*¹⁰

As stipulated in the HCA:

- The UNVEOC Centre is formally considered as part of the UNESCO Secretariat.
- The desire and expectation for close collaboration with the International Labour Organisation (ILO) in the further development of the UNEVOC Centre is strongly emphasized.

¹⁰ HCA: Article 3: Objectives of the UNESCO International Centre for TVET in Bonn, Germany.

- Both signatory parties to the HCA expressed their intentions to develop the UNEVOC Centre into a platform for inter-agency cooperation in the field of TVET.
- Subject to the availability of funding, the signatory parties conveyed the objective of having a total of about 20 staff at the Centre by the year 2005.
- The German Government agreed to provide the UNEVOC Centre with rent-free premises and to cover part of costs for supplies, maintenance, management and guarding of these premises.
- The German Ministry of Education and Research (BMBF) offered annual support of approximately 200,000 Euros for operating costs, while the German Ministry for Economic Cooperation and Development (BMZ) offered an annual amount of approximately 500,000 Euros for programme activities in LDCs and DCs.¹¹

3.3. UNEVOC Mission and Purpose

According to its mission statement and the evaluation team's analysis of other self-descriptive documents, the UNESCO-UNEVOC International Centre's mission is to support the development of technical and vocational education and training, in consultation with UNESCO Member States. The overall purpose of the Centre's establishment was to build upon the groundwork laid and achievements made by the Berlin-based UNEVOC-Project from 1992 to 1999. This Project created a worldwide information network of vocational training centres. These are referred to as the UNEVOC Network - the flagship programme of the UNESCO-UNEVOC International Centre.

The UNESCO-UNEVOC International Centre was mandated in letter and spirit to contribute, prioritise and implement its programmes, taking note of the concerns and considerations within the overarching umbrella of EFA goals. In practical terms the UNESCO-UNEVOC International Centre needs to assist UNESCO Member States to achieve high quality, relevant, lifelong and cost-effective technical and vocational education and training for all. Eventually all these contributions need to lead to better prospects in the labour market and to an enhancement of the productive and creative potentials of the individual.

3.4. Priority Focus Areas and Target Beneficiaries

The primary focus of the UNESCO-UNEVOC International Centre *“is on developing and least-developed countries, those in post-conflict situations and those going through a period of transition. Special attention is given to meeting the specific needs of target beneficiaries including: women and girls, and disadvantaged groups such as those in remote areas, the poor, minority groups and demobilized soldiers in a post conflict situation such as that which exists in Afghanistan”*¹².

Apart from this prioritisation, the other defining task of the UNESCO-UNEVOC International Centre is its commitment to *“contribute to sustainable human*

¹¹ Stipulated in Addendum to Host Country Agreement, signed 12th July, 2000

¹² UNESCO-UNEVOC in Brief, UNESCO-UNEVOC International Centre, Bonn (September 2003, p.7)

*development by strengthening education for the changing world of work. (It is expected to assist the)...UNESCO Member States to achieve high quality, relevant, lifelong and cost-effective technical and vocational education and training for all. Its aim is to maximize learners' prospects in the labour market"*¹³. The UNESCO-UNEVOC International Centre is also a part of worldwide efforts to achieve Education for All.

The UNESCO-UNEVOC International Centre aims to offer services and assistance in the following key areas:

1. Developing TVET systems;
2. Improving access to TVET;
3. Assuring quality of TVET;
4. Promoting best and innovative practice in TVET.

To deliver its services, the UNESCO-UNEVOC International Centre uses the following main tools:¹⁴

- Networking (through the UNEVOC Network- considered as the Flagship programme);
- Human resource development and training to improve TVET in Member States;
- Knowledge-sharing and clearing house services;
- Promoting partnerships including inter-agency collaboration.

¹³ UNESCO-UNEVOC in Brief, UNESCO-UNEVOC International Centre, Bonn (September 2003, p.7)

¹⁴ UNEVOC in Action (2002-2003)

IV. RESULTS ACHIEVED

The Results achieved by the UNESCO-UNEVOC International Centre have been grouped and reported below under relevant headings as indicated in the evaluation TORs¹⁵. These results are based on data and information obtained through face-to-face and telephone interviews with stakeholders, and reviews of relevant UNESCO and UNEVOC documents and other material. Specific impacts of results achieved by the UNESCO-UNEVOC International Centre in the area of TVET are discussed and reported in the proceeding chapter on “Major Findings”. The major findings represent the evaluation team’s interpretations of the specific impacts (positive and negative) of results achieved in the light of their contribution to UNESCO’s overall mandate in TVET.

4.1. Relevance of UNEVOC Centre’s Activities to UNESCO’s Programme Priorities

Results achieved so far include the following:

- Promotion of UNESCO’s Revised Recommendation concerning Technical and Vocational Education of 2001. In particular, the UNESCO-UNEVOC International Centre strives to contribute to the following goals:
 - Strengthening TVET in Member States;
 - Supporting EFA goals¹⁶;
 - Focusing on LDCs, post-conflict and transition countries (HIV/AIDS); pro-active contribution to the Decade on Education for Sustainable Development, which started in March 2005, by organizing, jointly with UNESCO TVE section, a UNESCO International Experts Meeting on Learning for Work, Citizenship and Sustainability.

Highlights:

- The UNEVOC International Centre has promoted access to quality TVET through the Revised Recommendation concerning Technical and Vocational Education (2001) through participation in meetings for Pacific Island Member States (Samoa 2003), and for West African Member States (Nigeria 2003), at which the Revised Recommendations were the focus.
- The Centre also promoted quality TVET through organising, or participating in, meetings for Southern African UNESCO-UNEVOC International Centres (Germany, 2002) on e-learning across SADC; for Arab States Member States (Jordan, 2002) on quality education standards; for Asian region UNESCO-UNEVOC International Centres (Thailand, 2002) on stimulating regional cooperation; for West African Member States (Senegal, 2002) on stimulating regional cooperation; for Central Asian UNESCO-UNEVOC International Centres (Kazakhstan, 2002) on identifying common strengths and weaknesses in their TVET systems; for South-East Asian Member States (Lao PDR, 2003) on management and evaluation of TVET; and for the UNESCO-UNEVOC International Centres in eight SADC countries (Tanzania, 2003) on quality assurance.

- the demonstration of potential to respond to UNESCO’s on-going decentralisation efforts, in three specific ways:

¹⁵ See Evaluation TOR in Annex 1.

¹⁶ Please refer to chapter 5.1.1 for a more detailed review of UNEVOC’s contribution to EFA goals.

- Decentralised delivery of UNESCO-UNEVOC International Centre programmes on a regional level through a number of workshops and other initiatives (e.g. Southern Africa 2000; Pacific Island States 2001; Asia 2002; West Africa, 2002; Arab States 2002/2004 and Central Asia 2002/2004);
- Increased cooperation with those UNESCO Regional Offices that have a TVE-Specialist (Bangkok, Beirut, and Dakar);
- The maintenance of the UNEVOC Network and regional or interregional meetings of network members (e.g. Latin America 2004, Bonn 2004) and promotion of the Network at other international meetings of UNESCO's Education Sector.

4.2. Results Achieved (Results Based Management)

There is evidence of the UNESCO-UNEVOC International Centre's move towards Results Based Management (RBM).¹⁷ The UNESCO-UNEVOC International Centre has contributed to some extent, to the achievements of performance indicators as provided in the current 32C/5, in particular in regard to Major Programme I, Programme 2, Sub-Programme 1, main line of action 3 (the TVE programme in general) and Major Programme I, Programme 2, Sub-Programme 2, main line of action 2 (covering the UNEVOC Centre in the context of global networks supporting EFA, human rights education and education for a culture of peace)¹⁸. The information provided in Annex 3 shows that the UNESCO-UNEVOC International Centre has made a substantial contribution to the attainment of expected results, in particular in regard to Performance Indicator 2 under Sub-Programme 1, main line of action 3 specified above (the TVE Programme in general) and Performance Indicator 2 under Sub-Programme 2 above (Covering the UNESCO-UNEVOC International Centre in the content of global networks supporting EFA, human rights education and education for a culture of peace). It should be noted, however, that the performance indicators given in the 32C/5 are rather weak. This shows that RBM in UNESCO is still in an early stage of development.

As summarized in the tables under Annex 3, from its inception, the UNESCO-UNEVOC International Centre has increasingly contributed to the results expected in the 2000/2001 (30 C/5) and 2002/2003 (31 C/5) biennia. Its work outputs have, over successive biennia consistently increased with its growth. It should however be noted that although the 30 C/5 biennium reporting period covers two full years (2000-2001), these results mainly cover the final quarter of 2001 as, although the UNESCO-UNEVOC International Centre opened its doors in September 2000, it was without a Director until May 2001. In effect, the Centre was only fully operational for the final quarter of 2001. The C/5 result areas are written with all of UNESCO TVET efforts in mind - the section at HQ, the Field Offices and the UNESCO-UNEVOC International Centre. The important end result, for all parts of the UNESCO TVET effort, is to fulfil the overall result areas.

¹⁷ See Annex 3: Expected results against the UNESCO 2004/2005 Programme and Budget: UNESCO-UNEVOC Contribution

¹⁸The UNEVOC Centre is one of three networks covered under this main line of action.

4.3. Quality of Coordination and Interaction with Relevant Entities

Results achieved by UNESCO-UNEVOC International Centre *vis-à-vis* the coordination of its activities with those of UNESCO Headquarters, other Institutes, Field Offices and the UNEVOC Network - with regards to planning and implementation of TVET programmes are as follows:

- **With UNESCO TVE Section in Paris**

There is no doubt that single core activities at the upstream level are jointly planned and implemented by the UNESCO-UNEVOC International Centre in Bonn and the TVE-Unit in Paris. A case-in-point is the October, 2004 Conference on Learning for Work, Citizenship and Sustainability in Bonn that was conceptualised and managed by both partners. As a follow-up to the Second International Congress on Technical and Vocational Education (Seoul 1999), both contributed significant technical papers promoting the relevant UNESCO recommendation. UNEVOC also uses and distributes educational materials developed under the auspices of the Paris TVE Section, for example CD-ROMs on curricula for technical colleges and polytechnics (Nigeria) and other selected UNESCO TVE material¹⁹.

- **With UNESCO Field Offices**

In-depth interviews with all three TVET Specialists²⁰ confirmed that their cooperation with the UNESCO-UNEVOC International Centre is gradually increasing and focuses usually on the preparation and implementation of regional workshops and the revitalization of the UNEVOC Network in a particular region (e.g. Amman 2002, Bangkok 2002, Dakar 2002, Vientiane 2003, Sana'a 2004, Almaty 2004, Mauritius 2005). Further collaborative activities are planned for 2005, (e.g. an Arab Regional Workshop for all UNEVOC network members from the region: Bahrain, October 2005).²¹

Highlights:

During 2002-2003 more than 23,000 copies of various UNEVOC publications were distributed, to the UNESCO-UNEVOC International Centres, UNESCO Field Offices and elsewhere, in response to requests.

- **Coordination with other UNESCO Institutes**

The UNESCO-UNEVOC International Centre has working relations with other entities which undertake activities, directly or indirectly, relevant to TVET: IIEP, Paris; UIE, Hamburg; and the IBE, Geneva. However, no structured coordination takes place in regard to planning and implementation of these activities. Staff of these institutes

¹⁹ Interaction with other UNESCO HQ units includes the preparation of a joint paper with the Section for Youth on "The 6Es plus Education makes Seven: Why is Education central to the YES Campaign?". (September 2004).

²⁰ See Annex 9. List of Evaluation Participants- TVET Specialists interviewed-in UNESCO Senegal, Beirut and Delhi Field Offices

²¹ See Annex 2 which lists activities including workshops and seminars conducted with Field Offices to revitalize the UNEVOC Network

contribute to a number of UNEVOC publications²² and participate in and contribute to core technical meetings, e.g. the 2004 International Experts Meeting in Bonn on “Learning for Work, Citizenship and Sustainability” which benefited from the participation of representatives from IIEP and UIE. Representatives from UIE, IIEP and the UNESCO-UNEVOC International Centre, as well as from the TVE Section at Paris, take part in the meetings of the Working Group for International Cooperation in Skills Development.

Highlights:

As co-sponsor, with IIEP, the UNESCO-UNEVOC International Centre held a meeting in Vientiane, Lao PDR in 2003 with a policy focus on new approaches to management and evaluation of TVET.

▪ Coordination of interaction between the UNESCO-UNEVOC International Centre and other Bonn-based partners

The UNESCO-UNEVOC International Centre has established strong work relationships with the World Health Organization’s European Centre for Environment. The two UN Centres are currently developing a joint agenda on workplace-related health issues. They are also planning a joint publication on this issue, together with the University of Bonn.

- The Agreement between UNESCO and the German Government foresees some (unspecified) forms of cooperation between the UNESCO-UNEVOC International Centre and the German Federal Institute for Vocational Training (BIBB)²³. BIBB provided important administrative and logistic support for the preparation of the Bonn Conference in October 2004 and during the event itself²⁴.
- Since 2003, the Centre has provided an opportunity to interested members from the international development community in Bonn to listen to guest speakers addressing issues related to education and training “outreach programmes”. Data on the specific impacts of these outreach programmes was not immediately available to the team due to the limitations of the evaluation methodology which relied mainly on in person interviews, and the lack of baseline information, which did not allow adequate opportunity for proper determination of impacts.

²² For example: the UNEVOC Centre and the UIE Hamburg are currently preparing a joint publication: “Meeting Basic Learning Needs in the Informal Sector”; one UIE staff member is to edit the chapter on “Adult, Continuing and Lifelong TVET” in the forthcoming major UNEVOC publication “International Handbook of Technical and Vocational Education and Training”; a staff member of IIEP Paris will do the same for the chapter “TVET Systems Finance and Economic Consideration”; within the context of the “Decade of Education for Sustainable Development” the Director of UNEVOC and the Chief of the TVE Section in Paris will serve as Guest Editors of a special TVET issue of the IBE journal PROSPECTS in September 2005.

²³ “The ...BIBB... (is)...prepared to contribute to improving the working conditions of the Centre and to ensure a sound basis for its work” (Annex to the agreement between the German Government and UNESCO)

²⁴ BIBB made a staff member available free of charge during this period.

▪ Coordination between the UNEVOC Centre and other international partners

• ILO

The UNESCO-UNEVOC International Centre's main international partner is the ILO's InFocus Programme on Skills, Knowledge and Employability (IFP/SKILLS). As previously indicated (when discussing the Host Country Agreement) right from the conception and formation of the UNESCO-UNEVOC International Centre, strong cooperation with the ILO and its vocational training programme was perceived. The two UN agencies have had a long history of cooperation, as evidenced by the UNESCO/ILO Memorandum of Collaboration document which was signed in 1954. This inter-agency cooperation has since been revitalised with the joint publication of the UNESCO/ILO recommendations document "Technical and Vocational Education and Training for the Twenty-first Century",²⁵. However, regular coordinating meetings that were planned together with the UNESCO-UNEVOC International Centre have not materialized of late.

The ILO contributes to the UNEVOC-Bulletin and has participated in a few technical meetings co-hosted by the UNESCO-UNEVOC International Centre²⁶. The Centre and ILO-IFP/SKILLS programme had an early agreement to jointly undertake a few projects, such as the envisaged joint preparatory work for a Southern African qualifications framework which, also, has not yet materialised. By and large, the expected level of cooperation between ILO on one hand, and the UNESCO-UNEVOC International Centre and the UNESCO TVE programme at large on the other, as expressed in the agreement between UNESCO and Germany, has not materialised²⁷.

Highlights:

Towards the close of the 2000-2001 biennium (December 2001), the UNESCO-UNEVOC International Centre partnered with the ILO (and UNESCO APEID) for the joint conference in Bangkok, Thailand, on 'Using ICTs for quality teaching, learning and effective management'.

²⁵ UNESCO/ILO, 2002.

²⁶ For example, the October 2004 Bonn Conference as well as the Southeast European Meeting on "Skills Development for Employability and Citizenship" (Vienna 2004).

²⁷ In a joint statement prepared for the 2001 meeting of the Working Group for International Cooperation in Skills Development, ILO and the UNESCO-UNEVOC International Centre stated the following: "The next stage of collaboration is joint programmes. UNESCO-UNEVOC is collaborating with the ILO and UNESCO offices in Bangkok to run training of trainers activities. The ILO and UNESCO-UNEVOC are developing a programme to support the development of a Regional Qualifications Framework for SADC." In Latin America, there is collaboration between the UNESCO-The UNESCO-UNEVOC International Centres and the ILO's CINTERFOR network. At the global level, plans are developing for collaboration in the UNESCO-UNEVOC plan for a knowledge management system for TVET. It has been agreed to conduct a series of learning and skills policy reviews and this is reflected in both agencies' work plans and budgets. Joint field missions will take place comprising staff from both agencies. This will facilitate more integrated discussions with both education and training authorities in member countries." (Debates in Skills Development, Paper 8, p. 42).

ILO officials cited difficulties in identifying an appropriate partner within UNESCO, as in their view, it was not clear who spoke on behalf of UNESCO on TVET policies and programmes.

- Working Group for International Cooperation in Skills Development
The UNESCO-UNEVOC International Centre is also a member of the Working Group for International Cooperation in Skills Development. This is an informal group of bi- and multilateral donor agencies and international organisations involved in international assistance to vocational and technical skills development. The Working Group was launched in 1996, with a view to provide a forum to promote the exchange of new ideas and good practices, highlight key issues in the field of skills development and stimulate dialogue among its members. The UNESCO-UNEVOC International Centre, as well as the UIE, the IIEP and the TVE Section, UNESCO, Paris participate regularly in the annual meetings of the Working Group. The Centre hosted the annual meeting of the Working Group in 2003 on the theme “Skills for Life and Work”. However, members of this working group mentioned their difficulty in recognising a clear UNESCO-portfolio on TVET issues and a certain sense of irritation as to who among the different representatives (TVE Section, IIEP, UIE, and the UNESCO-UNEVOC International Centre) speaks on behalf of UNESCO.

- Others
Cooperation with other actors seems to be limited to interaction in major international meetings and/or the distribution of relevant educational material. A case-in-point is the use and distribution of learning materials developed by GTZ and its “Crystal Network for Training and Learning Media.” GTZ further contributed to the production of a DVD on “Learning and Working / *Apprendre et Travailler*”.

V. MAJOR FINDINGS

This section presents the evaluation team's overall summary and conclusions concerning the major achievements, results and where possible, impacts of the UNESCO-UNEVOC International Centre's activities, in light of their actual and potential contribution to UNESCO's mandate and goals in TVET. It evaluates the situation as regards funding patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability; organizational structure and quality of organizational management and programme implementation systems adopted by the UNESCO-UNEVOC International Centre in Bonn. Again, the team wishes to reiterate and re-emphasize that this section is focused on highlighting and reporting on the UNESCO-UNEVOC International Centre's outcomes and impacts which were conclusive, and therefore notable. *Potential* contributions of the UNESCO-UNEVOC International Centre's activities were also examined and noted. This is because the UNESCO-UNEVOC International Centre is a young institution and in many cases impacts are just beginning to be felt in Member States as indicated by the interviews. However, due to the study limitations as discussed previously in the executive summary and in the first chapter, opportunities for impact measurement were limited. However, the evaluation team believes that there is reasonable evidence to justify the conclusions on our findings below.

The findings are reported under two major headings:

1. main achievements;
2. main challenges .

Furthermore, in order to highlight and clarify the major findings of the evaluation, the results achieved in line with the TORs headings were condensed into thematic areas that the evaluation team identified as the key outcomes and main focus of the evaluation study and findings. This was done through thorough analysis and investigation of relevant documents provided to the team by UNESCO TVE Section, the UNESCO-UNEVOC International Centre and UIE, as well as through thorough reviews of interviewee responses. The comments and reactions of UNESCO HQ and UNEVOC Management to the preliminary findings presentation by the evaluation team at the UNESCO-UNEVOC International Centre and UNESCO Offices immediately following the field visits, and those on the first draft evaluation report were also considered.

The major findings, including main achievements and challenges, are grouped under the following six relevant thematic areas which take note of the achievements, results and impacts of:

- i. the UNESCO-UNEVOC International Centre's contribution towards UNESCO's efforts in achieving relevant EFA and Education for Sustainable Development Goals;
- ii. the UNEVOC Network Flagship Programme and e-Forum on the global TVET programme-strengthening goals of UNESCO TVE Section;

- iii. the UNEVOC International Centre's training and capacity-building activities on UNESCO's human resource development in TVET and RBM goals;
- iv. the UNEVOC International Centre's clearing house activities in promoting knowledge sharing, research and publications goals of UNESCO in TVET;
- v. the UNEVOC International Centre's promotion of effective partnerships, including inter-agency collaboration;
- vi. funding patterns, and mechanisms and their risks for sustained institutional capacity, viability and sustainability; organizational structure and quality of organizational management and programme implementation systems adopted by the UNEVOC International Centre.

5.1. Main Achievements

5.1.1 The UNEVOC International Centre's contribution towards UNESCO's efforts in achieving relevant Education for All (EFA) and Education for Sustainable Development (EFSD) Goals.

Achievements, results and impacts of the UNESCO-UNEVOC International Centre were evaluated in terms of their contribution to the prime educational objective of UNESCO: EFA. Goals 3, 4 and 6 of the Dakar Declaration focus on skill acquisition; life skills and livelihood skills. (See box below.)

Dakar Declaration Goals (those relating to EFA and TVET are in bold)

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality
- 3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes**
- 4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults**
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- 6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.**

Supplements on EFA and TVET

To give a concrete shape to the perceptions contained in the Dakar goals and particularly the aspects which relate to technical and vocational skills, the UNEVOC International Centre published a four page supplement entitled '*EFA and TVET - Two Sides of the Same Coin*'. This supplement was widely distributed with Bulletin No. 6 and also separately. The objective of this supplement was to trigger discussion and debate on the links between EFA and TVET, an appreciation and understanding of which is indeed necessary on a universal level amongst policy formulators and implementers of EFA initiatives, and also those associated with TVET ventures at different levels. More detailed materials on these lines are currently under preparation.

Book publications on learning and working

The UNESCO-UNEVOC International Centre hosted a meeting of the 'Working Group for International Cooperation in Skills Development'; the outcome of the deliberations were used to enrich materials for dissemination. A CD-ROM and print kit, called '*Learning and Working*' was prepared and is currently at the pilot testing stage. Several chapters are included in the book publication programme of UNEVOC. The UNESCO-UNEVOC International Centre has on record several programmes which it has organized, or has participated in, that took up in depth EFA and TVET, skills and employability, learning and working and related areas. Its proposed programme of activities also takes note of these aspects and several programmes on these lines are to be organized.

International meetings on TVET and EFA planned together with relevant institutions

This aspect was to be discussed in detail in a donors meeting to be held in Oslo on June 2, 2005. The UNESCO-UNEVOC International Centre is the joint-initiator and co-organiser with Oxford University (and KOPE) of an international meeting in March 2006 on the topic "*Multiple Illiteracies: TVET and EFA*". This programme is to be organized by the Oxford University, England through its research Centre for Skills, Knowledge and Organizational Performance (SKOPE). This is a positive development and highlights the relationship between EFA, TVET and the institutions of higher and professional learning.

Highlights:

UNEVOC contributed to the development of national TVET policies, programmes and action plans in:

- Twelve SADC countries through a four-day workshop to launch the Learning for Life, Work and the Future initiative, in Gabarone, Botswana (December 2000)
- Eight Pacific Island States through a one-day workshop ahead of a broader workshop in Adelaide, Australia (March 2001).

In addition, the capacity of the Department of VET in Botswana to develop national policies, programmes and action plans was developed by the offering of fellowships to two senior officials to work with staff in the UNESCO-UNEVOC International Centre between October and December 2001.

Achievements of the UNEVOC International Centre in promoting EFA in TVET

The following is a summary of specific achievements, results and impacts of the UNESCO-UNEVOC International Centre's role in promoting the EFA and TVET mandate of UNESCO, according to major findings from analysis of interviewee responses and documentation reviews.

1. Enhanced visibility of UNESCO in the area of TVET and EFA as evidenced by the impressive number of relevant books and publications produced. Also the high level of requests for these publications, as noted from the documentation request reports provided; this demonstrates Member States' confidence, and interest in and support for UNESCO's knowledge base in this area.²⁸
2. Enhanced visibility of UNESCO in international circles as a key player in TVET through proactive planning, participation, and leadership at international meetings on EFA and TVET by the UNESCO-UNEVOC International Centre.²⁹
3. Increased awareness of Member States' requirements in TVET through participation in and organization of international meetings on TVET within the context of EFA.³⁰
4. Potential for enhancement of utility and relevance of EFA and TVET information and experiences through joint planning with other respected research institutions of higher learning (e.g. Oxford University).
5. Enhanced interest, debate and discussion on EFA and TVET by stakeholders including Member States in DCs and LDCs.³¹

5.1.2 Achievements of the UNEVOC Network Flagship Programme and e-Forum on the global TVET programme-strengthening goals of UNESCO TVE

The UNESCO-UNEVOC International Centre's Network is hailed as the flagship-programme of the Centre. As the major output of the previous UNEVOC Project, it is the founding stone on which the Centre is built. Telephone interviews with some Network-members confirmed the viability of the Network idea, as well as the potential impact of the Network and its partners on TVET policy and practice in selected member countries. According to the interviewees, the UNEVOC Network enables various national centres to exchange experiences and delineate issues of common concern at the national and regional levels. It also attempts to concretize context-specific solutions and provides opportunities and platforms to share innovative and best practices in TVET, policy developments in the area; strengthening of capacity for research, studies and development; and exchanging innovative experiences, practices, solutions etc, in TVET.

A perusal of the list of the UNESCO-UNEVOC International Centres indicates an impressive geographical coverage as 157 countries (out of the 191 Member Countries of UNESCO (about 82%)) participate. Some Network members are located in the departments of TVET in the ministries of the country concerned, while others are

²⁸ See Annex 7: Member States' Requests for Publications

²⁹ See Annex 2 and Annex 10: Alignment of UNEVOC goals with UNESCO Mandates and relevance of UNEVOC's activities to UNESCO EFA goals

³⁰ See Annex 10: Relevance of UNESCO-UNEVOC International Centre's Activities to UNESCO EFA

³¹ See Annex 5: Information Exchange through the e-forum

institutions of research, development, training or university departments dealing with TVE.

Expansion of the UNEVOC Network

The table below shows the significant expansion of UNESCO-UNEVOC International Centre Network Centres, Associate Centres and Member States over the past three years. The growth rate was especially notable between 2002 and 2003, with over 10% growth in the level of UNEVOC Network Centres, including Associate centres and Member States. The Network has continued to expand every year, and several new applications are received every month from institutions wishing to join the UNEVOC Network.

Table 1. Growth in level of UNEVOC Network membership 2002-2005

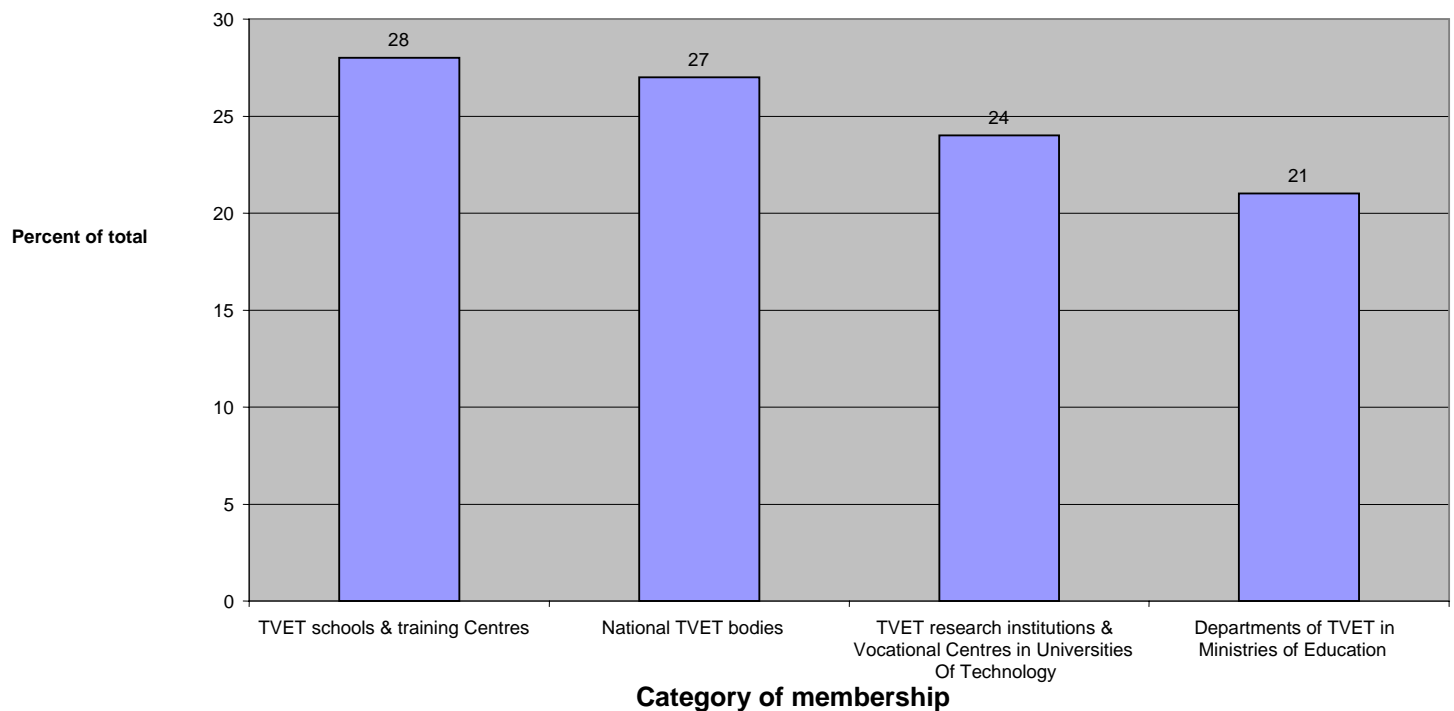
Year	Number of UNEVOC Network Centres	Number of UNEVOC Network Member States	Percent growth rate from 2002 in number of UNEVOC Network Centres and Associate Centres	Percent growth rate from 2002 in number of UNEVOC Network Member States
2002	205	136	0%	0%
2003	228	156	10%	13%
2005	233	157	12%	13.4%

Sources of data: UNEVOC in Action Report (2002-2003) and the UNESCO-UNEVOC International Centre

The chart below shows the composition and categories of the UNESCO-UNEVOC International Centre and Associate Centre membership³²:

Chart 1.

Composition & proportion of UNEVOC Network members by category



According to the UNESCO-UNEVOC International Centre's Director, action is being taken to strengthen and upgrade the Network through the clustering of UNEVOC

³² Source of data UNEVOC Centre

Centres around key areas of concern: (e.g. ICTs and TVET; Curriculum Reform and TVET; HIV/AIDS and TVET; etc).

Consultation with Network Centres

The UNESCO-UNEVOC International Centre has consulted its Network Centres with a view to enhancing the efficacy of networking. One such exercise was conducted at the end of 2002. A special focus group met in November 2003. Other regional and international meetings were also used for this purpose. Several recommendations were made and a report published.

Electronic Forum (e-Forum)

The *e-Forum* is another strategy used by the UNESCO-UNEVOC International Centre to foster international exchanges of information and knowledge in TVET issues, which also promotes UNESCO's goal to strengthen TVET in Member States. It is a facility based on electronic mail technology made available to Network Centres, for the purpose of bringing together educators, trainers, researchers and other professionals and other stakeholders in free information exchange forums on various TVET topics.

The *e-Forum* currently connects 550 TVET experts from more than 150 countries and international organizations. They include practitioners, researchers, educators and trainers, members of professional organizations and other TVET experts. So far in 2005, 40 new members have joined the *e-Forum*. A major publicity campaign is currently underway, to persuade more TVET experts to join the it, so as to widen its pool of expertise.

Documents provided by the UNESCO-UNEVOC International Centre include details of types of information sought and exchanged on the *e-forum* globally. The sample data on *e-Forum* Messages from January 2005 to March 2005 consisted of more than 120 exchanges of information amongst stakeholders, seeking and offering solutions, information and advice on TVET issues.³³

According to staff at the Centre, future plans for the *e-forum* include expanded communication options to include a chat room; a document upload section; user profiles; and moderated forums/ virtual conferencing. These will deal with individual topics for a specified period of time (e.g. curriculum) for which the UNESCO-UNEVOC International Centre shall appoint an expert.

³³ See Annexes 4 and 5: Summary of types of queries and information exchanged on the *e-forum*

5.1.3 Achievements of UNESCO-UNEVOC International Centre’s Training and capacity-building activities on UNESCO’s human resource development in TVET and RBM goals

Our findings indicate that in the short period of nearly four years, the UNESCO-UNEVOC International Centre has contributed visibly in developing individuals and institutions in terms of their awareness, acquaintance and familiarity with the TVET policies, programmes and implementation strategies. Below are some examples of these HRD training and capacity-building initiatives:

Establishment of the UNEVOC Development Fund (UDF)

This development Fund was established in 2003, under the UNESCO-BMZ funds-in-trust cooperation. The Fund is now fully operational and supports several activities, which apart from negotiating the prescribed UNESCO agenda, could also potentially contribute to capacity-building. These include:

- mobile training programme³⁴;
- fellowship programme;
- inter-agency collaboration activities (e.g. Seminars, sub-regional workshops).

Enhancing Inter-Agency Collaboration

According to meeting minutes reviewed by the evaluation team inter-agency collaboration activities include workshops, seminars and conferences organized by the UNESCO-UNEVOC International Centre in various sectors of TVET. A number of seminars have been organized on the implementation of UNESCO-ILO recommendations (e.g. 15 representatives from Latin-America and the UNESCO-UNEVOC International Centres met in Brasilia in September 2004, in a typical exercise of enhancing sub-regional cooperation.).

Regional and Sub-Regional Workshops

A total of ten regional workshops and international conferences have been held with the objective of contributing to capacity development of individuals working in specific areas of expertise; chief among them was the International Conference on TVET in Bonn in October 2004. These workshops also provide opportunities to reorganize the National Centres and re-orient individuals in new and emerging areas - an essential component of learning for life.³⁵

Promoting Best Practices in TVET

Through its activities, the UNESCO-UNEVOC International Centre has implemented strategies to share knowledge between the UNESCO-UNEVOC International Centres promoting best practices and its collaborations with other agencies. These are in consonance with the contents of the 32C/5 work plan programme; particularly those of “Building Learning Societies” and “Education and Globalization” and also in using Global Networks in Support of EFA.

³⁴ See Annex 2. Alignment of UNEVOC Goals to UNESCO’s Mandates

³⁵ See Annex 10. Relevance of UNEVOC Centre’s Activities to UNESCO’s EFA Goals

UNEVOC Staff and Network Capacity-building

The UNESCO-UNEVOC International Centre has held several staff retreats to provide interaction opportunities for its own staff in Bonn with the objective of developing its mission and concretizing its vision. The Centre has trained interns from Asia, Africa, America and Europe, which has provided both language and cultural learning opportunities to them.

Highlights:

Between 1 January 2004 and 30 April 2005, approximately 85 participants from the UNESCO-UNEVOC International Centres have received 'refresher' training on relevant current issues: UNESCO Revised Recommendations (May 2004 and June 2004); TVET in Latin America (August 2004); Learning for Work, Citizenship and Sustainability (October 2004); TVET for Sustainable Development Workshop (October 2004); Innovation and Excellence in TVET teacher training, (November 2004); Skills Development for Employability and Citizenship in South-East Europe (November 2004) and Training TVET trainers in the use of ICTs (Mauritius, April, 2005). The vast majority of Centres (75) attended an event only once in this period, but the following Centres attended twice (a factor relating to the international meeting in Bonn): Mauritius, South Africa, Palestinian Authority, UK, Croatia, Kazakhstan, Cambodia, Lao PDR, Thailand and Mongolia.

The Tertiary and Vocational Education Commission Sri Lanka, the Vocational Education and Training Authority Tanzania, and the Foundation for Education and Development India sent senior staff to the UNESCO -UNEVOC International Centre to take up short-term fellowship attachments offered by the Centre with resultant strengthened cooperation and policy dialogues between the organisations.

Promoting South to South Cooperation on TVET

Scrutiny of these programmes indicates building of South-South cooperation on TVET, through workshops and seminars such as:

- "Learning for Life, work and the Future: Stimulating Reform in Southern Africa through Sub-regional Cooperation" (LLWF); and
- "Promoting Regional Cooperation in TVET in the Arab States".

These programmes on South-South cooperation have led to increased cooperation and exchanges among UNEVOC Network members in the two Sub-Regions. Furthermore, a number of project proposals have been developed during the specified workshops, targeting capacity-building and the development of TVET-specific tools and instruments. However, none of these proposals has found a donor so far.

5.1.4 Achievements of UNESCO-UNEVOC International Centre's clearing house activities in promoting knowledge sharing, research and publications goals of UNESCO in TVET.

Sharing of innovations, experiences and knowledge was certainly a major purpose of the establishment of the UNESCO-UNEVOC International Centre. Our main findings in this area are that apart from the *e*-Forum discussed above, the Centre has launched several other programmes for promoting knowledge-sharing in TVET, as part of its clearing house function, such as:

Book Series on TVET

The UNESCO-UNEVOC International Centre has launched a large programme of preparing and distributing printed materials on TVET. The Bulletin and pull-out on e-Forum are being distributed widely and are being put to substantial use.³⁶ Apart from English language versions, these are also being prepared in Arabic, French, Spanish and Portuguese. According to the Centre, there are also plans to publish these in Chinese and Russian versions.

- Some publications already available to the stakeholders include: ‘Annotated Bibliography on TVET’ in the area of ‘Occupational Health and TVET’; ‘Women and TVET’; Youth employment and unemployment and TVET’; ‘Child Labour and TVET’.
- A Book Series on “Education for the World of Work: Issues, Concerns and Prospects” intends to examine innovations, case studies and best practices in TVET.
- The International Handbook of TVET is currently under development.

Highlights:

In 2003, the UNESCO-UNEVOC International Centre initiated both an international Handbook on TVET and an international book series on TVET. An international editorial Advisory Committee was established to guide both initiatives, and a publisher, Kluwer/Springer, secured. The Handbook, a long term project due to be published in 2006, will consist of three volumes and 160 chapters.

Inter-agency and inter-disciplinary publications

Apart from the joint work agenda on health-related issues currently in progress, a set of publications on these issues has already been prepared by the UNESCO-UNEVOC International Centre in collaboration with the WHO office in Bonn. This is an example of positive impacts of inter-agency collaboration, and highlights the need for interdisciplinary initiatives in the preparation of materials, both for learners and educators.

Besides demonstrating positive impacts of inter-agency collaboration, this also highlights the need for interdisciplinary initiatives in the preparation of materials, both for learners and educators, and the necessity of providing a comprehensive account of new knowledge, representing the compatibility of theory and practice.

Documentation Unit

The UNESCO-UNEVOC International Centre has a Documentation Unit, which also houses a library. This unit employs one Librarian at 50% time; this understaffing poses a serious challenge in achieving its full potential. The Unit collects and disseminates materials on various aspects of TVET and attempts a rapid, economical and efficient exchange of information. The collection of materials is currently being organized around identified key themes such as; Women, Girls and TVET; TVET for Sustainable Development; EFA and Skills Development and others. In its clearing house function, the Documentation Unit collaborates with a large number of agencies in order to strengthen itself and enhance its utility on a wider scale. In the first four months of 2005 it

³⁶ See Annex 7: Sample of Member States Requests for UNEVOC Publications

responded to 110 requests for assistance from 46 countries, and distributed low-cost materials on TVET to developing countries, both in hard copy and in electronic formats.³⁷

Highlights:

Member States, both with and without UNESCO-UNEVOC International Centres, regularly contact the UNESCO-UNEVOC International Centre and UNEVOC network for TVET information. Between 1 January 2004 and 30 April 2005 the UNESCO-UNEVOC International Centre received 260 requests for information on diverse TVET issues. Some requests are referred to a relevant UNESCO-UNEVOC International Centre, and others are dealt with centrally. Over 8,500 UNEVOC publications were disseminated across all Member States in 2004, in response to queries, as regular mail outs with Member States and the International Centres and as publications available at UNESCO-UNEVOC events. Over the two-year period up to the end of April 2005, there were 47 international visitors to the UNESCO-UNEVOC International Centre and six international delegations. Over 400 individuals (from 150 different countries) are members of the e-forum, enabling conversation and contacts with each other, and a Spanish language e-forum is currently under development. New members of the UNEVOC network are also encouraged, and it is estimated that around 20 new centres will join during of this biennium, bringing the total number of the UNESCO-UNEVOC International Centres to around 250.

5.1.5 Achievements of the UNESCO-UNEVOC International Centre in promoting effective partnerships, including inter-agency collaboration

The Agreement between the Government of the Federal Republic of Germany and UNESCO concerning hosting of the UNESCO-UNEVOC International Centre very clearly and prominently underscores the importance of inter-agency collaboration and takes note of *'the determination of UNESCO to undertake all efforts to develop the Centre, which is initially being launched by UNESCO, into a platform for inter-agency cooperation, including ILO, in the field of technical and vocational education and training'*. To these ends, the UNESCO-UNEVOC International Centre has established the following partnerships and collaborations:

ILO, CEDEFOP, ETF

The UNESCO-UNEVOC International Centre participates in and contributes to the joint ILO-UNESCO working group on TVET. Furthermore, the Centre interacts with the European Centre for the Development of Vocational Training (CEDEFOP), and the European Training Foundation (ETF). With ETF, some projects take place in Central Asia and Arab States.

World Bank and other international stakeholders

As was confirmed by some stakeholders interviewed, the UNESCO-UNEVOC International Centre has links with the World Bank; the ILO Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR), Montevideo; the Commonwealth of Learning, Vancouver; the Youth Employment Summit (YES), Boston; the Working Group for International cooperation in Skills Development; and the Asia-Pacific Network for International Education and Value Education (APNIEVE), Manila.

Highlights:

³⁷ See Annex 7: Member States Requests for UNEVOC Publications and Documents (2005)

In conjunction with the Commonwealth of Learning and APNIEVE, the UNESCO-UNEVOC International Centre held a meeting in Samoa, 2003, with a policy forum on identifying core values for the teaching of TVET.

German Government

In line with the agreement referred to previously, the German Ministries of Education and Research (BMBF) and the Ministry for Economic Cooperation and Development (BMZ) are the largest contributors to the Centre's programme activities in developing countries. The UNESCO-UNEVOC International Centre has therefore established working relationships with these Ministries and other host country organizations such as BIBB and GTZ.

Private Companies

The UNESCO-UNEVOC International Centre has also established links for collaboration with private companies. A few have offered contributions to activities of the UNESCO-UNEVOC International Centre with a total value of approximately 68,000 USD.³⁸

5.1.6 Funding mechanisms and their risks for sustained institutional capacity, viability and sustainability; organizational structure and quality of organizational management and programme implementation systems adopted by UNEVOC

Funding Patterns: Sources of funding, levels and trends, 2000-2005

The UNESCO-UNEVOC International Centre is an “*integral part of UNESCO*”³⁹. Funding for the centre is based on the Host Country Agreement (HCA) of 2000, between UNESCO and the German Government. A financial overview of the UNESCO-UNEVOC International Centre reveals that the primary sources of funding to the centre are from:

1. **Regular programme funds:** from the UNESCO budget including FITOCA (2000-2005. Total: 536,100USD constituting about 11% of the total UNESCO-UNEVOC International Centre budget)
2. **Extrabudgetary resources:** funds-in-trust from the German Government: German Federal Ministry for Education and Research (BMBF) and the German Ministry for Cooperation and Economic Development (BMZ) (2000-2005. Approximately 4,241,711.27 USD, constituting about 88% of the total UNESCO-UNEVOC International Centre budget)
3. **Other donor support:** Funding from other secondary sources comprising about 1% of UNEVOC Bonn's total budget are from *inter alia* USAID, and the Netherlands based Kluwer/Springer (publishers) and German donors, and contributed in total 32,866.81USD (which constitutes less than 1% of the UNESCO-UNEVOC International Centre budget).

³⁸ For details see Annex 6. Estimation of Benefits-in-kind received from Third Parties

³⁹ Report by the Director-General on the revised and completed principles and guidelines regarding the establishment and operation of UNESCO Institutes and Centres (Category I) and Institutes and Centres under the auspices of UNESCO (Category II), (February 2005)

4. **Contributions-in-Kind (CIK)**

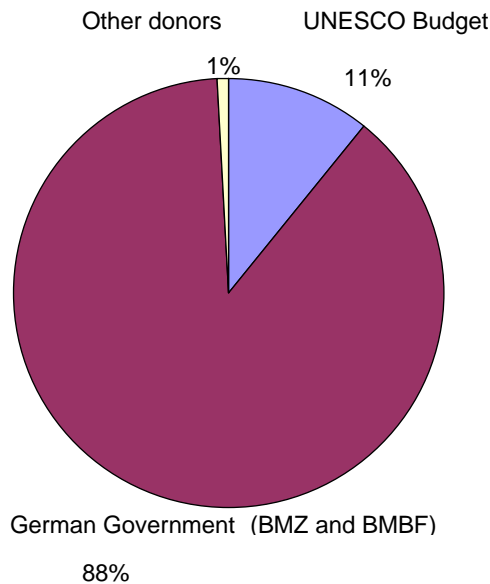
2000-2005: estimated by the evaluation team at about 283,754USD⁴⁰. (This amount is not included in the charts below as this (CIK) is based only on best estimates of the monetary value of resources provided to the UNESCO-UNEVOC International Centre and not on real figures.)

Main funding sources

A summary of the main funding sources in terms of proportions of total funding for the UNESCO-UNEVOC International Centre from 2000-2005 and trends in funding are shown below:

Chart. 2

Proportion of total funding from various sources (2004-2005)



Data source: The UNESCO-UNEVOC International Centre Financial Overview Report (note: excludes CIK)

Status of funding inflows and commitments

According to the UNESCO-UNEVOC International Centre staff and the financial documents provided, all funding commitments of the German Government for 2000-2004 have been met in full so far. These include start up and operational funds from BMBF as well funds to support programmes activities in developing countries committed by BMZ, these commitments are expected to be met in full by 2006. The Centre management was very grateful for the significant financial contribution and continued support provided to the UNESCO-UNEVOC International Centre by the German Government.

Levels and Trends from 2000-2005

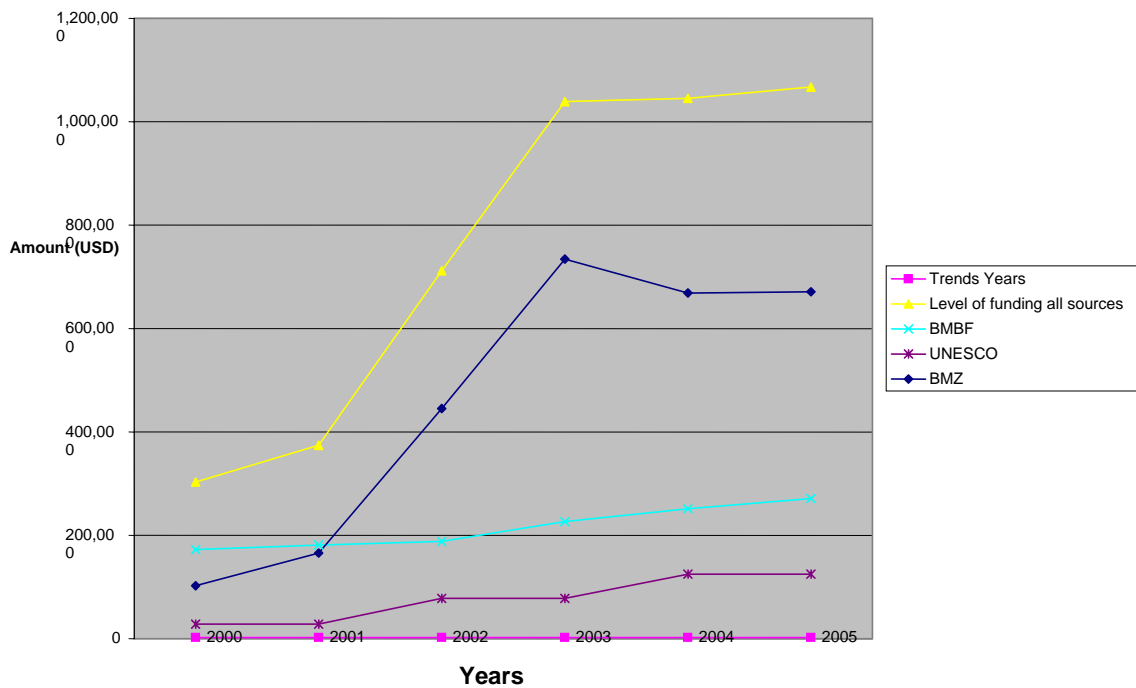
⁴⁰ See Annex 6: Summary of Contributions-in-Kind. This figure excludes the CIK value of two UNESCO international staff and rent-free premises provided by the German Government.

Funding trends

The UNESCO-UNEVOC International Centre's levels of funding from main sources have increased since its formation in 2000. As to be expected during the build-up phase of the Centre, there was a sharp increase in funding for programming noted between 2001 and 2003 especially, as UNESCO tripled its contribution to the UNESCO-UNEVOC International Centre: (from 55,600USD in 2000-2001 to 157,000USD in 2002-2003). Meanwhile, funding from the German Government (BMZ-the main donor) was quadrupled (from 267,754USD to 1,179,409USD) over the same period. However, funding levels to the Centre have remained relatively constant, since they last peaked in 2003. See figure below.

Chart 3

Trends in Levels of UNEVOC Funding from various sources (2000-2005)



UNESCO-UNEVOC International Centre Staffing and Funding: Adequacy of Regular and Extrabudgetary funding and capacity to deliver results

Analysis of the organizational chart with current staffing levels provided to the evaluation team⁴¹ allows for an appreciation of the growth of staff numbers since the inception of the UNESCO-UNEVOC International Centre in 2000. The organizational chart indicates also the extent to which the current staffing level of 13 is below the 20 staff as desired in the agreement between the German Government and UNESCO.

⁴¹ See Annex 8 with a copy of the UNEVOC organizational chart provided to the team.

UNESCO, through the regular budget, has provided for three staff positions. The Centre's Director and the TVET Programmes Specialist currently occupy two of these posts (D1, P4), while the third, a P5 position that was funded by UNESCO-FITOCA, is not assured, and therefore remains vacant.

Through its extrabudgetary funding support, the German Government has sponsored two Associate Expert posts at the equivalent of a UN-P2 level at the UNESCO-UNEVOC International Centre since its inception in 2000. However, the Centre's financial reports indicate that continued funding for this post by the German Government (upon expiration of the current contract) is uncertain and, probably, highly unlikely due to current funding limitations.

Nine out of the thirteen UNESCO-UNEVOC International Centre staff are on local service contracts (LSC), and three of these are on a part-time basis. These LSC positions are funded through a mix of regular and extrabudgetary funds. According to the UNESCO-UNEVOC International Centre financial reports, the funds provided for operating costs are inadequate to cover these costs. The following table summarizes the results achieved by the UNESCO-UNEVOC International Centre in terms of the increased level of staffing, as well as use of extrabudgetary and regular budget funds for the financing of staff positions. (See table below.)

Table 2: UNEVOC Staffing Status, Levels and Position Types as of April 2005

No	UNEVOC Staff	Position/funding
1	UNEVOC Centre Director	D1 (UNESCO) F/T Regular Budget
2	Senior Programme Specialist (FITOCA position, temporary)	P5 (UNESCO-Vacant not confirmed) Regular budget
3	Head of UNEVOC Networks Programme Specialist	P4 (UNESCO) F/T Regular Budget
4	Associate Expert (<i>expiring September 2005, extension requested</i>)	P2 (UNESCO) F/T (Extrabudgetary)
5	Assistant to Director	F/T (LSC) (Extrabudgetary)
6	Head of Publications	F/T (LSC) (Extrabudgetary)
7	Assistant Publications Officer	F/T (LSC) (Extrabudgetary)
8	Administrative Officer	F/T (LSC) (Extrabudgetary)
9	Assistant Administrative Officer	F/T (LSC) (Extrabudgetary)
10	Head of ICTs	P/T (LSC) (Extrabudgetary)
11	Head of Documentation	P/T (LSC) (Extrabudgetary)
12.	Assistant Programme Specialist	P/T (LSC) (Extrabudgetary)
13	Office Assistant	F/T (LSC) (Extrabudgetary)

Source of information: UNEVOC Organizational Chart, February 2005

Key: LSC=Local Service Contract; F/T= Full Time (100%) P/T=Part Time (50%)

Extent to which Extrabudgetary funds are aligned to UNESCO's Strategic Objectives

Extrabudgetary funds from BMZ and BMBF are used to finance the UNESCO-UNEVOC International Centre's operational costs and to support TVET programmes in DCs and LDCs. This is in line with UNESCO's Strategic Objectives (SOs) in the area of TVET and EFA and Education for Sustainable Development (EFSO). Furthermore, the activities undertaken by the centre through its clearing house role and UNEVOC Network rely heavily on extrabudgetary funding and contribute to capacity-building and standards setting. According to UNESCO's own reports, "*Upstream activities (of UNESCO-UNEVOC) are well aligned with ongoing extrabudgetary activities...helped to mobilize new funds...the activities were consistent with UNESCO's standard setting and capacity-building roles. The upstream approach led to effective engagement in EFA activities of extrabudgetary funding*"⁴²

⁴² UNESCO 33C/5 Report to the D-G, MLA 2, (11/04/2005)

Process of seeking additional extrabudgetary funding

The UNESCO-UNEVOC International Centre's Director has on several occasions tried to source extrabudgetary funding from the UNESCO HQ Division of Cooperation with Extrabudgetary Funding Sources as well as from other sources within Bonn.

Unfortunately, these attempts have not been very successful, which he openly recognizes; he has on several occasions requested assistance. His efforts were confirmed during an interview with the officer-in-charge of extrabudgetary funds in UNESCO Paris, who also cited the problem of lack of prioritisation by UNESCO of TVET which also negatively impacted on their ability to successfully source funds. On the other hand, according to our interview with the TVE Section in Paris, they have been extremely successful in sourcing extrabudgetary funds, mainly from country mission representatives based in Paris. The evaluation team believes that increased cooperation and joint applications by the UNEVOC Centre and UNESCO TVE Section for these extrabudgetary resources would significantly increase the chances for success with this activity in the future, especially in the light of current human resource and funding constraints.

Quality of Organizational Management

The UNESCO-UNEVOC International Centre's management has had to do much more with much less than anticipated with the regular programme budget and extrabudgetary funding. For instance, while awaiting the postings made into the Finance and Budget System (FABS) by UNESCO HQ, and despite the extra work required, the UNESCO-UNEVOC International Centre's management has set up a monitoring system that "*ensures that funding is available and obligations are not exceeded.*"⁴³ This, in the view of the evaluation team, is a prudent measure which demonstrates a pro-active approach to management that could be enhanced with increased human resources and autonomy in decision making.

5.2. Main Challenges

5.2.1. Achievements of UNEVOC's contribution towards UNESCO's efforts in achieving Education for All (EFA) and Education for Sustainable Development (EFSD) Goals

Lack of prioritisation of TVET within UNESCO and in Member States

While the significance of the role of TVET is, by now, well appreciated, it has not received the functional priority it deserves both within UNESCO and in many Member States. This presents a challenge to the UNESCO-UNEVOC International Centre's international EFA initiatives. Thus, achieving an attitudinal transformation itself is a challenge for the Centre. It emerges out of the priorities set before it by UNESCO's Educational Programmes and the tools identified by the Centre to achieve the identified tasks. The "Proposed Programme of Action for 2005-2008 for the UNESCO-UNEVOC International Centre Related to Extrabudgetary Funding"⁴⁴ does not provide the expected

⁴³ Finance overview of UNESCO-UNEVOC International Centre (p.5)

⁴⁴ Bonn, July 2004

setting of priorities. Project proposals are prepared by the UNESCO-UNEVOC International Centre and submitted to UNESCO HQ, based on the agreed Programme of Action. However in the perception of the evaluation team, this appears to be a loosely-connected set of ideas on three core areas that the Centre is striving for: “Developing TVET Systems”; “Improving Access to TVET”; and “Assuring Quality of TVET”.

With its limited human and financial resources, the UNESCO-UNEVOC International Centre tries to undertake a wide range of activities that may not always be clearly related. For example, it aspires to be a relevant actor in networking, organisational development, knowledge management, capacity-building, training and human resources development, and tries to give policy advice and technical assistance. Furthermore, it tries to meet the needs of target groups in different socio-economic and socio-political environments (e.g. LDCs, post-conflict countries, transition countries) and also aspires to make significant contributions to EFA, EFSD and HIV/AIDS mandates of UNESCO. Finally, the UNESCO-UNEVOC International Centre strives to edit a first class publications programme that can be at the cutting edge of the international TVET-discussion. However, with its current three and a half posts with programme functions, this wide range of activities in different countries, contexts and fields of intervention cannot be adequately served. This situation therefore, urgently requires immediate focusing and redirecting of activities by the UNESCO-UNEVOC International Centre in key areas of intervention and with clear prioritisation of those activities. Here again, the evaluation team is of the opinion that an Advisory Committee would play a key role.

5.2.2. Achievements of the UNEVOC Network Flagship Programme and e-Forum vis-à-vis the global TVET programme-strengthening goals of UNESCO TVE Section

Inadequate resources for Network Centres and problems of Internet access in LDCs
During interviews and consultations with the UNESCO-UNEVOC International Centre stakeholders, it emerged that inadequacy of financial resources is a big challenge for the National Network Centres. In particular, members from developing countries reported that they suffer from funding shortages, which hamper their core TVE activities, and certainly rule out additional initiatives suggested by the Centre. As the focus of the Network is on developing and least-developed countries, other challenges related to Internet access and connectivity were also mentioned prominently. Yet, for the e-Forum and Network to be effective, frequent interaction with the UNESCO-UNEVOC International Centre is required - in order for the Centre to effectively assist and motivate its National Network members in solving their local problems. Interviews conducted by the evaluation team and a detailed perusal of this analysis indicates that these National Network centres are very keen to contribute to, and avail of the advantages that flow from, the UNESCO-UNEVOC International Centre Network and the e-Forum.⁴⁵ Despite the current schemes available to provide support, such as the fellowships and small grants and attachments through funding from the German Government, this support is currently inadequate to meet the greater needs and requests of Network Centres for support from

⁴⁵ See Annex 5 on types of information requested and exchanged through the e-forum

the UNESCO-UNEVOC International Centre and, in many cases, also from their own governments.

Inadequate monitoring of quality of the UNESCO-UNEVOC International Centre

Network membership

Despite the Network's obvious benefits and high ranking among the UNESCO-UNEVOC International Centre programmes, there is evidence of the following problems with the UNEVOC Network:

- Many Network members are inactive, idle or “ghost members” existing in name only in the Network databank;
- One-way communication: mainly from the UNESCO-UNEVOC International Centre to Network members;
- Some Network members are individuals who participate without the full institutional backing of their organisations or training institutions.

The specific challenge is, in part, a factor of the diverse characteristics of Network members⁴⁶.

Need to fine-tune and focus Networking activities for different UNEVOC Network Members

While a location inside a Ministry of Education or a National Training Authority may provide access to and influence on policy formulation and thus offer an opportunity for capacity-building at a larger scale, technical training centres or secondary schools usually have a very limited scope for action and influence. The various socio-economic environments and corresponding demands on TVET-systems are, evidently, quite different (e.g. between Western European and Sub-Saharan African countries.) This requires the UNESCO-UNEVOC International Centre to fine-tune networking in line with particular needs and potentials of different group of members (clustering) and to pro-actively guide and facilitate a stimulating interaction and exchange among Network members in different regions and between members within different categories. These challenges have been recognised by the Centre⁴⁷. However, due to staff shortages, they have not been satisfactorily addressed.

Absence of by-laws for proper functioning of the UNEVOC Network

The absence of by-laws for the functioning of the UNEVOC Network and the role, privileges and obligations of Network partners and of their selection is another matter of concern. This is a serious challenge, as the lack of such a document reduces the chances of giving the Network a clearer profile and of helping the UNESCO-UNEVOC International Centre to assure the quality of the Network by referring to certain performance standards specified therein.

⁴⁶ See chart 1 under chapter 5.1 for an illustration of the different organisational structures and identities of UNEVOC Network members.

⁴⁷ See document “Future Outlook and Prospects of the UNEVOC Network”, July 2004.

5.2.3 Achievements of UNEVOC's Training and Capacity-building activities, on UNESCO's Human Resource Development in TVET and RBM goals.

Limited number of HRD training and capacity-building activities

The UNESCO-UNEVOC International Centre's programmes are planned with the objective of developing human resources and expertise in TVET in line with UNESCO's objective in this area. These include the fellowships, small grants, mobile team programme activities and other similar initiatives which prepare individuals involved in TVET activities and who could become experts with a broader vision and greater commitment. However, a major challenge of the Centre is the limited number of capacity-building and training programmes. The evaluation team identified the reason for this situation as inadequacy of human resources and an inadequate familiarity with these schemes.

Human Resources impacts on the low visibility of the UNESCO-UNEVOC International Centre's achievements

The achievements of UNESCO-UNEVOC International Centre could certainly have been greater and more visible if it had had the initially-envisaged core group of staff and expertise and the support systems in place during the period of its existence. Within the limitations imposed on it by the inadequacy of the same, and the fact that these were the initial years of perceiving, concretizing and implementing programmes and activities at the international level, the output and outcomes are certainly a testimony to the sincere and committed efforts made by the International Centre and its staff.

For instance, the UNEVOC network has the potential of developing a model of effective, creative and productive international institutional interaction, which is affordable and could, in due course, become easily accessible and widely acceptable. The *e-Forum*, on the other hand, needs to be popularized further through various means, as all indications point to the fact that it has been helpful in providing opportunities to TVET stakeholders to share ideas, identify solutions and seek alternative viewpoints on their own TVET innovations and research for the benefit of Member States. The basic framework of a strong publications programme has been created and will have to be continued with even greater enthusiasm and commitment. However, the challenge has been how to assure these outcomes, including timely distribution and dissemination, with the current very limited human resource base at the Centre.

Problems of assuring adequate follow-up on activities already initiated

The limited staff at its disposal and lack of proper planning and focus have led to a situation where many diverse activities initiated by the Centre are conducted without adequate follow-up plans, as most follow-up activities are conducted in an almost ad hoc fashion (e.g. the Network Centre Surveys and Self Assessment Reports). Some UNEVOC partners interviewed made reference to this problem of inadequate follow-up, especially in regard to workshops, events and seminars that embark on discussions and analysis of specific TVET issues. In their view, which was shared by the evaluation team, "stand alone" events can only hope to achieve expected impacts if there is also a planned, continuous process of interaction that leads to in-depth analysis of the issues discussed

and common development of policies, programmes and practices identified. For instance, an outcome of two regional workshops that were held by the UNEVOC Centre in collaboration with Regional Specialists⁴⁸ was the development of long lists of project proposals. Unfortunately, however, as there has been no operational follow-up to most of these proposals so far, there has been a sense of disappointment and frustration with the UNESCO-UNEVOC International Centre, and UNESCO in general, among participating countries and UNEVOC Network members interviewed, as they questioned the commitment of the Organization to its TVET mandate in HRD and capacity-building for TVET.

RBM-Monitoring and assessing outcomes and impacts of the UNEVOC Centre's activities

In general, it seems that much of monitoring and reporting undertaken by the UNEVOC Centre is input rather than outcome and impact oriented. The reports usually refer to activities undertaken, (e.g. having organized a workshop, having participated in a meeting, having undertaken a mission etc.). Though perhaps acceptable in the short-term, this approach will not be sufficient in the long run, particularly in the context of Results Based Management (RBM) and in light of resource-constraints and limitations. The UNESCO-UNEVOC International Centre will increasingly be required to provide measurable data and information that demonstrates the actual outcomes and impacts of its TVET activities with target beneficiaries. As impact monitoring is a complex and sensitive task, a clear and transparent approach will be required if the Centre is to identify its strengths, shortcomings and possible solutions to problems within good time. With the current unsatisfactory level of follow-up given to most activities initiated, it does not come as a surprise to the evaluation team that to date no Monitoring and Evaluation system - let alone a strategy on impact monitoring - has been developed by the UNESCO-UNEVOC International Centre.

5.2.4 Achievements of UNEVOC's clearing house activities in promoting knowledge-sharing, research and publications goals of UNESCO in TVET

Inadequacy of access to ICT in DCs and LDCs for knowledge sharing and dissemination
Knowledge-sharing is not yet an easy task for an institution of the nature of UNESCO-UNEVOC International Centre. The electronic mode of dissemination and sharing knowledge and information is yet to have a major presence in the institutions and with individuals in the developing and the least-developed countries which are, very rightly, the target region. Dissemination of materials in print format is still predominant in most of the developing and Least-Developed Countries, due to limitations of internet access and connectivity, as well as inadequate printing facilities.

Need for translation of UNEVOC publications and materials into UN languages
UNEVOC has made considerable efforts to have its publications translated into a range of UN languages. However, a major constraint for the Centre is the high cost of

⁴⁸ Stimulating Reform in Southern Africa, Botswana December 2000; Regional Cooperation Among Arab States, Beirut December 2002.

translations into other languages. It was also observed that the time needed for translating various publications is substantial and this may have a negative impact on their utility and relevance.

5.2.5 Achievements of UNEVOC in promoting effective partnerships, including inter-agency collaboration

Inadequate collaboration with major stakeholder organizations in TVE.

TVET Section in Paris

The TVET section in Paris and the UNESCO-UNEVOC International Centre interact on several issues and aspects. There is, however, no clear delineation of the responsibilities or a clear format for joint planning of programme activities. This situation makes it even more difficult to ensure the linkage between UNESCO-UNEVOC International Centre's role and the major goal of UNESCO in EFA. Formalized, on-the-record identification of tasks to be undertaken by UNESCO need to be determined, and tasks distributed between Paris and Bonn.

UNESCO Field Offices and other UNESCO Institutes

UNEVOC coordination and cooperation activities with UNESCO regional offices seem limited to those which have a TVET Specialist (Bangkok⁴⁹, Beirut, and Dakar)⁵⁰. Cooperation with other UNESCO Institutes also appears to be limited to a few isolated items with a couple of institutes which have crosscutting mandates in TVET (IIEP, UIE).

ILO and other organizations

As previously discussed, the HCA signed by the Federal Republic of Germany and UNESCO makes special mention of the involvement of the ILO. However, the evaluation team's findings are indicative of only limited and sporadic efforts by the UNESCO-UNEVOC International Centre and UNESCO to concretize tasks which could be undertaken jointly by the two organizations. Globally, the tasks before ILO and those before the Centre are organically intertwined and can therefore never be perceived or achieved in isolation of each other.

Here, the major challenge for the UNESCO-UNEVOC International Centre is how to achieve wider and more intensive collaboration with ILO and, simultaneously, intensify its endeavours to achieve inter-agency networking in practical and visible terms. This is the only strategy which can in the immediate future help the Centre to intensify its activities in priority areas by helping to transform EFA in TVET into concrete, strategic action in collaboration with organizations such as the ILO. Therefore, the frequency and intensity of interactions with the ILO have to be increased and upgraded.

⁴⁹ The Bangkok-based TVET specialist was reassigned to the UNEVOC Centre in Bonn in March 2005 and was interviewed there.

⁵⁰ Representatives from the UNESCO Offices in Nairobi and New Delhi took part in the Conference on Learning for Work, Citizenship and Sustainability in Bonn, 2004.

In societies that are gaining access to EFA for the first time, the prominence of education for earning can well be appreciated. The UNESCO-UNEVOC International Centre has established links with several well-known agencies. This collaboration and participation is essential if it is to fulfil its stated objectives. However the scale of this cooperation is currently limited and therefore needs to be widened and expanded.

Inadequate partnership collaborations with host country TVET institutions

Quality of coordination and cooperation with Bonn-based agencies

Host country interactions on a broader scale are a necessity for an organization such as UNEVOC. One of the justifications for locating the Centre in Germany is the host country's proven record and tradition of excellence in technical and vocational education. Although some success has been achieved so far, there is a possibility and, in fact, a need to intensify interactions with academic and professional TVET institutions.

BIBB

Regrettably, the competence and the technical resources of Bonn-based partners are certainly not fully used. In particular the TVET knowledge managed at the BIBB offers a huge potential for exchange and cooperation in clearing house activities, documentation and the preparation of technical publications (bibliographies etc.). Together, BIBB and UNEVOC could carry out joint training programmes to develop HR capacity and skills in TVET globally, on a much larger scale than is currently being achieved. The enormous potential of BIBB in the area of curriculum development, research in vocational training and skills development and participation of social partners in defining vocational training policies and programmes has so far not been used by UNEVOC. Despite initially being housed in the same building, contacts between the two institutions appear to have diminished since the move of the UNESCO-UNEVOC International Centre to its current location in Bonn, in 2002. This untapped opportunity and potential is - in the evaluation team's view - likely to be the result of mutual "negligence". BIBB representatives themselves made it clear during the evaluation that their own resource shortages rule out direct support to UNEVOC.

InWent

The German state-owned capacity-building agency⁵¹ and the German Development Service (DED) both moved to Bonn recently. Both these institutions have a considerable skills development portfolio as part of their work in developing countries. So far, they do not have an active working relationship to the UNESCO-UNEVOC International Centre.

Coordination at international level

In regard to coordination and interaction with international partners, a new and stronger profile for the UNESCO-UNEVOC International Centre should be envisaged within the

⁵¹ InWent is a fusion of the German Foundation for International Development (DSE) (mentioned as a potential partner in the agreement between UNESCO and Germany) and the Carl-Duisberg-Gesellschaft (CDG).

Working Group for International Cooperation in Skills Development. As this working group unites the major actors as well as donors in TVET, this is the ideal place to sharpen its profile and to present a strategic plan of action that makes the Centre's programmes attractive to donors.

World Bank

The World Bank is the key international partner whose contributions need to be sought, particularly in the context of the PRSP-process⁵² and is a core member of the Working Group for International Cooperation in Skills Development. The image of the UNESCO-UNEVOC International Centre and of UNESCO's ability to make a significant contribution to TVET reform is not very high among members of this working group, as proven by interviews with several group members. Therefore the UNEVOC Centre will have to sharpen its profile considerably, if it is to be attractive to important donors such as the World Bank.

EDEFOP and ETF

Cooperation with other resourceful actors such as CEDEFOP and ETF must go beyond the existing level that seems to be limited to occasional participation in meetings and workshops and the contribution of chapters and articles to selected UNEVOC publications⁵³.

Notwithstanding the achievements by the UNESCO-UNEVOC International Centre in the area of cooperation, coordination of programme activities, by and large seems to be non-structured and ad hoc, related to a specific activity but not to overall strategic planning.

5.2.6 UNEVOC Funding Management and Operations

Funding Patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability; organizational structure and quality of organizational management and programme implementation systems adopted by UNEVOC

Funding Sources

The current situation at the UNESCO-UNEVOC International Centre as regards funding is one of over-dependence on a single donor: the German Government through BMZ and BMBF. The Centre's lack of success in attracting extrabudgetary funding despite its stated efforts⁵⁴ is one, which requires immediate intervention by UNESCO and the German Government.

⁵² While it is true that most PRSPs do not directly refer to skills development and vocational training, their references to poverty alleviation and education allow, at least in principle, the UNESCO-UNEVOC International Centre as well as UNESCO a port of entry for specific discussions with the WB and possibly access to funding available under the PRSPs.

⁵³ Staff from both CEDEFOP and ETF are foreseen as co-authors of the forthcoming "International Handbook of Technical and Vocational Education and Training".

⁵⁴ The Centre's Director has on previous occasions sought the assistance of UNESCO in identifying extrabudgetary resources, but no help has been forthcoming.

Funding Trends, Levels and Adequacy

The Centre's initial sharp increase in funding for programming from BMZ especially was not matched with adequate operating expenses from UNESCO. BMBF funds earmarked for operating expenses were not effectively projected to ensure adequate amounts for increased level of programming over the six-year period (2000-2005) as initially planned (e.g. expansion of the UNEVOC Network). The level of funding for operational expenses therefore has, in fact, markedly declined in comparison to the funding available - and yet there are rising expectations *vis-à-vis* UNEVOC programming.⁵⁵ This situation has placed the Centre at a crossroad where, with a grossly inadequate budget, it is expected to achieve the wide mandate given to it by UNESCO. The evaluation team's findings are that the UNESCO-UNEVOC International Centre is increasingly challenged to do more with increasingly less in the way of funding and staff - thereby risking quality over quantity of its TVET programmes. This situation has resulted in reduced opportunity for the Centre to effectively plan, implement, follow-up, monitor and evaluate the outcomes of its TVET activities with target beneficiaries. Best practices for RBM, including impact assessment and financial management, cannot therefore be effectively implemented nor achieved by the Centre.

Funding Mechanisms and risks to sustained institutional capacity, viability and sustainability.

Current mechanisms for accessing funding by the Centre from UNESCO especially are both time consuming and burdensome to the Centre, due to its limited human resources. The fact that the Centre cannot make its own postings directly into FABS means that it is in "the financial dark" for six to eight weeks and it is therefore forced to conduct other time-consuming, back-stopping, monitoring activities, in order to prevent any potential negative impact on its funding situation. Overdependence on a single major donor, such as is the case with the UNESCO-UNEVOC International Centre, is a threat to the institutional viability and future sustainability, as not only can the donor decide to stop funding for whatever reason, but according to some interviewees, the situation discourages other potentially-interested donors from funding the Centre due to fears that the major donor's agenda will prevail.

UNEVOC staffing: inadequate capacity to deliver results

Due to inadequate operational funds, the UNESCO-UNEVOC International Centre is currently faced with the challenge of financing of staff positions. The UNESCO P5 position has been vacant since the officer retired early this year; since this position was funded through FITOCA funds, it is considered temporary and there is no guarantee that it will be maintained due to current UNESCO budgetary restrictions⁵⁶. This situation poses a serious challenge to the Centre as the P5 post was responsible for important TVET activities which are not being undertaken currently⁵⁷. Meanwhile the future of the P2 (Associate Expert) position, funded by Germany, is still not confirmed.

⁵⁵ See Chart 3 in chapter 5.1.6 above.

⁵⁶ "Notes on Visit of the Director-General to Germany (Bonn, 25th October 2004)

⁵⁷ See Annex 2 with activities and missions undertaken by P5 level staff as per the SISTER Programme

Quality of organizational management

The organizational chart provided by the Centre⁵⁸ does not clearly demonstrate the working relationships between the various staff at UNEVOC. This is a weakness of the Centre's organizational management which need to be addressed. Some staff were not clear about their roles and even felt that there were some whom management preferred over others. This creates unhealthy competition among staff and reduces the opportunity for team building - something which necessary if UNEVOC is to fulfil its wide mandate. Upon enquiring on the frequency of UNEVOC staff meetings, it was brought to our attention that these were few and far between. Some staff could not even remember when they last met as a team with the Centre Director, except for the few weeks prior to the evaluation activities to prepare materials for the team. However, the Director explained that meetings with staff were conducted more frequently in the past but that staff themselves requested fewer meetings. He therefore plans to re-introduce these meetings as the staff has grown and there is now a need to bring new staff on board.

Summary

The UNESCO-UNEVOC International Centre is emerging out of its initial years of existence with a sense of enhanced clarity of vision and also of its objectives and goals. The industriousness and commitment of the UNEVOC Centre was visible to most of those with whom the team interacted, however there are also certainly those who sense more drawbacks and would like to project much more the deficiencies than the achievements.

Within the limitations imposed by the inadequacy of resources, both in human and financial terms, the UNESCO-UNEVOC International Centre has made visible contributions in several priority areas of UNESCO's TVET mandate. It has also identified some future areas for programme action and interaction. A pragmatic estimate of the contributions of the UNESCO-UNEVOC International Centre would indicate an encouraging level of planning, action, outcomes and achievements. It has also emerged during these years that there is so much to be done by the Centre by the way of providing guidance and support on TVET to national governments. The UNESCO-UNEVOC International Centre, meanwhile, has to continue its efforts to mobilize greater resource support from UNESCO Paris as well as other organizations and donor agencies.

⁵⁸ See Annex 8 for a copy of the UNEVOC original organizational chart as provided

VI. CONCLUSION

This section contains the evaluation team's overall and final conclusions of the UNESCO-UNEVOC International Centre evaluation study. The information contained in this section is based on data and evidence of results achieved and within this framework, in-depth analysis of the major findings and impacts of the Centre on UNESCO's overall mandate in TVET, EFA and EFSD goals. The evaluation team pays particular attention to ensuring that the conclusions follow the format specified in Section II of the evaluation TORs: Purpose of the Evaluation. This is in order to enhance the relevance and utility of the report by informing stakeholders on the following issues below:⁵⁹

In conclusion, the major findings strongly indicate the following:

6.1 Relevance of UNEVOC's activities to UNESCO's priorities in TVET

6.1.1 Alignment with UNESCO's strategy and goals

The current programme of the UNESCO-UNEVOC International Centre is, by and large, in alignment with UNESCO's strategy and goals as promulgated in the respective chapters of current C/4 and C/5 documents⁶⁰. It also promotes UNESCO's Revised Recommendations concerning Technical and Vocational Education of 2001. In particular, the UNESCO-UNEVOC International Centre strives to contribute to the following UNESCO goals:

- Strengthening TVET in Member States;
- Supporting EFA goals⁶¹;
- Focusing on LDCs, post-conflict and transition countries;
- Contributing to the Decade on Education for Sustainable Development.

Evidence of this is clear with, for instance, the October 2004 UNESCO International Experts Meeting on Learning for Work, Citizenship and Sustainability, jointly organised with the TVE Section in Paris, in which the UNEVOC Centre undertook a pro-active initiative for this Decade which began in March 2005.

6.1.2. With regard to UNESCO's Decentralization efforts:

The UNEVOC Centre has shown its potential for responding to the decentralisation strategy through:

- decentralised delivery of UNEVOC-programmes on regional level;
- increased cooperation with UNESCO Regional Offices. Telephone interviews with the Dakar and the Beirut Regional Offices as well as with the former Regional Specialist from Bangkok (now Bonn-based) clearly indicate an increased level of cooperation between these Offices and the UNEVOC Centre. This can be evidenced by the cooperation in the following programmes:

⁵⁹ See Annex 1: Page 2, Section II in Evaluation TORs

⁶⁰ See also the "Bonn centre Medium-Term Plan 2002-2007"

⁶¹ Please refer to chapter 5.1.1 for a more detailed review of UNEVOC's contribution to EFA goals.

- In May 2002, UNESCO-UNEVOC International Centre convened a workshop in Dakar, Senegal to strengthen sub-regional cooperation in TVET.
- In December 2002, a workshop to launch an initiative on “ Promoting Regional Cooperation in Technical and Vocational Education and Training (TVET) in Arab States” was held in Beirut, Lebanon.
- In September 2002, a seminar on “Social Partnership” took place on Almaty, Kazakhstan, jointly organised with the Bangkok Regional Office. It was followed two days later by a workshop to identify weaknesses with TVET systems.
- In October 2003, a workshop for the “Launch of Regional Projects of Five Arab States for Cooperation in the Field of TVE IT” was held in cooperation with the Beirut Regional Office in Damascus, Syria.

However, despite this increased cooperation, some Field Officers felt that the quality of coordination was wanting as there they had two partners rather than one. This situation could be improved with better and more closely coordinated planning of activities and clear demarcation of duties and responsibilities.

6.1.3 Results Based Management (RBM)

The UNEVOC Centre is moving towards RBM⁶². It should be reiterated, however, that the performance indicators as given in the 32 C/5 are rather weak and unspecific and that RBM in UNESCO as an organisation is still in an early stage of development. The same can therefore be expected of the UNESCO-UNEVOC International Centre.

6.2 Results Achieved by UNEVOC and Contribution to UNESCO’s EFA Goals

The UNESCO-UNEVOC International Centre has made some significant gains and impacts in promoting and expanding the UNEVOC Network to include 82% of UNEVOC Member States currently. The Centre has raised awareness and interest in TVET through its capacity-building and knowledge and information sharing workshops, and also through the *e-Forum*, which, *inter alia*, provides opportunities for exchanging ideas. The clearing house activities and funding including document preparation and dissemination and its planned book series on TVET all foster UNESCO’s goals in EFA through TVET. The positive impact of the UNESCO-UNEVOC International Centre’s activities on reformulation of TVET policy and practice in countries such as Botswana

⁶² See Annex 3: Table which provides some information on the extent to which the UNESCO-UNEVOC International Centre has contributed to the achievement of performance indicators as provided in the current 32/C5 document, in particular in regard to Major Programmes I, Main line of action 3 (the TVE programme in general) and Major Programme I Main line of action 2 (covering the UNEVOC Centre in the context of global networks supporting EFA, human rights education and education for a culture of peace, the UNEVOC Centre organising one of three networks covered under this main line of action.)

and Thailand is, according to the interviewees, testimony to the fact that the Centre is making notable key contributions to UNESCO's TVET mandate within the EFA context.

However, without wishing to run the risk of discrediting or diminishing the positive achievements of the UNESCO-UNEVOC International Centre towards this end, certain inadequacies were evident in the programmes and activities of the Centre. Greater clarity in strategic planning, sharper focus on programmes and activities, and better planned follow-through and follow-up and intensive monitoring and evaluation of the activities of the UNEVOC Networks would be necessary in future to ensure quality efficacy in the contributions of the Centre.

As expressed in the mid-term strategy (31C/4) and the current (32C/5) and the draft (33C/5) programme and budget documents, UNESCO's Education Sector attempts to cover a broad mandate and to respond to a wide range of requests from of Member States. These include, in the context of EFA: Life-Long-Learning and Education for Sustainable Development; a focus on LDCs, post-conflict countries and transition countries, HIV/AIDS (thematic foci; as well as knowledge-sharing, networking, research, technical assistance and policy advice (means of intervention). The UNESCO-UNEVOC International Centre aspires to work fully in line with the programme outlined in the C/5 documents. These intentions overstretch UNEVOC under its current HR and funding constraints. The Centre's well-intentioned attempt to respond to all the issues as laid out in the C/5 documents leads to a dispersion of the UNESCO-UNEVOC International Centre. It creates the risk of doing a lot with limited impact and of reducing the relevance of the activities undertaken.

6.3 Quality of coordination and interaction between UNESCO HQ, other Institutes, Field Offices and UNEVOC with regard to programme planning and implementation.

The quality of coordination with other UNESCO entities and with relevant programme entities and activities in the TVET sector varies in scale, intensity and quality with regard to planning and implementation. Overall, it is ad hoc, unstructured and not related to any strategic planning activity. This, in our view, is grossly inadequate as the potential of other institutes to contribute to UNESCO's TVET mandate is under-used. These areas needs immediate attention, action and resolve in order to increase opportunity for the Centre's effectiveness and efficiency in TVET as well as its image and ultimate future sustainability in terms of attracting and maintaining adequate human and financial resources.

Currently, only single core activities are jointly planned and implemented with the UNESCO-UNEVOC International Centre and the TVET unit in Paris. Coordination and cooperation with UNESCO Field Offices is limited to those with a TVET Specialist, (a tiny minority). Coordination with other UNESCO Institutes such as UIE in Hamburg, IIEP in Paris and IBE in Geneva is limited to a few isolated items in cross-cutting TVET areas.

6.4 Funding patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability, organizational structure and quality of organizational management and programme implementation adopted by UNEVOC

The evaluation team's visit to the Hamburg-based UNESCO Institute for Education (UIE), which has a core mandate on adult education, revealed certain common interests and complementary functions.⁶³ These are reflected to some extent in Goals two to four of UIE's Vision and Strategy 2002 to 2007⁶⁴.

Goals from UIE's Vision and Strategy 2002 to 2007

Goal 2

National EFA plans and overall education and learning policies and strategies within the framework of a lifelong learning perspective.

Goal 3

A holistic, gender-just and integrated approach to adult and lifelong learning, valuing informal, non-formal and formal modes of learning, based on the different needs of the disadvantaged and marginalized.

Goal 4

An intersectoral approach to adult and lifelong learning policies and practices among governmental, non-governmental, civil society and international organizations.

A closer analysis of these goals may offer scope for close cooperation with the UNEVOC International Centre or even for an integration of the two work programmes.

In case of a close coordination/cooperation,

- ⇒ Goal 2 seems to offer an opportunity for streamlining EFA in the context of adult education and TVET and for a strengthened monitoring of the implementation of the *Dakar Framework for Action*.
- ⇒ Goal 3 appears to have a common ground with UNEVOC-priorities in regard to creating wider access to adult and lifelong learning as well as to non-formal education and literacy, to be achieved in many countries through holistic, inclusive and integrated strategies for the poor and excluded.
- ⇒ Goal 4 provides a common ground with its focus on adult and life-long learning and the emphasis on an inter-sectoral approach.

Cooperation between the UNEVOC International Centre and the UIE or their integration may lead to substantial economies of scale. These, however, would have to be analysed

⁶³ See Annex 11 Summary of some complimentary functions of UIE Hamburg and UNEVOC Bonn

⁶⁴ UIE: Nurturing the Treasure: Vision and Strategy 2002 to 2007. Hamburg 2003.

thoroughly before any respective action is to be undertaken⁶⁵. However, there is need to ensure that the priority of TVET is not lost from the analysis and decisions ensuing.

Overdependence on a single donor

The existing situation with over-dependence on one single donor, with Germany providing approximately 90% of the overall budget for the UNESCO-UNEVOC International Centre, is an extremely unhealthy and risky situation. It leaves the Centre in a vulnerable position where it is reliant on the intentions of the donor as well as the well being of this donor's budget. As the German public budget is presently under pressure for spending cuts, the donor's unquestionable commitment to the development of the UNESCO-UNEVOC International Centre cannot be taken for granted in future.

Insufficient extra budgetary funding and strategy to attract donors

Besides the substantial contribution of the German Government, the UNESCO-UNEVOC International Centre has attracted very little extra-budgetary resources. Funding received from sources other than UNESCO and the German Government constitutes less than 1% of the total UNESCO-UNEVOC International Centre budget. This insufficient amount leaves foreseen operational programme under-funded (e.g. project proposals for Southern Africa and for the Arab States cannot be implemented due to the lack of sufficient resources) and conveys a wrong impression which suggests that the UNESCO-UNEVOC International Centre's programme is not attractive and therefore not worthwhile to receive funding from donor community. This shortcoming is evidently associated with the lack of a joint UNESCO/UNEVOC strategy for attracting external funding for the TVET-sector at large and for the UNESCO-UNEVOC International Centre in particular. It appears that donor contacts outside of the well-established and regularised Funds-in-Trust arrangement with Germany have been undertaken quite haphazardly and on an ad-hoc basis, resulting in the current situation as regards extra budgetary funding. With the unsatisfactory level of extra-budgetary funding, the UNESCO-UNEVOC International Centre faces the challenge to do increasingly more with a potentially decreasing resource base. This requires a clear strategy of prioritising fields of action, of competent management of the limited human and operational resources and a clear strategy for acquiring additional external resources. The current situation may lead to a situation where a considerable share of general staff cost of the Centre is being charged against project codes from BMZ-funding. In some cases, there is probably a clear correlation between the staff employed and the project activity, while in other cases it may be more difficult to relate them.

Inadequate staffing a threat to UNEVOC's credibility and image in TVET

It goes without saying that the current low and inadequate staffing levels⁶⁶, is a serious limitation on the UNESCO-UNEVOC International Centre's goal of becoming a world-class actor in the TVET-field. Reactions from various UNEVOC-partners, in particular from donors in TVET indicate, that their expectations towards both the Centre and UNESCO's TVE-programmes at large are low, mainly because partners cannot recognise

⁶⁵ See recommendation xviii under chapter 8.4.

⁶⁶ See Annex 8. Original organigram provided to the evaluation team by UNEVOC Centre-Bonn

the minimum critical mass necessary to undertake relevant analytical work on TVET which is a prerequisite to being at the forefront of developments in the field. The lack of critical mass is illustrated in the table below which indicates the very low staffing level of UNESCO at large and the UNEVOC-centre in particular when compared to other actors in the international TVET-scene.

Table 3: Staffing levels of major actors in the international discussion on TVET

Locations	UNESCO	ILO	CEDEFOP Thessaloniki	ETF Turin	BIBB Bonn	GTZ
<i>HQ</i>	1	13	-	-	-	8
<i>Africa</i>	1	1	-	-	-	9
<i>Arab States</i>	1	2	-	-	-	12
<i>Asia</i>	1	4	-	-	-	11
<i>Latin America</i>	-	2	-	-	-	4
<i>Institutes</i>	2	3	35	76	141	-
TOTAL	6	25	35	76	141	44

Notes on above table:

This table covers permanent full-time professional positions working on TVET-issues; project posts, administrative and support positions are not included.

- Under ILO: Two more positions are currently opened for Africa
- Under UNESCO Institutes: Two positions at UNEVOC, a third one may be reopened; in addition, one staff member each at IIEP Paris and at UIE Hamburg work on issues related to TVET.
- Under ILO Institutes: Three positions at CINTERFOR Montevideo; in addition, three staff members at the ILO International Training Centre Turin work on issues related to TVET.
- Two professional posts based in Brussels are included under CEDEFOP Thessaloniki Institutes

Inadequate staffing impact on UNEVOC's contribution to decentralization strategy

The shortage of UNESCO staff, and in particular the additional risk of losing the P5 position, has clear negative impacts upon key functions of the UNESCO-UNEVOC International Centre, especially its clearinghouse and documentation centre functions that are not yet fully operational. It also sets limitations on the management of the expansion of the UNEVOC Network-its flagship programme. After five years, the UNEVOC library has not yet been fully catalogued and is not adequately promoted to the development cooperation community in Bonn. The UNEVOC Network meanwhile continues to expand without proper monitoring of the quality of the Network members and without adequate capacity to respond to the needs of UNEVOC Network Centres (e.g. to adequate funding and training in ICTs).

Status of non-UNESCO staff

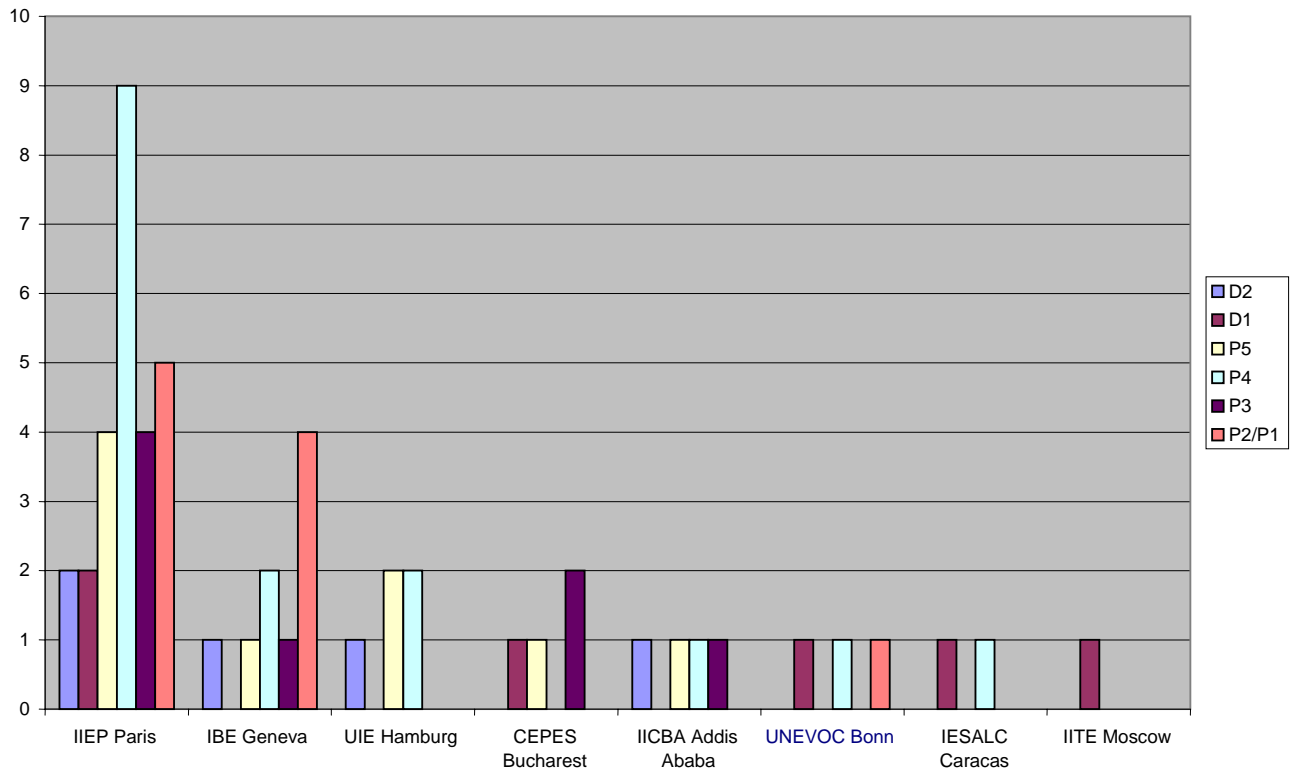
Of the total of people working at the UNESCO-UNEVOC International Centre most (75%) are non-UNESCO staff. Non-UNESCO staff on Local Contracts at the Centre do not have free access to HR-development and capacity building opportunities offered to UNESCO staff. This in the team's view clearly disadvantages not only the individual staff members but also the Centre itself. For instance, the fact that a key position such as that of the Administrative Officer (AO) is not held by an UNESCO-staff is regrettable. This key position should, in principle be always and entirely integrated into UNESCO structures. As it stands currently, the AO as a local contract staff person is not permitted to act as bank signatory. This creates administrative hick-ups and delays, particularly in the absence of the few UNESCO-staff who are entitled to these signatures.

Chart 4 below shows the level of UNESCO professional staff at the various Institutes and Centres. Special focus is on the UNEVOC-Bonn and UIE –Hamburg staffing situation that indicate that UIE Hamburg's professional staffing levels are higher (third from the top most) while UNEVOC Bonn staffing levels are towards the bottom three. The complementarities identified by the evaluation team's preliminary analysis of the two institutions' mandates goals and work plans⁶⁷ suggest that further investigation is needed to determine the possible costs vs benefits (in terms of human and financial resources especially) of increasing synergies between the two organizations and as a last report possibly merging them. This issue is further discussed above and again under the recommendations (section 8) of this report.

⁶⁷ See Annex 11, preliminary analysis on complementarities of UNEVOC Bonn and UIE Hamburg

Chart 4.

Level of Prof. Staff at UNEVOC-BONN as compared to UIE Hamburg & other UNESCO Institutions



Source of data: UNESCO Report by the Director General on the Revised and Completed Principles and Guidelines Regarding the Establishment and Operation of UNESCO Institutes and Centres (Category I) and Institutes and Centres under the Auspices of UNESCO Category II.⁶⁸

Quality of organisational management and functional autonomy:

Internal Planning

In the perception of the evaluation mission, the UNESCO-UNEVOC International Centre’s internal planning processes are not formalised. Planning and decision making seems to be happening very much on an ad-hoc basis. There is neither a formalised annual work programme that would specify the overall framework of the Medium-Term Plan 2002-2007⁶⁹ nor the proposed Programme of Action 2005-2008⁷⁰. There are also no clear-cut annual work plans for individual staff members and job descriptions and distribution of responsibilities appear to be vague and on an ad hoc basis.

⁶⁸ 171 EX/INF. 10, Paris, 28th February 2005.

⁶⁹ Bonn Centre Medium-Term Plan 2002-2007. Bonn, August 2002.

⁷⁰ Proposed Programme of Action for 2005-2008 for the UNESCO-UNEVOC International Centre Related to Extra-Budgetary Funding. Bonn, July 2004.

VII. LESSONS LEARNED

i. High level of insecurity of future funding due to poor planning practices and over-reliance on one major donor which negatively affects sustainability

The current low level of funding by UNESCO-HQ to the UNEVOC Bonn Centre in Germany (11% of the total UNEVOC Bonn budget) limits the ability of UNESCO HQ and UNEVOC Bonn to fully meet the expectations as outlined in the HCA agreement with Germany. This, according to our interview findings with German Government representatives, has led to a sense of frustration on the side of the host country, which also harms UNESCO's credibility. However, the host country is hopeful that this situation will change for the better in the near future and thus restore their confidence.

ii. Unmet expectations of the Host Government due to unrealistic assumptions

Apparently, the German Government has put a lot of emphasis on inter-agency collaboration between UNESCO and ILO in the context of the UNEVOC Centre. While this intention is fully appreciated and its reasoning well founded, it has become clear that these expectations have not been met. This is largely due to an unrealistic view of and wishful thinking in regard to the cooperation potential of UN agencies. These face constant battles to assure their posts and budgets and have to respond to an Executive Board (UNESCO) or a Governing Boards (ILO) which have a narrow interpretation of the specific organisation's mandate. In such a scenario, ILO will not be in the position to attach a staff member to the UNESCO-UNEVOC International Centre without receiving extrabudgetary resources for directly or indirectly funding this position.

iii. Loss of donor confidence due to inadequate staffing and funding of TVET programmes, which demonstrates low prioritisation of TVET within UNESCO

UNESCO has lost a lot of credibility with international donors and does not any longer meet its own expectations to be a relevant actor in the international TVET discussion. With its current low staffing level and small operational budget, UNESCO conveys the image of being a "lightweight" in the international discourse on all relevant matters in this technical field⁷¹. Without giving more priority to TVET, UNESCO takes the risk of increasingly becoming sidelined as this poor image gains roots. Higher priority would need to be reflected in a better staff allocation and more operational resources to the TVE unit at Paris, Regional Specialists and to the UNESCO-UNEVOC International Centre.

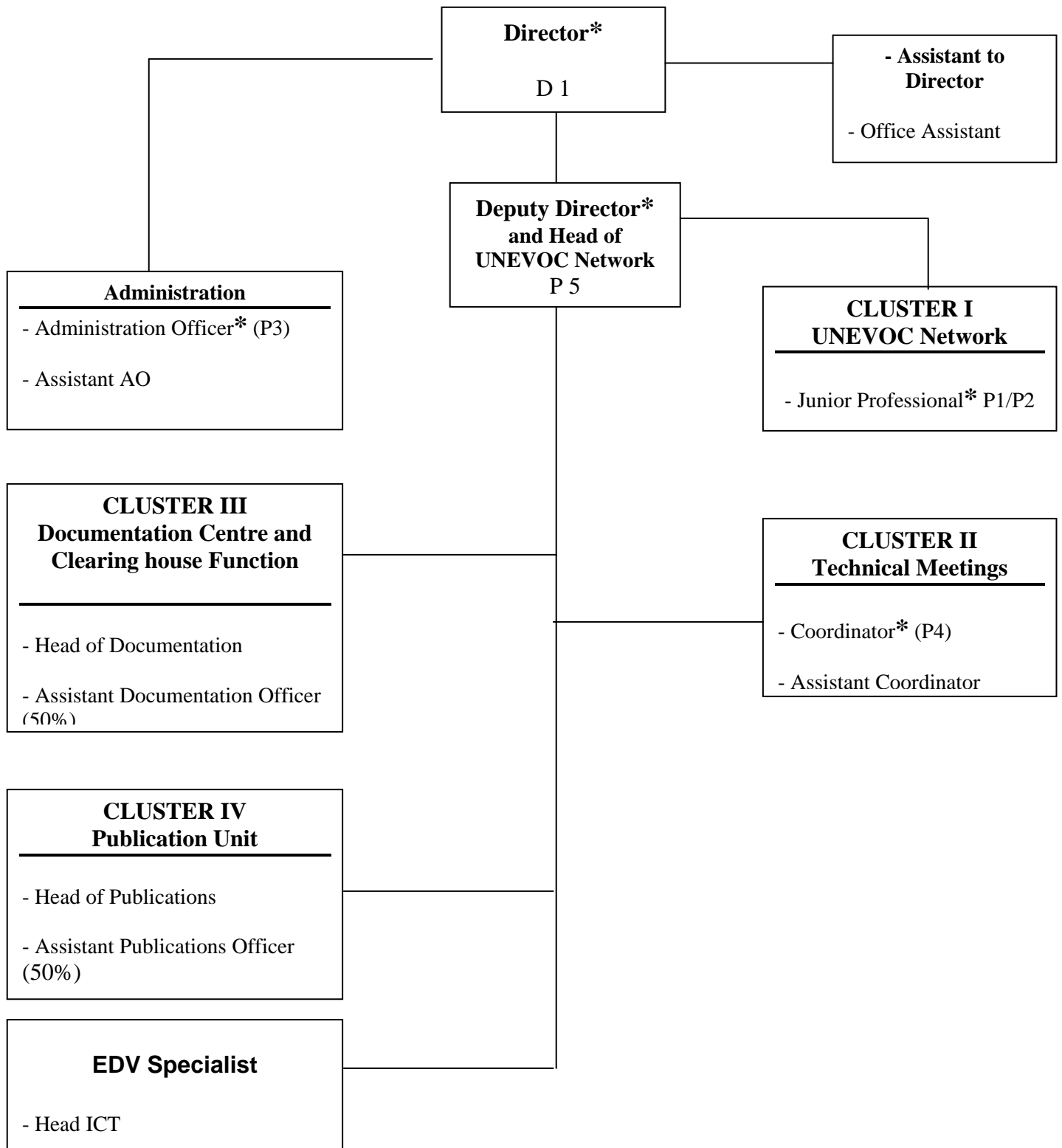
iv. Need for a sound and sustainable staffing level

In the view of the evaluation team, Chart 5 below illustrates the minimum desirable staffing level to allow the UNEVOC Centre to realise its potential (a) to act as a TVE Think Tank for UNESCO; (b) to strengthen TVET in Member States and thereby supporting EFA goals; and (c) to become a world-class actor in the TVET field. To achieve this, a minimum of three professional positions, in addition to the Director

⁷¹ See table 3 above comparing UNESCO staffing levels in the TVET-sector with the one of major actors in the international discussion on TVET: ILO, CEDEFOP, ETF, BIBB and GTZ.

and the Administration Officer, is required with clearly-defined professional responsibilities in a well-focused programme structure. This programme structure should be in line with priorities as outlined in more detail in recommendation xix below. Resources must be made available in line with plan of actions to be prepared. These cannot be quantified at the current stage. It is imperative though, that each technical function, as outlined in the specified organizational chart (and the professional attached to this function), has resources at his/her disposition in order to be operational.

Chart 5.Suggested Organizational chart for a future UNEVOC structure



VIII. RECOMMENDATIONS

8.1 With regard to the relevance of UNEVOC's activities to UNESCO's programme priorities in the field of TVET:

i. UNESCO needs to re-prioritise TVET in the 'EFA- and sustainable development context'

Resolution 9 on the "Establishment of an international long-term programme for the development of technical and vocational education and training (TVET)" (adopted on 17 November 1999 during the 30th Session of the UNESCO General Conference in the report of Commission II at the 26th plenary meeting), explicitly required UNESCO "to significantly increase the Organization's budgetary allocation for its TVET programme"⁷².

In the view of the evaluation team, and fully acknowledging the current budgetary constraints the Organization faces, the text of the 1999 resolution has to be reiterated should UNESCO wish to continue being perceived as a serious and competent actor in the international TVE discussion. A justification for a re-prioritisation of TVET is formally given in the key provisions of the Revised Recommendation concerning Technical and Vocational Education of 2001 which clearly state that TVE is

- An integral part of general education;
- A means of preparing for occupational fields and for effective participation in the field of work;
- An aspect of lifelong learning and a preparation for responsible citizenship;
- An instrument for promoting environmentally sound sustainable development;
- A method of facilitating poverty alleviation⁷³.

Operationally, the justification for re-prioritisation lies with the increased demand for assistance by Member States as reported from all UNESCO-entities concerned, be they in Paris, Bonn or in the regions. Any relevant response to these requests that goes beyond the mere re-declaration of promotional texts (such as the Revised Recommendation of 1999) requires a critical mass of qualified staff and resources to support their operational work. This critical mass is no longer assured within UNESCO⁷⁴.

UNESCO HQ needs to ensure greater budgetary allocations to the UNESCO-UNEVOC International Centre, as the responsibilities transferred from Paris to Bonn with the establishment of the Centre require greater financial support than has been allocated. The issue of proportionate distribution of the budget also needs to be discussed, broadly decided and adopted in principle.

⁷² Paragraph II (d) of this resolution.

⁷³ See Revised Recommendation concerning Technical and Vocational Education (2001), Paragraph I.2.

⁷⁴ Once more, compare the staffing of other international actors in the TVET-sector as summarised above in Table 3, chapter 6.4.

ii. Strengthen and promote UNEVOC Centre as a major vehicle for UNESCO's TVET-programme

In the framework of a re-prioritised TVET programme inside UNESCO, the UNESCO-UNEVOC International Centre in Bonn can be further expanded and strengthened as the principle UNESCO vehicle in TVET. This would require: a clear definition of roles and distribution of tasks between the TVE Section at Paris, the regions and their TVET Specialists and the Bonn Centre; budget allocations which are in line with and supportive of these roles and tasks; and a joint planning process in line with RBM⁷⁵.

8.2 With regard to achievements of the UNESCO-UNEVOC International Centre and its contributions to UNESCO's efforts in achieving EFA goals

iii. Review and refine the current criteria and expectations for members willing to join the UNEVOC Network

Certain criteria have been developed *vis-à-vis* granting recognition to those willing to function as members of the UNEVOC network. These need to be further refined in terms of the scrutiny of the Centre's approach to and expertise in the context of EFA and TVET. Some of organizations and governments have made innovative experimentations in introducing pre-vocational skills education in the initial years in schools. These members could be persuaded to become members, thus enhancing the professional base of the network. Also, members who are inactive should be encouraged to participate or be removed from the Network list as this only undermines the credibility of the Network.

iv. Enact By-laws for the UNEVOC Network

By-laws must be elaborated to clearly define the role, rights and obligations of all partners in the network. These by-laws, if appropriately designed, will not be an administrative obstacle but will contribute to assuring the quality of the network, as they will eventually help in distinguishing active members from inactive and non-productive ones. To enhance the relevance of the UNEVOC Network to its members, regional as well as thematic clusters need to be introduced. This would help to reanimate network members' interest. It is also likely to stimulate interaction among members on a basis of shared thematic and/or regional priorities, which should help overcome the currently predominant communication between the UNESCO-UNEVOC International Centre and individual network members. In addition, thematic and appropriately-monitored 'net – fora' would enhance the value of the network. This should bring together regularly a number of network members who could enter into a discussion on selected TVET topics. This function would add to and go beyond the focus of the already well-established e-forum which invites written responses to questions posed but rarely allows a free thematic live discussion with several participants.

⁷⁵ Refer to chapter 7.3, point x below, describing key elements of the suggested joint planning process.

v. Promote, identify and facilitate cost-sharing opportunities for Network members

Some thought ought to be given to the idea of letting UNEVOC Network members contribute to the cost of maintaining the network. Experience shows that in cases where a network meets real demand (as anticipated by UNESCO, the UNESCO-UNEVOC International Centre as well as the evaluation team) member institutions with a sound financial basis will be ready to contribute - in cash or in kind - towards ensuring its sustainability⁷⁶.

vi. Prepare and disseminate promotional materials on the e-Forum

In several instances it was pointed out to the evaluation team that not much is known about the e-Forum. It requires extra effort, and also a more refined strategy and adequate human resources to disseminate information and delineate the approach that would help in generating greater awareness of the existence, role and utility of the e-Forum.

vii. Establish a UNEVOC Advisory Committee to focus activities and ensure proper planning

One possible tool for assuring the achievement of EFA and participation of Member States and the professional community in the planning of the work programme of the UNESCO-UNEVOC International Centre is the establishment of an advisory committee. This would be in line with previous practise as applied by the UNEVOC project. The role of the Advisory Committee, to be specified in by-laws for the Centre's operations, would be to represent a range of views from Member States and the research community. It would offer the Centre's Director and staff a platform for presenting and discussing their agenda within the context of demands from Member States, encourage discussion in the academic TVET-environment and ensure alignment within the overall UNESCO TVET programme framework. It would also offer the UNESCO-UNEVOC International Centre an opportunity to develop a well-defined policy and planning structure to formulate and formalize its plans, programme and implementation strategies. The Programme Advisory Committee could hold two to three meetings per year without much financial burden to the Centre.

⁷⁶ GLADNET, the Global applied disability research and information network on employment and training, an international information network of Vocational Rehabilitation Providers and Research Institutions, once initiated by the ILO and now largely self-sufficient, has taken this way. GLADNET by-laws specify the following: (Article 10) All members are required to pay an annual fee, the amount of which shall be determined by the General Assembly. The Board of Directors may exempt from payment of fees any member. (Article 11) Members in good standing shall be those who have paid their membership fees, as well as those exempted from payment pursuant to Article of these Bylaws. For more information on GLADNET: <http://www.gladnet.org/>

viii. Focus and prioritise the UNEVOC Centre's activities in TVETs

The UNESCO-UNEVOC International Centre should develop a set of limited, clear programme priorities, which can be fully developed and served with the few staff and limited resources available. In the view of the evaluation team, these priorities for the present, could comprise the following:

- Strengthening the UNEVOC Network and assuring its quality;
- Prepare, organise and hold technical meetings for UNESCO's TVET programme in close cooperation with the Paris-based TVE Unit and with UNESCO Regional Specialists and Offices;
- Provide a clear-cut clearing house function;⁷⁷
- Initiate and publish core publications of value for the international TVET community⁷⁸.

In such a framework, the UNESCO-UNEVOC International Centre may consider minimizing its advisory service and training/capacity-building missions, as these tend to extend beyond their current scope and (human) resource capacities. Concentration on these priorities is more likely to assure that UNEVOC will deliver world-class services to the UNESCO-UNEVOC International Centres, the UNESCO Secretariat and UNESCO constituents and will also prevent the Centre's TVET efforts dissipating for lack of sustainable support. However, interactive programmes to augment the priority areas will have to be organized.

Should the UNESCO-UNEVOC International Centre eventually be endowed with staff and resources as originally foreseen in the HCA between UNESCO and the German Government, the Centre could tackle the additional following core TVET themes:

- Conduct in-depth research at national and regional levels and also in the international context;
- Build capacity and motivate national-level agencies, by supporting them in planning and orientating researchers to ensure quality and standards;
- Conduct studies on how to integrate TVE in the content of education under EFA, which are the priority programmes in most developing and least-developed countries.

8.3 With regard to the quality of coordination and interaction between UNEVOC and UNESCO HQ, institutes, Field Offices, pertaining to programme and quality of planning and implementation

ix. UNESCO needs a clear strategic outlook in regard to its own TVET activities

This outlook should be in line with the 1999 UNESCO recommendation and UNESCO's strategic objectives in TVET as spelled out in the respective C/4 documents. It should

⁷⁷ See chapter 7.3, point xiii in regard to the recommended UNEVOC-scope for the clearing house function.

⁷⁸ Such as the "International Handbook of Technical and Vocational Education and Training" and the book series "Technical and Vocational Education and Training: Issues, Concerns and Prospects"

have clear definitions of the roles of each actor in regard to their activities on TVET issues:

- TVE Section at UNESCO HQ;
- UNESCO Regional TVET –Specialists;
- The UNEVOC Centre;
- IIEP, Paris;
- UIE, Hamburg.

x. The UNESCO-UNEVOC International Centre and TVE Unit Paris should have a regular planning exercise to synchronize priorities and annual work plans and invite regional TVET specialists

The UNESCO-UNEVOC International Centre needs a well-defined policy and planning structure to formulate and formalize its plans, programme and the implementation strategies. In the context of UNESCO’s overall strategic objectives for the Education Sector and the RBM-approach, (a) the TVE Unit, (b) UNEVOC and (c) the regional TVE specialists should ‘operationalise’ the strategic outlook as outlined under point (ix) above for effectively addressing Member States’ requests for assistance in the TVET sector.

The overall strategic action plan should ideally cover the period until the end of the forthcoming C4 planning framework (2013) and comprise the following core elements:

- overall objective;
- outputs to be produced;
- key activities to be undertaken;
- role and responsibilities of each of the three UNESCO actors (a) to (c) in the realisation of these key activities;
- common strategy for attracting the necessary external resources for the realisation of these.

A common strategy for monitoring and evaluation and impact assessment should be developed, and yearly-planning meetings held to discuss and adopt a common annual UNESCO TVET work plan.

The logical framework thus produced will allow the UNESCO-UNEVOC International Centre, UNESCO as well as existing (BMBF, BMZ) and future donors to identify clear links between objectives, results, inputs, outputs, activities, and resources. Such an approach will also facilitate easier monitoring of the programme. Lastly, presenting programme and project ideas in the logical framework format is also likely to increase donor interest, as proposals become more transparent and logical; it’s the “language” that donors understand.

On this basis, UNESCO may develop regional strategic plans to determine what it would like to achieve with its limited means in the TVET-sector and which specific roles the different UNESCO actors can play to realize the regional strategic plan objectives.

xi. UNESCO HQ should hold annual coordinating meetings with all educational Institutes and Centres

Building on this strategic plan, yearly coordinating meetings should be held at UNESCO HQ with the Education Sector and all UNESCO Education Institutes and Centres. The purpose of such a meeting would to:

- Ensure cohesion of Centres' and Institutes' activities with the overall programme of the Education Sector as specified in the C4 and C5 documents;
- Facilitate information flows between UNESCO-HQ and the Institutes/Centres as well as among the Institutes/Centres themselves;
- Monitor the cohesion of annual work plan objectives with overall strategic planning objectives;
- Develop and foster synergies between different work programmes of the Institutes/Centres, allowing for more cooperation on selected work items and activities and thus facilitating better use of limited resources.

Furthermore, participants in this planning process should elaborate a joint presentation of the strategic action plan (and its annual adaptation) as a tool to make a comprehensive, cohesive and attractive image to donors in the field of TVET.

xii. Ensure participatory, demand-driven activities and strategies of the UNESCO-UNEVOC International Centre in TVET

Develop strategies for assuring participation of Member States and the professional community in planning the Centre's programme and in monitoring results achieved and their impacts in close coordination with the TVE Unit at Paris, Regional Offices and Regional Specialists. This will help to ensure relevance and increase opportunity for positive impact of the UNESCO-UNEVOC International Centre's activities and programmes.

xiii. Establish links with other institutions with clearing house functions

While the UNESCO-UNEVOC International Centre's clearing house function in the TVET sector is yet to be confirmed, it should establish creative and productive links with other institutions performing clearing house functions in TVET in order to assure optimum use resources and benefit from lessons learnt. In this way, the Centre will become more effective through coordinating this function with other actors who perform similar functions for selected regions. Coordination with CEDEFOP (EU-States), the ETF (Central Asia and non-EU States in Eastern Europe, South-Eastern Europe and the Mediterranean) and possibly BIBB will help to prevent duplication of efforts, and enable better use of limited funds and an enhanced synergy through inter-agency cooperation. This cooperation should, as far as possible, include a mutual adaptation of tools used in the clearing house function, an agreement of the different spheres of action and responsibility, and a joint agenda facilitating cooperation and exchange of information gathered and documentation recorded.

xiv. Activate a working relationship with UNEVOC partners in Bonn

The BMBF may want to use its supervisory role in regard to BIBB to activate and vitalise a working relationship between the UNESCO-UNEVOC International Centre and BIBB. The idea of such cooperation would be to allow the UNESCO-UNEVOC International Centre to benefit from the potential and the knowledge base of BIBB, in particular: research in vocational training and skills development; the participation of social partners in defining vocational training policies and programmes; and its documentation and clearing house functions. Such a working relationship should build on a joint action plan to be developed and may also include the attachment of a BIBB-staff to UNEVOC. This would strengthen UNEVOC's human resource base for the purpose of putting into practice the joint action plan with BIBB. Furthermore, UNEVOC should call for annual meetings with other TVET partners present in Bonn (DED and InWent) as well as with GTZ. These meetings should:

- a. Present the well-structured and clearly-defined UNEVOC work-programme;
- b. Identify common lines of objectives and activities in regard to TVET in the international context;
- c. Exchange experiences, tools and instruments valuable to the realisation of objectives and activities common to the partners present;
- d. Decide on possible areas of cooperation.

Both BMBF and BMZ should actively encourage and support the initial meetings in order to facilitate the process of interaction, exchange and cooperation.

xv. Develop a clear, well-structured programme, and reduce ad hoc activities to promote building of strategic alliances with international partners of the UNEVOC Centre

A clear profile and the existence of a well-structured work programme is a prerequisite for improved coordination and output and outcome-oriented cooperation with international partners. This will allow going beyond the present ad-hoc joint activities and will permit the gradual building of alliances for tackling shared strategic objectives. A case in point is a possible well-defined cooperation in clearing house activities as previously indicated. The existence of a well-structured and clearly defined work programme will also be an important tool for building up and sustaining donor relations. It will help to enhance the image of the UNEVOC Centre within the Working Group for International Cooperation in Skills Development, which is the major venue for establishing viable relations with donors in the TVET –field.

8.4 With regard to funding patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability, organizational structure and quality of organisational management and programme implementation systems adopted by UNEVOC

- xvi The evaluation team strongly recommends that UNESCO significantly increase its financial contribution to the UNESCO-UNEVOC International Centre and promote the spirit of partnership with the German Government, as was characteristic during the Centre's former status as a project of UNESCO. This is necessary especially now with the planned relocation of the UNESCO-UNEVOC International Centre to the Lange Eugen Building in Bonn, where the UNEVOC Centre in Bonn's projected cost of operations (excluding the free rent provided by the German Government) is expected to triple from the current 63,149.81 USD to approximately 126,000 USD annually.
- xvii To increase opportunity for success in attracting extrabudgetary funding, the evaluation team strongly advises that UNEVOC Bonn work closely together with UNESCO HQ to develop a strategic plan of action for attracting extrabudgetary funds for the Centre. This should aim at using the relative advantage of UNESCO HQ's location which is near the donor government missions and learning from its successes in attracting extrabudgetary funding so far. This will enable UNEVOC Bonn and UNESCO as a whole to re-assert itself as a serious, key player in TVET and thereby regain the respect, trust and credibility of other key stakeholder organizations including the donor community.
- xviii A well-structured and clearly-defined work programme will be a pre-condition as well as an important tool for building up and sustaining donor relations. It will help to enhance the image of the UNEVOC Centre within the Working Group for International Cooperation in Skills Development, which is the major venue for establishing viable relations with donors in the TVET field. Having established an image of a productive, output-oriented institution, the Working Group is the most promising place to approach donors. The said work programme and project proposals that put emphasis on impact rather than on activities can also be used to enter into dialogue with individual donor countries in cooperation with UNESCO's unit for donor relations. This Paris-based unit could assist the UNEVOC Centre in the preparation and realisation of an eventual donor's conference.
- xix In the light of the funding constraints of the two UNESCO Centres/Institutes in Germany, it may be advisable to consider possible economies of scale. This would comprise reviewing their mandates, analysing possible overlaps in activities and potentials for increased synergies.

Following an in-depth analysis of potentials for increased synergies, different levels of follow-up action could be envisaged, such as:

- Re-allocation of technical areas of responsibilities and respective funds;
- Re-assignment of staff;
- The physical relocation of the two institutions in one location; such a move is likely to lead to considerable savings in regard to rent, running costs and support staff; and
- As a last resort, a possible fusion of these two centres in one location and with one director, (however, this will need to be determined through a careful, objective feasibility analysis.)

Any such decision would be a wide-ranging one, considering in particular the valuable institutional history of the UIE. It therefore requires a thorough and independent feasibility study and analysis of the potential economies of scale as well as of the (positive and negative) consequences from a technical as well as political point of view. This analysis should be undertaken without fixed expectations regarding the results, and with TVET as the main priority. The key actors, including UNESCO Education Sector, UIE and UNEVOC, as well as the German Government, as the major donor of both institutions, should be active partners in this exercise.

- Suggestion under recommendation xix
Following an in-depth analysis of potentials for increased synergies, different levels of follow-up action may be envisaged, such as:
 - Re-allocation of technical areas of responsibilities and respective funds
 - Re-assignment of staff
 - The physical re-location of the two institutions in one location; such a move is likely to lead to considerable savings in regard to rent and running costs and to support staff and,
 - As a last resort, a possible fusion of these two centres in one location and with one Director, (however, this will need to be determined through a carefully, objective conducted feasibility analysis.)

However, any such decision would be a wide-ranging one, considering in particular the valuable institutional history of the UIE and IIEP for instance.

(Note: This suggestion was not unanimously agreed upon by all members of the evaluation team. However, the team leader determined it necessary to include the perspectives of the two team members who proposed this suggestion based on a preliminary analysis of the complementarities between UNESCO and UIE for instance, (Annex 11) which identified several complementarities between the two institutions which the team leader determined as worthwhile to investigate further with a view of enhancing synergies and promoting economies of scale.

All three team members were however unanimous about the need for an in-depth feasibility analysis to be conducted, in order to identify, analyze and determine the complementarities, synergies and best way forward for the UNEVOC Centre and other UNESCO Education Institutions, with primary emphasis on TVET and EFA.)

- xx To make use of its limited human and financial resources, the UNESCO-UNEVOC International Centre should focus its activities and concentrate only on what it can do best with the means at its disposal, namely maintaining the UNEVOC Network and assuring its quality of operations and outcomes, knowledge management, including the clearing house function and the planning, organisation and follow-up of technical meetings (international and regional) on selected TVET issues.

- xxi In the context of the achievements and their analysis, for improved management of the Centre's activities and programmes in accordance with RBM requirements, and to ensure enhanced sustainability in terms of funding levels and relevance in TVET, the evaluation team strongly recommends that the UNESCO-UNEVOC International Centre's human resource base be extended. Specifically, the team recommends that the three existing UNESCO posts be made permanent and assured: D1, P5 and P4. In addition, a junior professional post (P1/P2) should be created and the core function of Administrative Officer should become a full UNESCO post. The proposed organizational chart above illustrates the suggested functional structure of the future UNESCO-UNEVOC International Centre. The Director has the overall responsibility for UNEVOC's programme and budget and the management of the Centre and its staff. The Deputy Director supports the Director in the management of the Centre, represents him in his absence and heads the UNEVOC Network. Four technical clusters (UNEVOC Network, Technical Meetings, Documentation and Clearing house, and Publications) undertake the Centre's operational activities.⁷⁹

- xxii In the UNESCO C/5 document, the allocation of funds to the UNESCO-UNEVOC International Centre appears in the 'Europe' column, along with the allocation to CEPES (the UNESCO Higher Education Office for Europe). Since UNEVOC Bonn is an international Centre, this classification does not correspond to the worldwide mandate. Therefore the team recommends that the classification of the UNESCO-UNEVOC International Centre be revised to reflect its true standing as an International Centre for TVET.

- xxiii Access for UNEVOC staff on local contracts to UNESCO's human capacity-building opportunities, including training (e.g. on website design and financial resources management), would be a critical step to addressing the UNESCO-UNEVOC International Centre HR challenges and help it to attract and retain the best professionals by assuring professional development and growth opportunities.

⁷⁹ See Chart 6 above: Future Organizational chart Recommended by the Team for the UNEVOC Centre.

8.5 With regard to Monitoring and Evaluation and RBM Practices

There is a need for more frequent, structured monitoring and evaluation of UNESCO-UNEVOC International Centre programme activities in accordance with best RBM practices. In view of this the evaluation team recommends that:

UNEVOC Bonn and/or UNESCO Paris need to conduct a “retrospective baseline study” using mixed methodology (e.g. a desk review together with in-person, telephone and email discussions and if possible, visits to key stakeholder Member States) to determine the status of TVET in participant countries prior to 2000 when UNEVOC Bonn was established.

A mid-term review study should be conducted (by an independent consultant) midway through UNEVOC-Bonn’s future funding period, to determine the Centre’s progress in achieving its stated goals, impacts so far achieved and any outcomes realized through implementation of the recommendations of this evaluation study. This review should identify any important issues that the Centre still needs to address in order to ensure future success and sustainability. An evaluation and impact study should also be carried out at the end of each funding period.

Internal periodic monitoring (ideally every three to six months) by the Centre focusing on the progress of its planned TVET activities needs to be carried out by UNEVOC Bonn, to track progress against results. This monitoring exercise should aim to ensure that the recommendations from this evaluation are considered and applied wherever deemed relevant and necessary in future planning and implementation to ensure successful programme delivery by the UNESCO UNEVOC International Centre.

LIST OF DOCUMENTS REVIEWED

1. Host Country Agreement between Germany and UNESCO regarding the founding of the Centre
2. (July, 2000)
3. UNESCO-UNEVOC Mission Statement -English, French, Arabic, Spanish, Russian, Chinese
4. UNEVOC in Action (2002-2003)
5. UNEVOC Highlights draft version (2004)
6. UNESCO-UNEVOC in Brief (September, 2003)
7. UNESCO-UNEVOC International Centre Work Plan, (2005)
8. UNESCO-UNEVOC flyers on: the UNESCO-UNEVOC Electronic Mail Forum, -English and French; Stimulating Reform in Southern Africa, -English; Regional Cooperation in the Arab States, English and French; Knowledge Sharing and Publications, (English and French); Internships and Attachments, -English; UNEVOC Network, -English and French; Learning for Work, Citizenship and Sustainability, -English and French.

Various Documents on UNEVOC Programme Areas:

- 9 Funds in Trust Agreement for (2000 – 2003)
- 10 Reports on Learning for Life, Work and the Future LLWF, Stimulating Reform in Southern Africa through Sub-Regional Co-operation, Gaborone, Botswana, (5 – 8 December, 2004)
- 11 LLWF Newsletter (2002)
- 12 Knowledge Management Project for TVET in the SADC Region (2002)
- 13 LLWF – Paper on working group for international co-operation in skills development, (13 – 14 September, 2001)
- 14 TVET in West Africa – Discussion Papers (2004)
- 15 Regional Experts Meeting on Technical and Vocational Education and Training Project (December, 2002)
- 16 Development in the Arab States, Final Report, Beirut, (11 – 13 December, 2002)
- 17 Email message from Bob Teasdale re: TVET in Secondary Schools – Requesting Assistance in area of TVET for Fiji, (26 April, 2005)
- 18 Skills Development for Employability and Citizenship Report: Vienna, (21 – 24 November, 2004)
- 19 List of Conflict Affected Countries (April, 2004)
- 20 UNESCO-UNEVOC Guide to TVET Donor Agencies, (November, 2004)
- 21 UNESCO-UNEVOC Learning and Working – DVD and information in English, French, Portuguese and Creole-Pilot version, (February, 2004)
- 22 UNESCO-UNEVOC Annotated Bibliographies (March, 2004) Five Volumes on: TVET for Sustainable Development; Women and TVET; Youth Unemployment; Occupational Health and Safety; and, Exploitative Work

- 23 Five UNESCO-UNEVOC Posters (September, 2004) on: TVET for all; TVET for Sustainable Development; TVET that is Innovative; TVET that involves Networking; TVET that is Gender Sensitive and Inclusive
- 24 List of current publications from the UNESCO-UNEVOC International Centre (2003)
- 25 *Learning for Work, Citizenship and Sustainability* – Final report from the Bonn Experts Meeting, (25 – 28 October, 2004)
- 26 *Bonn Declaration* – Statement from the Bonn Experts Meeting, (25 – 28 October, 2004) -English and French
- 27 3. Materials distributed during the briefing session “Knowledge Sharing”:
- 28 Printouts of the Power Point presentation
- 29 Bulletins 1 – 9 and Forums 1 - 5 - English, French, Spanish, Arabic
- 30 Bulletin 10 a ready-to-print copy and Forum (6, May, 2005)
- 31 UNESCO Institutes and Centres -brochure (2004)
- 32 Revised Recommendations concerning Technical and Vocational Education (2001) CD-Rom (version 2002)
- 33 Community Development Library for Sustainable Development Basic Human Needs -CD-ROM (August, 2002)
- 34 Revised Curricula for Technical Colleges and Polytechnics. Revitalizing TVE in Nigeria.-CD-ROM (October, 2003)
- 35 Educational Aids, Literature, Consulting. Crystal GTZ -CD-ROM (January, 2005)
- 36 Africa Collection for Transition. From Relief to Development -CD-ROM (2004)
- 37 Covers for books to be published by the publisher Springer in the UNEVOC International Library of TVET -Madhu Singh “Meeting Basic Learning Needs in the Informal Sector: Integrating Education and Training for Decent Work, Empowerment and Citizenship”; Jon Lauglo/Rupert Maclean “Vocationalisation of Secondary Education Revisited”
- 38 Discussion Paper YES Campaign (September, 2004)
- 39 List of UNESCO-UNEVOC E-Forum members (April, 2005)
- 40 Printout of Examples of E-Forum messages in (2005)
- 41 Recruitment Flyer for the E-Forum: "UNESCO-UNEVOC Needs You!" (2005)
- 42 UNEVOC Community Communication Concept -GloCorp (March, 2005)
- 43 List of Library/Documentation Centre requests (2005)
- 44 4. Materials distributed during the briefing session on Overview of Financial and Staffing Issues:

- 45 Finance Overview on UNESCO-UNEVOC International Centre including supporting documents mentioned and attached to the main briefing documents (April, 2005)
- 46 Salary comparison (strictly confidential) (April, 2005)
- 47 An assessment of staffing and infrastructural support as initially perceived and, as available in (2005)
- 48 5. Information on the Seoul plus 5 Meeting “Learning for Work, Citizenship and Sustainability” International Experts Meeting, (25 – 28 October, 2004), Keynote presentations on:
- 49 Orienting TVET for Sustainable Development – Discussion paper
- 50 TVET for Sustainable Development – An Inter-Agency Panel Discussion: concept papers and background details of the Panel Presenters
- 51 Orientation Topic Speeches
- 52 Report of the UNEVOC Centres Network Meeting
- 53 6. Materials distributed during the briefing session on UNEVOC Networks
- 54 Power Point presentation on UNEVOC Centres
- 55 Directory of UNEVOC Centres (2005)
- 56 7. Materials, speeches, etc distributed by the Director of the UNESCO-UNEVOC International Centre during overview briefing on the work of the Centre:
- 57 Power Point presentation: Overview of UNESCO-UNEVOC International Centre
- 58 Advisory Missions by staff in the Bonn Centre (2005)
- 59 Current Organizational Chart of the UNESCO-UNEVOC International Centre (2005)
- 60 Possible Future Organizational Chart of the UNESCO-UNEVOC International Centre, as recommended by the Centre
- 61 Evaluation Report on the UNEVOC project in Berlin (March, 1997)
- 62 Response to request from the Evaluation Team for information on procedures used to internally monitor and evaluate project work (2005)
- 63 Report on Future Outlook and Prospects of the UNEVOC Network (2005)
- 64 Bonn Centre, Medium-Term Strategy (2002 – 2007)
- 65 Alignment between mission statements and programme activities of the Centre and ED/STV/TVE (2005)
- 66 Self Assessment - UNESCO-UNEVOC Centre (October, 2004)
- 67 Press Release – “No Sustainable Development without Technical and Vocational Education and Training” (September, 2004)
- 68 Guest Book: Visitors to the UNESCO-UNEVOC International Centre (2000 to date)

- 69 UNEVOC Trainees Manual: Learning To Do – Values for Learning and Working Together in a Globalized World (2005)
- 70 Documentation regarding UNESCO-UNEVOC Contributions to EFA (2005)
- 71 Exchange of letters between Director-General Matsuura and German Minister Bulmahn regarding: meetings of the DG with Minister of State at the German Federal Foreign Office (23 January, 2003)
- 72 Note from ERC/Ruiz Molero re: Visit of DG to Germany, (25 October, 2004)
- 73 UNESCO Planning Framework (2002 – 2007)
- 74 UNESCO Programme and Budget 30 C/5, (2000 – 2001)
- 75 UNESCO Programme and Budget 31 C/5, (2002 – 2003)
- 76 UNESCO Programme and Budget 32 C/5, (2004 – 2005)
- 77 UNESCO Programme and Budget Draft 33 C/5, (2006 – 2007)
- 78 Comments from UNESCO-UNEVOC on the draft of the UNESCO Education Position Paper on “General Secondary and Vocational Education: Towards Shared Foundations and Continuous Articulation” (July 2003)
- 79 Funds-in-Trust Cooperation between UNESCO and Germany: progress reports for the year (2004)
- 80 Outreach Programme: List of contributors (2003 – 2004)
- 81 List of Visitors to the Centre (2002 – 2005)
- 82 UNEVOC Network – Internal Discussion Paper on developing strategies (October, 2002)
- 83 UNEVOC Publications – updating sheet (12 April, 2005)
- 84 UNEVOC Annual Report (2002) – Information on Handbook and Book Series
- 85 Letter to Mr. Adama Ouane, Director UIE from Rupert Maclean, Director UNESCO-UNEVOC International Centre regarding UNESCO Strategic Review for EFA Implementation -including Supplement (1/2003) UNEVOC Forum and Guidelines
- 86 33 C/3 Report of the DG of UNESCO on activities of the Organization (2002 – 2003)
- 87 Information paper on UNESCO staff strategy workshop on TVET (12 – 16 March, 2001) Bonn
- 88 Documents on establishment of Ad hoc Advisory Committee for UNESCO-UNEVOC (February, 2003)
- 89 Allocation of major areas of responsibility within the UNESCO-UNEVOC International Centre (January, 2003)
- 90 UNEVOC Work plans for (2003)
- 91 Summary of individual work plan activities, (2003)
- 92 Project Proposals for GERMAN FIT for (2002)

- 93 Memo to D/ED/EO dated 6/12/01 regarding Work plan for (2002 – 2003)
- 94 Meetings organized by or involving the UNESCO-UNEVOC International Centre, (2000 – 2005)
- 95 Response to a request for information on relationships between UNEVOC and other UNESCO Institutes and Centres
- 96 Overview of participation of countries in one-time events (2000 – 2005)
- 97 Overview of assistance of countries with long-term interventions (2000 – 2005)
- 98 Book “Vocationalisation of Secondary Education Revisited,” John Lauglo and Rupert Maclean (2005)
- 99 Proposed Programme of Action 2005 – 2008 for the UNESCO-UNEVOC International Centre Related to Extrabudgetary Funding, Bonn (July, 2004)
- 100 Funds-in-Trust Cooperation between UNESCO and Germany, Progress Report for the year (2004)
- 101 Supporting Human Resources Development to strengthen and upgrade Best and Innovative Practices in TVET in Developing Countries through Joint innovative Projects in TVET on: Project 1 TVET for Sustainable Development; and, Project 2 TVET and HIV/AIDS (2003 – 2006)
- 102 Strengthening Knowledge Management and Knowledge Sharing Regarding Best and Innovative Practices in TVET in Developing Countries (2004 – 2005)
- 103 UIE UNESCO Institute for Education- Nurturing the Treasure- Vision and Strategy (2002-2007)
- 104 UIE Annual Report –(2004)
- 105 UNESCO Extrabudgetary Activities- A Practical Guide- (January, 2004)
- 106 Report on the External Evaluation of UIE,-UNESCO Institute for Education (2004)
- 107 Report of the Director- General (2002-2003)
- 108 Approved main line action 3. Reforming technical and vocational education and training. 32 C/5 (2004-2005)
- 109 Report by the Director- General on the Reform Project Part III, Decentralization. The rational implementation of Decentralization: a review of progress. Paris (9 March, 2005)
- 110 Report by the Director- General on their Follow-up to the EFA strategic review and UNESCO’s strategic for the (2005-2015). Paris, (17 March, 2005)
- 111 Information for Visitors to the UNESCO-UNEVOC International Centre, (October, 2004)
- 112 Proposals for an overall strategy for UNESCO I institutes and Centres and their Governing Bodies. Paris (12 September, 2001)
- 113 Secondary and Technical/Vocational Education (2006-2007)
- 114 Agreement between the government of the Federal Republic of Germany and the United Nations Education, Scientific and Cultural Organization concerning the hosting of the UNESCO international Centre for Technical and Vocational Education and Training (April, 1999)

- 115 Second phase of the International Project on Technical and Vocational Education (UNEVOC) (29 August, 1997)
- 116 Third Consultation of Member states on the application of the Revised Recommendation concerning Technical and Vocational Education Paris, (20 February, 1998)
- 117 Funds-in-Trust Co-operation between UNESCO and German: progress Report for the year 2004 (11 April, 2005)
- 118 UNEVOC – International Centres for Technical and Vocational Education and Training
- 119 UNESCO centre (25 Nov 2004)
- 120 Approved Programme and Budget for 2000-2001 30 C/5 approved (2000)
- 121 Approved Programme and Budget 31C/5 (2002-2003)
- 122 Approved Programme and Budget 32C/5 (2004-2005)
- 123 Draft Programme and Budget 33C/5 (2006-2007)
- 124 UNESCO Strategic Review for EFA Implementation (22 June, 2004)
- 125 Report of the Director-General on the activities of the Organization in 33C/3(2002-2003)
- 126 UNESCO staff workshop on Technical and Vocational Education and Training (12-16 March, 2001)
- 127 Project proposal for German fit for (2002) Draft (23 March, 2002)
- 128 Adult learning and challenges of the 21 Century (1997)
- 129 Summary of the PX Commission on Institution (171ex/18) (30 April 2005) Finances Overview on UNESCO-UNEVOC International Centre
- 130 United Nations Educational, Scientific and Cultural Organization (28 February, 2005)

CD-ROMs

- 131 Normative Instruments on Technical and Vocational Education (1989)
- 132 Community Development Library for Sustainable Development and Basic Needs. (August, 2002)
- 133 Revised curricula for Technical Collages and Polytechnics (October, 2003)
- 134 Education work and the future (2003)
- 135 Africa Collection for Transition (ACT) FROM Relief to Development
- 136 Crystal Education Aids Literature, Consulting (January, 2005)

ANNEXES

Annex 1. Evaluation Terms of Reference

EVALUATION OF UNESCO-THE UNESCO-UNEVOC INTERNATIONAL CENTRE

Draft Terms of Reference

22 March 2005

I. BACKGROUND

UNESCO has established six Institutes and two Centres in the field of education over the course of its history. Institutes are semi-autonomous organizations with their own governing bodies, whereas Centres are structurally integral parts of UNESCO. Both serve in their fields of expertise as international reference centres to provide services and technical assistance to Member States, cooperation partners and also within the network of UNESCO Field Offices. In this context, the Centres are expected to contribute directly to attaining the strategic objectives and programmatic priorities of UNESCO's education programme (Major Programme I), and more specifically, to implementing the Dakar Framework for Action on Education for All (EFA), adopted at the World Education Forum in 2000.

The UNESCO-UNEVOC International Centre is one of these UNESCO's Centres, specialized in technical and vocational education and training (TVET). The engagement of UNESCO in the area of TVET began soon after the creation of the Organization. In 1987, UNESCO held its First International Congress on TVET in Berlin and the International Project on Technical and Vocational Education (UNEVOC Project) was implemented between 1993 and 1999. In 2000, the General Conference of UNESCO adopted a resolution authorizing the Director-General to establish the UNESCO-UNEVOC International Centre (hereinafter UNEVOC) as a follow-up to:

The UNEVOC Project implemented between 1992 and 1999⁸⁰; and
The Second International Congress on TVE held in Seoul in 1999, where a need to address the new issues emanating from the development of new information and communication tools in the context of globalization had been identified.

The Government of Germany offered to host the Centre in Bonn and a Host Country Agreement was signed in July 2000. UNEVOC became operational in September 2000 and was inaugurated in April 2002. UNEVOC is expected to contribute in particularly to two of the six goals sets in Dakar, namely:

⁸⁰ The UNEVOC Project was evaluated in 1996-97. The results of this evaluation could serve as bases for the current exercise.

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes; and
Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes be achieved by all, especially in literacy, numeracy and essential life skills.

UNEVOC provides technical backstopping to countries and regions that need to improve TVET, with special focus on least-developed and developing countries youth, girls, women, and the disadvantaged. UNEVOC activities are designed to achieve at the following four goals:

Promoting best and innovative practice in TVET,
TVET system development,
Improving access to TVET, and;
Assuring quality of TVET.

UNEVOC functions as the hub for a worldwide network of over 230 The UNESCO-UNEVOC International Centres in more than 150 countries which is currently being expanded to involve all UNESCO Member States.

The Executive Board at its 162 session (162 EX/18)⁸¹ raised a series of questions with respect to the Institutes and Centres, which can be applied to UNEVOC as follows:

Does UNEVOC enhance UNESCO's overall effort as a specialized United Nations agency? If so how?;
Do the activities of UNEVOC reflect UNESCO's programme priorities?;
What are the roles, contribution and comparative advantages of UNEVOC in the context of decentralization?

II. PURPOSE OF THE EVALUATION

The purpose of this evaluation is to inform relevant entities and units including: UNESCO Task Force on Category I UNESCO Institutes and Centres; UNESCO Task Force on Decentralization; Education Sector of UNESCO; other relevant units; the Government of Germany; Member States of UNESCO; and UNEVOC cooperation partners, regarding the following points:

Relevance of UNEVOC's activities to UNESCO's programme priorities in the field of TVET;
Results achieved by UNEVOC, and its contribution to UNESCO's efforts in achieving respective EFA goals;

⁸¹ In addition, the Executive Board at its 162nd session (2001) confirmed (162 EX/18) "the principle of linking financial allocations to the institutes and centres with the results of their regular performance evaluations, starting from document 32 C/5".

Quality of coordination and interaction between UNESCO Headquarters, other Institutes, Field Offices, and UNEVOC with regard to planning and implementation of programmes;

Funding patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability, organizational structure, and quality of organizational management and programme implementation systems adopted by UNEVOC.

III. SCOPE OF THE EVALUATION

In order to fulfil the purpose of the evaluation described above, the following evaluation parameters shall be considered in the process of designing a detailed analytical framework and developing appropriate performance indicators:

Relevance of UNEVOC's activities to UNESCO's programmes;

Determine whether UNEVOC's mandate is still in line with UNESCO's priorities and whether UNEVOC's objectives and programmes are linked by an appropriate and sustainable strategy;

Determine whether UNEVOC's programmes are in alignment with UNESCO's strategies and goals, especially in the field of TVET;

Determine to what extent UNEVOC has contributed to results-based programming and management (RBM), design and implementation of UNESCO's programmes and strategies; and

Identify the comparative advantage of UNEVOC in the context of decentralization and assess the extent to which this comparative advantage/complementarities and/or with the other Institutes may be compromised by their existing capacities, infrastructures and funding environment.

Results achieved

Assess to what extent UNEVOC has achieved its organizational objectives, as evidenced by the achievement of the expected results set out for the corresponding Main Lines of Actions in the C/5 documents, for the biennia of the Centre's existence, including promoting best and innovative practice in TVET, TVET system development, improving access to TVET, and assuring quality of TVET;

Examine whether the tools used by UNEVOC, such as networking, human resource development, knowledge sharing and clearing house services and promoting partnership, are effective in attaining above-mentioned organizational objectives;

Assess to what extent UNEVOC contributes to UNESCO in achieving respective EFA goals; and

Assess whether the results achieved by UNEVOC have reinforced UNESCO's overall decentralization strategy by providing a better and more timely response to the needs of Member States.

Quality of coordination and interaction with relevant entities

Assess the effectiveness of coordination and interaction with Headquarters (notably with the Divisions of the Education Sector), the Institutes and Field Offices, and;
Assess the quality of partnerships with other entities of the UNESCO-UNEVOC International Centres network and partner agencies.

Funding pattern and quality of organizational management

Analyse the funding patterns, mechanisms and any emerging risks to sustained institutional capacity, viability and sustainability;
Analyse the staffing of UNEVOC both in terms of adequacy and capacity to deliver results, and in terms of internal versus external funding provided for staffing;
Assess the process by which extrabudgetary resources are sought and obtained and for extent to which the extrabudgetary funding is aligned with the strategic objectives of UNESCO;
Evaluate the management of inputs to deliver expected outcomes, bearing in mind available resources (a key question to be answered is whether the activities undertaken could be delivered in a more efficient way); and
Examine the quality of organizational management and the impact of the extent of functional autonomy.

IV. METHODOLOGY

Due to the diversity of activities undertaken by UNEVOC, as well as the complexities of issues addressed in this evaluation, it is necessary for evaluators to build a solid and detailed analytical framework prior to the implementation of the evaluation. To obtain reliable results, a combination of qualitative and quantitative methods will be used:

- Desk review of relevant documents; the desk review will include all documents produced by UNESCO and UNEVOC, but will be extended during the process. The desk study will also inform criteria to select interviewees and cases for fieldwork;
- In-depth, semi-structured interviews with stakeholders (to be identified as a part of the planning and implementation arrangements);
- Participatory workshops and/or group interviews with stakeholders;
- Questionnaire surveys (if methodologically appropriate);
- Field visits;
- Observation;
- Extensive use of secondary data such as evaluations, reports, search engines etc.

The methodology will be extensively elaborated in the Evaluation Plan, prepared by the evaluation team.

V. EVALUATION TEAM

The evaluation is to be carried out by an independent team of external experts⁸². The team should include members with professional backgrounds and/or extensive experience in:

Research and evaluation theory and practices;
Evaluation methodologies and techniques, both qualitative and quantitative;
International organizations and the UN system;
Modalities of international assistance which is provided in education at all levels;
Skilled knowledge and awareness of EFA and its six goals;
Developing countries;
Organizational strategy development;
Institutional development and state-of the-art governance arrangements;
Linguistic competencies necessary for fieldwork.

VI. PLANNING AND IMPLEMENTATION ARRANGEMENTS

A detailed evaluation plan will be prepared by the prospective evaluator to include the methodology proposed showing how each evaluation question will be answered by way of a) sources of data; b) methods; c) data collection procedures; and d) proposed timetable of activities. The role of Internal Oversight Service (IOS) will be to review and approve the plan along with the sector/unit responsible for the evaluation and to ensure quality, rigor and appropriateness of methodologies. The contract will thus cite the evaluation plan as a deliverable identified in the payment schedule.

The evaluation will start in March 2005 with a preparatory meeting at UNESCO HQ, to establish the consultation and quality assurance process, the identification of key stakeholders and documents, and the establishment of evaluation tools such as questionnaires and modalities for data gathering. This will be followed by a desk review.

It is envisaged that the evaluation team will carry out their work on location of UNEVOC, UNESCO HQ, in partner institutions, and among relevant stakeholders. The evaluation team will be sufficient in terms logistics (office space, administrative and secretarial support, telecommunications, printing of documentation, etc.). While the evaluation team is primarily responsible for the dissemination of all methodological tools (surveys, questionnaires), UNESCO will seek to facilitate this process where possible (providing contact information, email addresses, etc.). UNESCO will provide office space for the work in HQ and UNEVOC and will provide access to all relevant planning documents and reports.

The Draft Evaluation Report will be furnished by 23rd May 2005. Adequate time will be provided to allow stakeholder discussion of the findings and formulation of recommendations. The comments back to the evaluation team will be submitted as one consolidated response from IOS. The Final Evaluation Report will be submitted by 22nd June 2005.

⁸² At least one of the team members should be a woman.

VII. REPORTING FORMAT

The final report should include, but not necessarily be limited to:

- Executive summary (maximum four pages);
- Evaluation purpose;
- Evaluation methodology;
- Major findings;
- Results achieved (including contributing factors to the achievement, or lack thereof);
- Lessons learnt;
- Recommendations;
- Annexes – including interview list, and key documents consulted.

Annex 2. Table: Alignment of UNEVOC’s goals with UNESCO’s Mandates.

Sources of information: Bonn Centre Medium Strategic Plan (2002-2007); UNEVOC in Action (2003-2004), UNEVOC Highlights

UNEVOC Goal 1: To be the Centre for Intra- and Inter-Agency cooperation

The international Centre will attain the status of being a major technical support agency for the worldwide development of TVET and perform a key role in coordinating international support to enhance TVET policies and provisions worldwide and especially for Member States with the greatest needs

Strategic Plan	Activities	Advisory Mission	Expected Results
<p>The International Centre will strengthen its knowledge and competence base in order to more effectively respond to specific TVET needs of Member States that require the most urgent assistance by</p> <p>Analyzing appropriate TVET responses to meet these demands</p> <p>Assessing the barriers to the development and successful implementation of new TVET policies and practices and presenting possible solutions</p> <p>Participating in International actions in support of TVET</p> <p>Engaging in joint ventures that complement and reinforce existing actions</p>	<p>In September 2003, Workshop on “Management and Evaluation on TVET” held at Vientiane, Lao PDR.</p> <p>In March 2003, a sub-regional workshop on Status and Needs of Training of TVET Trainers in the Southern African Development Community” was held in Mauritius</p> <p>UNESCO-UNNEVOC and ILO jointly elaborated “ terms of Reference for a feasibility Study on the Development of a regional Qualifications Framework for SADC Countries</p> <p>In Nov 2002, UNESCO UNEVOC Centre participated in the Annual Assembly of the German Commission for UNESCO with the Focus on Sustainable Development” in Nuremberg</p> <p>In 2002, UNESCO-UNEVOC Centre took part in Information and Communication technologies exhibition INFOTECH 2002 in Port Louis Mauritius</p> <p>UNESCO –UNEVOC International Centre took part in a meeting held in Bangkok in 2002 where views on the subject” Learning and Teaching Modules for TVET were exchanged</p>	<p>Julia Maintz attended the Information and communication Technologies Exhibition INFOTECH in Port Louis, Mauritius</p> <p>Hans Kronner participated in the workshop on Status and needs of Training of TVET Trainers in the SADC Sub-region” in Mauritius</p> <p>Sabine Ayeh held administrative meetings with colleagues at UNESCO Dakar for follow-up on Financial arrangement for the workshop held in</p>	<p>Improved communication and cooperation within UNESCO will result in more coordinated and coherent responses to the needs of Member State in TVET and will ensure that TVET is more fully integrated into UNESCO’s educational policies and plans with regard to the continuum of education and lifelong learning</p> <p>Increased interaction between the main international institutions, working in the field of TVET, will result in greater transparency with regard to responsibilities and activities, improve efficiency and effectiveness through coordinated action, facilitate more effective use of resources and accelerate the attainment of the objectives of UNESCOS strategic plans for TVET</p> <p>Improved direction, expert advice and external monitoring will assist the international Centre priorities its activities and maintain the highest standards</p> <p>Enhanced levels of knowledge, expertise and competence in the Centre will reinforce UNESCO’s unique role in the global Development of TVET</p>

UNEVOC Goal 2: To be the technical backbone of the programme and develop procedures and tools to facilitate coherent planning and execution of activities.

The International Centre will provide will provide the necessary technical support for its partners to execute the programme's activities and act in partnership with the education sector as UNESCO's focal; point in TVET

Strategic Plan	Activities	Advisory mission	Expected Results
<p>The international Centre will promote and support high quality international cooperative action that facilitates the effective transfer and adaptation of relevant good practices for capacity-building in TVET by;</p> <p>Assisting the process of transfer and adaptation of innovative approaches and best practices in the context of pilot projects, monitoring and evaluating developments and disseminating outcomes</p> <p>Facilitating partnerships that aim to nurture good practices in new contexts, developing procedures and tools for the management of international cooperative activities and supporting training seminars in their use</p> <p>The International Centre will develop and source through international partnerships channels, a comprehensive range of support mechanisms and tools to support Member States in the implementation of their TVET plans by</p> <p>Engaging in Research and development activities to better meet the needs of Member States</p> <p>Organizing training seminars in the use of mechanism and tools to build up expertise in the Member States most in need</p>	<p><i>Improving ranking of TVET in National Development Agendas through attention focusing activities (20,000) –</i></p> <p>Not visible in UNEVOC in Action 2002-2003</p>	<p>Not identified</p>	<p>Improved project activities and outcomes, through the application of quality assurance mechanisms, will increase the impact of international cooperation on TVET development</p> <p>Enhanced capacities in Member States to benefit from international cooperation will ensure that joint projects are tailored to meet their needs</p>

Strategic Action	Activities	Advisory Mission	Expected results
<p>Assisting the process of transfer and adaptation of innovative approaches and best practices in the context of pilot projects, monitoring and evaluating developments and disseminating outcomes</p> <p>Facilitating partnerships that aim to nurture good practices in new contexts, developing procedures and tools for the management of international cooperative activities and supporting training seminars in their use</p>	<p><i>(Improving ranking of TVET in National development agendas through attention focusing activities (20,000)</i> <i>Improving orientation of TVET towards the world of Work through identification, compilation and dissemination of best and innovative practices) (10,000)</i></p> <p>In 2002-2003, UNESCO Video Series “Learning and Working” was developed in Haiti.</p> <p>In 2002, UNESCO International Centre conference “Developing Skills for the New Economy” from October 17 to 19, in Winnipeg.</p> <p>A Round-Table “ Ranking of TVET-Strategies that can improve the status of TVET and better link it to the world of Work” was held during the above conference.</p> <p>The UNESCO-UNEVOC International Centre developed a package of campaigns for the mobilization of young people and to provide them with vocational guidance and orientation. The packages consist of:</p> <ul style="list-style-type: none"> A guidebook to help preparation of motivational campaigns Handouts of those implementing campaigns in the field Audio-visual materials with accompanying illustrations and texts <p>The audio-visual materials have been produced in the form of a DVD set with soundtracks in English, French, Creole and Portuguese</p>	<p>Vincent Nanga was involved in Organizing and also contributed to a Roundtable on “The status of TVET and better links to the world of Work” at Winnipeg</p> <p>Djibril Bokoum also participated to the international conference on TVET “ Developing Skills for the new Economy” held in Winnipeg, Canada</p>	<p>As in the previous page</p>

Strategic Action	Activities	Advisory Mission	Expected results
<p>Forming and facilitating an inter-institutional team for the implementation of the programme together with UNESCO partners and developing a methodology for the involvement of other key partners including the UNEVOC Network, ILO World bank and other</p> <p>Setting success indicators and establishing suitable monitoring and evaluation techniques and mechanisms for collecting, analyzing, evaluating and disseminating information related to the implementation of the programme</p>	<p>In December 2003, a sub-regional seminar on the implementation of UNESCO's revised recommendations concerning Technical and Vocational Education (2001) and the ILO conclusions on Human resources Training and development was held in Kaduna Nigeria</p> <p>In May, 2002, a planning meeting of Regional Resource Persons in TVET from South East Asia and South Asia. The meeting took place in Bangkok Thailand from May 22-24. It was attended by experts from Cambodia, Lao PDR, Nepal, Philippines, Sri Lanka, Thailand and Vietnam</p> <p>In June 2003, A workshop on UNESCO and ILO recommendations was held in Apia, Samoa.</p>	<p>Albert Koopman participated in the several meetings involving resource persons in Thailand and also a joint meeting between UNESCO UNEVOC on strengthening TVET. gave a keynote address on the work of UNESCO-UNEVOC International Centre with particular reference to strengthen the UNEVOC network</p> <p>Rupert MacLean helped to plan, organize and conduct the above meeting. He also held follow-up discussion with Director of UNESCO-Thailand, Programme Specialist in TVET, Thai Govt officials and other education staff regarding areas for collaboration and cooperation regarding implementation of the work plan for Bourne Centre and collaboration in TVET.</p>	<p>As in the previous page</p>

Goal 3: To be the Hub for the UNEVOC Network

The international Centre and its affiliated centres will form a dynamic, competent, effective and resourceful UNEVOC network, which will ensure that the programme is responsive to the needs of the Member States, activities are conducted in partnership, international resources are suitably utilized and the results of actions are monitored, evaluated and disseminated

Strategic Action	Activities	Advisory Missions	Expected Results(SP)
<p>Surveying analyzing and responding to the strengths, weaknesses, and needs of the centres in relation to the demands of the programme</p> <p>Creating a special identity and image of the centres</p> <p>Entering into dialogue with Member States in relation to the appointment of new centres as appropriate</p> <p>Increasing the number of regional centres that will network and directly support clusters of national centres</p>	<p><i>Expanding and Strengthening the UNEVOC Network) (15,000)</i></p> <p>In April 2002, the UNESCO-UNEVOC undertook a survey seeking views as to the Future Outlook and Prospects of the UNEVOC Network. Mr. P.M Leelaratne, team leader at the UNEVOC Centre Sri-Lanka was invited to assist analyses the questionnaires. A report was then produced.</p> <p>Add-on sessions with team leaders from UNEVOC centres on strengthening the network held during “Management and Evaluation on TVET” meeting at Vientiane, Lao PDR in and in the workshop on UNESCO and ILO recommendations held in Apia, Samoa in June 2003</p> <p>A special focus group meeting to work out recommendations on arrange of issues convened on November 20-21, 2003 at the UNESCOUNEVOC International Centre..</p> <p>Outcome At the end of 2003, The UNEVOC network included 228 national focal points for TVET (157 UNEVOC Centres and 71 UNEVOC Associate Centres) in 156 Member States of UNESCO.</p>	<p>No advisory missions</p>	<p>More clearly defined roles and duties, better direction, closer co-operation and improved communication will enable the UNEVOC Network to engage more proactively in Programme related activities in support of TVET</p> <p>Increased competence in international cooperation and access to suitable partners, high quality mechanisms and tools will increase the centres ability to respond quickly and effectively to the needs of Member States</p> <p>Enhanced status and effectiveness of the network will raise the profile of UNESCO activities in the Member States inspire greater confidence in Member States to engage the Centre more closely in national development actions and encourage greater investment.</p>

Strategic Plan (SP)	Activities Strengthening Information Exchange and Dissemination functions of UNEVOC Centres) (32,000)	Advisory Missions	Expected results
<p>The International Centre will collaborate closely with UNEVOC centres in order to transform the network into an international framework for common support and cooperation in TVET by;</p> <p>Surveying , analyzing and responding to the strengths, weaknesses and needs of the centres in relation to the demands of the programme</p> <p>Improving practices and procedures to better service the centres so that they can perform programme related tasks to the highest standard</p> <p>The international Centre will maximize the networking of UNEVOC centres by</p> <p>Facilitating twinning arrangements between centres</p> <p>Increasing the number of regional centres that will network and directly support clusters of national centres</p>	<p>In October, 2002 the first issue of ‘LLWF Newsletter’ was launched. It provides platform for stakeholders to exchange information on the initiative “ learning for Life work and the Future: Stimulating Reform in Southern Africa through Sub-regional cooperation (LLWF) Initiative</p> <p>In Feb 2002: The 10th European Congress and specialist trade fair for Education and information was held in Karlsruhe, Germany. The workshop, “Special UNESCO-UNEVOC Workshop” was attended by 13 TVET and ICT experts from UNEVOC centres and other LLWF stakeholders. Participants came from Botswana, Malawi, Lesotho, Mozambique , South Africa, Namibia, Tanzania, Zambia Zimbabwe and Swaziland</p> <p>Participants focused on improving knowledge management in TVET in the sub-region by introducing an internet server and providing technical platform for the development, management and delivery of e-learning content across SADC</p> <p>During the meeting SAP AG, one of the largest software producers worldwide offered to sponsor suitable software platform the “SAP Learning Solution/Knowledge warehouse”</p>	<p>Max Ehlers assisted in coordinating local arrangement for 15 participants while Han Kronner coordinated and chaired the workshop</p>	<p>As in the previous page</p>

Strategic Plan	Activities	Advisory Mission	Expected Results
<p>The International Centre will Maximize the networking potential of UNEVOC centres by</p> <p>Facilitating links with locally based institutions affiliated to international organizations with mandate for TVET</p> <p>Assisting in the identification of suitable partners at regional, national and local levels and providing mechanism for cooperative action</p> <p>Facilitating twining arrangements between centres</p> <p>Increasing the number of regional centres that will network and directly support clusters of national centres</p>	<p>December 2002: Workshop to Launch “Learning for life, Work and the Future: Stimulating Reform in Southern Africa through Sub-regional cooperation” initiative in Gaborone, Botswana</p> <p>In September, 2003 a follow-up workshop LLWF Workshop in Dar es Salam .</p> <p>Conference on Nordic Network of UNEVOC centres on “Training for Survival and Development cooperation- Experience and Prospects” held in Oslo, Norway, from Nov 14-15 2002 provided an opportunity to solicit partnerships from among the Nordic countries</p> <p>In May, 2002, UNESCO UNEVOC International Centre convened a workshop to Strengthen Sub-regional cooperation in TVET and how this could be improved. The Workshop was held in Dakar Senegal</p> <p>In December 2002, a workshop to launch an initiative on “ Promoting Regional Cooperation in Technical and Vocational Education and Training (TVET) in Arab States was held in Beirut, Lebanon.</p> <p>In September 2002, a seminar on “Social Partnership” took place on Almaty, Kazakhstan. It was followed by a workshop to identify weakness with TVET systems two days later.</p> <p>In October, 2003 a workshop to Launch of Regional Projects of Five Arab States for Cooperation in the Field of TVE.It was held in Damascus, Syria</p>	<p>Marion Mitschke and Seraphine Muragijemarya consulted with resource persons specialized on sub-regional cooperation in TVET West Africa Mitschke and Mexine Henry attended the workshop on social partnership in Almaty.</p> <p>Hans Kronner participated in various GTZ meetings in the Arab states. He was also involved in organizing the workshop “Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-regional Cooperation”</p> <p>Max Ehlers also Participated in various meetings in February 2003 in Karlsruhe Germany on further planning of the above meting.</p>	<p>As in the previous page</p>

Goal 4: To be a research Centre and a resource base and to provide clearing house service

The international Centre will serve as a world-wide 'think tank' and a knowledge bank and broker with strong advisory capacities

Strategic Action	Activities	Advisory Missions	Expected results(SP)
<p>The International Centre will improve its resource base and clearing house services by</p> <p>Establishing mechanism for collecting, analyzing, evaluating and disseminating information related to development of TVET by: Surveying on an ongoing basis, the information needs of Member States and taking appropriate action in order to meet this needs</p> <p>Developing and commissioning research related to the goals of the programme and publications on priority issues in TVET and Maximizing the use of computer technology for the storage, organization and quick transmission of information and maintenance of services such as E-forum</p> <p>- Establishing and managing a state of the art TVET web site in partnership with ILO</p>	<p><i>(Strengthening the UNESCO-UNEVOC Bulletin and other publications and documents) (25,000)</i></p> <p>Within 2002-2003, more than 23,000 copies of publications were distributed</p> <p>In 2002, a Spanish language version was added to the UNESCO bulletin...</p> <p>In 2003, a supplement called UNEVOC forum was included in the bulletin. The bulletin is currently available in print, digital versions and is available on the web.</p> <p>In Oct.2002, the UNESCO-UNEVOC international Centre and Ministry of Education in Botswana jointly produced the LLWF Newsletter.</p> <p>Within 2002-2003 the UNESCO-UNEVOC Centre published at least 24, Brochures, leaflets, periodicals, reports and documents.</p> <p>The activities undertaken in 2002-2003 mainly focused on: enquiries and references services, research services and distribution of UNESCO-UNEVOC publications.</p> <p>Participation with relevant partners in developing a specialized website on TVET (10,000)</p> <p>Since 2003, the UNESCO-UNEVOC International Centre started making efforts to enhance the usability of the web-pages to integrate them fully into the UNESCO website. In November 2003, The UNEVOC Web Pages had 9,955 visitors from more than 100 countries globally</p>	<p>No Advisory mission identified</p>	<p>Broaden International Body of Knowledge on TVET policies, practices and challenges and enhance the status of TVET worldwide. There will be increased quality and accessibility of TVET</p>

Strategic Action (SP)	Activities	Advisory Mission	Expected results
<p>Establishing mechanism for collecting, analyzing, evaluating, and disseminating information related to development of TVET by;</p> <p>Cooperating with a world-wide network of institutions and partners engaged in the planning, research and development of TVET, collecting and analyzing policy documentation in relation to UNESCO priorities</p> <p>Acting as a conduit between UNEVOC Centres and international fora to ensure that national priorities and concerns are the focus of decision making and between International fora and national governments to disseminate on international policies</p> <p>Supporting UNEVOC Centres in initiatives to debate policy issues and progress decision making</p> <p>Developing and commissioning research related to the goals of the programme and publications on priority issues in TVET.</p>	<p>Activities (Commissioning and publishing discussion papers on policy reform) 10,000 –</p> <p>Not visible in UNEVOC in Action 2002-2003</p>	<p>No Advisory mission identified</p>	<p>As in the previous page</p>

Strategic Plan	Activities	Advisory Missions	Expected results
<p>Strategic Plan (SP)</p> <p>Maximizing the use of computer technology for the storage, organization and quick transmission of information and maintenance of services such as E-forum</p> <p>Establishing and managing a state of the art TVET web site in partnership with ILO</p>	<p>Re-launch of WebPages: In 2004, the Centre Re-launched its web pages which now provide users with effective access to key information on the centres work and other TVET elated issues</p> <p>Newsletter: The Centre also continued work on its newsletter and electronic mail services as well as on the UNEVOC International library, which is a comprehensive series of publications that follow closely new developments, promoting best practices and innovations in TVET.</p> <p>Guide to Donor Agencies: The Centre also developed published guide to Donor agencies.</p> <p>Information Request: Among its clearing house activities, the Centre answered several hundred information requests on a diverse range of TVET issues and disseminated several thousand of its publications. The documentation Centre added 2000 titles t its collection of which 1300 were donated by ILO office in Germany when it moved to Bonn.</p>	<p>Staff at the UNEVOC International Centre (Rupert MacLean, Gertrud Maue, Max Ehlers, Ian Ponce and Maja Zarini) met with staff at the boon Centre together with specialists from GloCorp (Netherlands) on the implementation and further development of the new UNEVOC webpage design.</p> <p>In April 2005, initial Strategic Plan of Action on Development of UNEVOC Website was prepared by Naing Yee Mar of GloCorp Consulting Group.</p> <p>- Mr. Hans Kroener also to meet with Prof Michel Carton, NORRAG, Coordinator of the working Group for International Cooperation in Skills Development and of WG Skills website</p>	<p>As in the previous page</p>

Strategic action	Activities	Advisory mission	Expected results
<p>The international Centre will improve its resource base and clearing house functions by</p> <p>Surveying, on an ongoing basis, the information needs of Member States and taking appropriate action in order to meet these needs</p> <p>Developing and commissioning research related to the goals of the programs and publications on priority issues in TVET</p>	<p>In Late 2002, a feasibility study was conducted on access to TVET in SADC Member States.</p>	<p>No Advisory mission available</p>	<p>As in the previous page</p>

Goal 5: To provide procedures to better utilize the human and financial resources currently available for support to Member States in TVET

The international Centre will maximize the potential of existing external resources and make every effort to increase its won resources in order to fulfil its mandate by applying best management practices and through effective partnership arrangements

Strategic action	Activities	Advisory missions	Expected results
<p>The International Centre will engage donors more directly in its day to day work by:</p> <p>Inviting donors to second staff to the Centre to engage in the management and implementation of development projects</p> <p>Collaborating with development agencies in donor countries that have mandate for TVET</p> <p>Organizing study visits to project locations for donor representatives and</p> <p>Providing progress reports</p>	<p><i>Facilitating Member States' cooperation with donors) (15,000)</i></p> <p>In 2002, the UNESCO-UNEVOC International Centre commenced identifying materials to facilitate access of recipients to donor agencies in TVET to enhance the capacity to define submit, implement, manage, and coordinate bilateral and multilateral cooperation projects in TVET.</p> <p>In April 2003, a meeting for the working group on International Cooperation in Skills Development was held in Bonn.</p> <p>In December 2003, the preliminary version of materials identified was made available both in print and on the web.</p>	<p>No advisory mission identified</p>	<p>Increased donor confidence will lead to more investment</p> <p>Greater involvement by donors will result in higher levels of ownership I relation to the provision of technical assistance and a greater commitment to common goals</p> <p>Better targeted, resourced and managed projects will result in greater impacts</p>

Annex 3: UNEVOC's Contribution to Expected Results for UNESCO2000-2005

UNEVOC's Contribution to UNESCO's Expected Results for 2000/2001

Respective main line of action in 30 C/5 Document	Results expected by the end of Biennium (as of 30 C/5)	UNEVOC contribution to expected results
<p>Major Programme 1, Renovation of general secondary and vocational education, main line of action 2: International long-term programme for the development of technical and vocational education (UNEVOC) Strategy. The new international long-term programme for the development of technical and vocational education will be guided by the conclusions of the second Congress on Technical and Vocational Education. Its overall aim will be to assist Member States in</p>	<ul style="list-style-type: none"> Implementation of existing normative instruments including the recommendations of the second International Congress on TVE monitored and promoted; 	<ul style="list-style-type: none"> Prior to the adoption of the (2nd) Revised Recommendation Concerning TVET by General Conference at the end of 2001, the policy framework for TVET was guided by the recommendations of the Seoul Congress and the earlier (1974) normative instrument. The recommendations of the Seoul Congress formed the basis of the overall goals for the UNESCO-UNEVOC International Centre, and in that way were promoted throughout the work programme and activities of the Centre. Monitoring the uptake of the normative instruments in individual Member States did not form part of the work programme for the UNESCO-UNEVOC International Centre; there was no direct contribution to this result area.

<p>formulating technical and vocational education and training policies and programmes to provide young and adult citizens with the opportunity for initial and continuing education and training for the world of work. Special attention will be given to developing interlinked systems for technical education and vocational training; enhancing the quality, relevance and status of TVE at the secondary level; and facilitating the use of modern information and communication technology to help larger numbers of learners to acquire or upgrade their knowledge, skills and qualifications as well as to develop attitudes conducive to a culture of maintenance. In the context of the follow-up of the World Education Forum in Dakar, Member States will be provided with teaching, learning and training packages that will help to improve their capacities to provide formal and non-formal skill training in tandem with their basic education and literacy programmes. Close cooperation with other agencies, in particular ILO, will be sought in order to expand this programme into a truly inter-agency initiative. The existing UNEVOC network will be extended with the addition of new centres and cooperation among the participating</p>	<ul style="list-style-type: none"> • National policies, programmes and action plans for TVE developed in some 20 countries, mainly LDCs; 	<ul style="list-style-type: none"> • UNEVOC contributed to the development of national TVET policies, programmes and action plans in: <ul style="list-style-type: none"> - 12 SADC countries through a four day workshop to launch the Learning for Life, Work and the Future initiative, in Gabronne, Botswana (December 2000) - 8 Pacific Island States through a one day workshop ahead of a broader workshop in Adelaide, Australia (March 2001). • In addition to these dedicated workshops, the UNESCO-UNEVOC International Centre contributed more generally to assist LDCs develop national policies, programmes and action plans by participating in an international conference organised by KRIVET on developing human resources through TVET (November 2001), and the UNESCO-APEID 7th international conference in Bangkok (December 2001), on using ICTs for quality teaching and learning and effective management.
	<ul style="list-style-type: none"> • National capacities in TVE reinforced through the expansion and strengthening of the network of national UNESCO-UNEVOC International Centres, in particular in developing countries; 	<ul style="list-style-type: none"> • During its first year of operation, there was no strongly dedicated focus on expanding the UNEVOC network. As a result, only 4 new centres joined during this time (in contrast to the next biennium when priority was given to this area and 23 new centres joined). • Nonetheless, some attention was given to strengthening the existing, already large (predating the Centre) network, by the focus on the UNESCO-UNEVOC International Centres in all activities and by the increased profile afforded TVET by the very establishment of the UNESCO-UNEVOC International Centre. • In addition, the capacity of the Department of VET in Botswana to develop national policies, programmes and action plans was developed by the offering of fellowships to 2 senior officials to work with staff in the UNESCO-UNEVOC International Centre between October and December 2001.

<p>centres and institutions will be strengthened, in particular through electronic means and the setting up of regional and sub regional cooperation mechanisms. Training and capacity-building will also be reinforced through a scholarship scheme. With the assistance of the German Government, the current UNEVOC Implementation Unit will be upgraded and converted into an International Centre for Technical and Vocational Education in Bonn to serve as a clearing house and an international reference and support structure for capacity-building of the national UNESCO-UNEVOC International Centres.</p>	<ul style="list-style-type: none"> • An international centre and several sub regional centres for TVE set up to improve exchange of information and experiences and act as clearing house and support centres for policy advice and training; 	<ul style="list-style-type: none"> • The UNESCO-UNEVOC International Centre for TVET was established in Bonn in September 2000, with the appointment of the Director following in May 2001 (the official inauguration was not till April 2002.) The Centre was established to: <ul style="list-style-type: none"> - Contribute to improving TVET systems - Act as a clearing house and information exchange centre on TVET - Act as a hub to the UNEVOC Networks. • Two key UNESCO-UNEVOC International Centres – KRIVET in Seoul, Korea and the NCVER in Adelaide, Australia – were appointed by UNESCO HQ as regional centres of excellence for TVET in 2000 and 2001, respectively. • A dedicated website for the UNESCO-UNEVOC International Centre was operational from the time the Centre began operating in Bonn. • The initial issue of the UNESCO-UNEVOC Bulletin was produced in English and French in June 2001 and then with the next issue, Bulletin #1 was launched in September 2001 in English, French and Arabic.
	<ul style="list-style-type: none"> • Inter-agency cooperation, in particular with ILO, and other partnerships mobilized in support of the new international long-term programme for TVE; 	<ul style="list-style-type: none"> • Interagency cooperation became a concerted focus of activity only with the appointment of the Director, in May 2001. Towards the close of the biennium (December 2001) UNEVOC International Centre partnered with the ILO (and UNESCO APEID) for the joint conference in Bangkok, Thailand, on ‘Using ICTs for quality teaching, learning and effective management’.

	<ul style="list-style-type: none"> National capacities for providing formal and non-formal skill training improved in tandem with basic education literacy programmes. 	<ul style="list-style-type: none"> The UNESCO-UNEVOC International Centre did not directly fund or deliver basic education literacy programmes. Nonetheless, the inclusion of basic literacy programmes as part of skills training courses forms part of the overall policy framework adopted by the Centre as a result of the Dakar goals in 2000.
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UNEVOC's Contribution to Expected Results for UNESCO Programme 2002/2003

Respective main line of action in 31 C/5 Document	Results expected by the end of Biennium (as of 31 C/5)	UNEVOC contribution to expected results
<p><i>Major Programme 1, Renewal of education systems main line of action 2. Technical and vocational education and training for citizenship and the world of work</i></p> <p>Strategy: Programme actions in technical and vocational education and training (TVET) will focus on assisting Member States, particularly LDCs, to develop and implement strategies based on the Seoul Congress recommendations, especially with regard to adapting national policies, systems and programmes towards preparing young people for the world of work or further learning. The overarching objective is to ensure that all beneficiaries of TVET, whether in formal or non-formal settings, are prepared for responsible citizenship and contribute to sustainable development. Consultations with ILO will be held with a view to preparing an updated version of the UNESCO-ILO Memorandum of Understanding (1954) and formulating an international long-</p>	<ul style="list-style-type: none"> Access to quality TVET enhanced in Member States, especially for girls and women, through the implementation of the updated Revised Recommendation concerning Technical and Vocational Education (2001). 	<ul style="list-style-type: none"> The UNEVOC International Centre has promoted access to quality TVET through the Revised Recommendation concerning Technical and Vocational Education (2001) through participation in meetings for Pacific Island Member States (Samoa 2003) and for West African Member States (Nigeria 2003) at which the Revised Recommendations were the focus. The UNESCO TVET Survey (2004) reports that 92 per cent of respondents who have attended seminars on the Revised Recommendation concerning Technical and Vocational Education (2001) state that the seminar was useful to their TVET reform. The Centre also promoted quality TVET through organising, or participating in, meetings for Southern African UNESCO-UNEVOC International Centres (Germany 2002) on e-learning across SADC, for Arab States Member States (Jordan 2002) on quality education standards, for Asian region UNESCO-UNEVOC International Centres (Thailand 2002) on stimulating regional cooperation, for West African Member States (Senegal 2002) on stimulating regional cooperation, for Central Asian UNESCO-UNEVOC International Centres (Kazakhstan 2002) on identifying common strengths and weaknesses to their TVET systems, for South East Asian Member States (Lao PDR, 2003) on management and evaluation of TVET and for the UNESCO-UNEVOC International Centres in 8 SADC Countries (Tanzania 2003) on quality assurance.

<p>term programme for the development of TVET that envisages the participation of other interested agencies.</p> <p>Two normative documents, the Convention on Technical and Vocational Education (1989) and the Revised Recommendation Concerning Technical and Vocational Education (2001), as well as the recommendations of the Seoul Congress, will be applied more effectively, in</p>	<ul style="list-style-type: none"> • New cross-cutting skills utilized in TVET programmes and in the non-formal sector, including micro credit and life/career guidance as a means of poverty alleviation, through policy guidelines provided by UNESCO. 	<ul style="list-style-type: none"> • No specific contribution towards this result area: not a focus area of the UNESCO-UNEVOC International Centre work programme for this biennium.
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close collaboration with ILO, to ensure the right of all, especially the disadvantaged, marginalized and excluded groups, to have access to TVET. Special efforts will be made to empower girls and women to engage in a broad range of livelihoods. Life-skills training and integrating pre-vocational competencies/skills in the general secondary curriculum as well as career and life guidance/counselling will contribute to the follow-up of the Dakar World Education Forum. Efforts will be made to assist Member States through advocacy and training programmes to promote the cross-cutting skills demanded by the contemporary world of work, such as entrepreneurship, ICTs including e-commerce, and environmental issue awareness. CD-ROMs, websites and electronic forums will be used to give such programmes wide exposure in Member States. Distance education techniques will be employed to disseminate teaching learning-training packages. Cooperation with IGOs, NGOs and private sector partners will help implement these programme actions. The UNEVOC Network will be strengthened, particularly at regional and sub regional levels.

The UNESCO Bonn Centre will continue to orchestrate the Network using ICTs and will provide refresher training for TVET policy-makers and practitioners from developing countries

- Information exchange and access to research databases on TVET facilitated through the UNEVOC Network, and UNEVOC website and electronic forum.

- Within 2002-2003, more than 23,000 copies of various UNEVOC publications were distributed to the UNESCO-UNEVOC International Centres, UNESCO Field Offices and in response to queries.
- Within 2002-2003 the UNESCO-UNEVOC International Centre published 24 brochures, leaflets, periodicals, reports and documents as part of its own publications programme.
- In October 2002, the UNESCO-UNEVOC International Centre and Ministry of Education in Botswana jointly produced the UNEVOC Learning for Life, Work and the Future Newsletter to inform the UNESCO-UNEVOC International Centres in Southern Africa of initiatives and developments in the region.
- Within 2002-2003, six editions of the UNESCO-UNEVOC Bulletin were produced, in English, French, Arabic and Spanish.
- In 2003, a supplement called 'UNEVOC Forum' was included in the bulletin, and is available in print, digital and web versions. The two UNEVOC Forums published in 2003 were on Education for All and TVET and on current TVET challenges in the Arab World.
- In 2003, the UNESCO-UNEVOC International Centre initiated both an international Handbook on TVET and an international book series on TVET. An international editorial Advisory Committee was established to guide both initiatives, and a publisher, Kluwer/Springer, secured. The Handbook, a long term project due to be published in 2006, will consist of 3 volumes and 160 chapters.
- The information exchange activities undertaken in 2002-2003 mainly focused on: enquiries and references services, research services and distribution of UNESCO-UNEVOC publications.
- During 2003, the Centre began the process of enhancing the usability of the existing web-pages and integrating them fully into the agreed UNESCO-wide website format.
- In recognition of difficulties faced by some UNESCO-UNEVOC International Centres in developing countries accessing the Internet, an 'off-line version' of the UNESCO-UNEVOC Web Pages on CD-ROM was distributed free of charge.
- Statistics collected for the month of November 2003 show that the UNESCO-UNEVOC web pages had 9,955 visitors from more than 100 countries. On an average day that November, 915 pages were viewed.

	<ul style="list-style-type: none"> • Policy dialogue concerning the relation between education, training and the world of work promoted through the strengthening of inter-agency cooperation, particularly with ILO 	<ul style="list-style-type: none"> • Together with the ILO, UNESCO-UNEVOC drafted terms of reference for a feasibility study on the development of a regional qualifications framework for SADC countries. • Directors of all European based UNESCO Field Offices, Institutes and Centres met in Bonn at a meeting hosted by the UNESCO-UNEVOC International Centre in January 2002 with the objective of strengthening knowledge of each others programmes to promote a basis for future collaboration. • At the invitation of the German Commission for UNESCO, the UNESCO-UNEVOC International Centre participated in the DUK 2002 Annual Assembly with a policy focus on ‘sustainable development’ • The Tertiary and Vocational Education Commission Sri Lanka, the Vocational Education and Training Authority Tanzania, and the Foundation for Education and Development India sent senior staff to the UNESCO-UNEVOC International Centre to take up short term fellowship attachments offered by the Centre with resultant strengthened cooperation and policy dialogues between the organisations. • In cooperation with INFOTECH, the UNESCO-UNEVOC International Centre participated in the 2002 Information and Communication technologies exhibition Port Louis, Mauritius to promote ICT training in Africa • In partnership with UNESCO APEID, the UNESCO-UNEVOC International Centre held a policy roundtable in Bangkok 2002, which focused on teaching modules for TVET teachers and the introduction of occupational standards for curriculum. • Members of the working group on International Cooperation in Skills Development met in Bonn at a meeting hosted by the UNESCO-UNEVOC International Centre in 2003 and focused their policy discussion on the topic of ‘life skills/ livelihood skills’. • In conjunction with the Commonwealth of Learning and APNIEVE, the UNESCO-UNEVOC International Centre held a meeting in Samoa, 2003, with a policy forum on the topic of identifying core values for the teaching of TVET. • As co-sponsor with IIEP, the UNESCO-UNEVOC International Centre held a meeting in Vientiane, Lao PDR in 2003 with a policy focus on new approaches to management and evaluation of TVET
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UNEVOC's Contribution to Expected Results for UNESCO Programme 2004/2005

Expected Results as of 32 C/5	Performance Indicators as of 32 C/5	Status of UNEVOC performance/achievements against performance indicators (by end April 2005)
<p>I. TVE (Major Programme 1, main line of action 3) (a) Strengthened capacities among education policy-makers, particularly in LDCs, to implement and monitor TVET policy reform and to conduct national learning and skills policy reviews</p>	<p>I. TVE (Major Programme 1, main line of action 3) (a) 1: trained personnel of ministries of education for adapting national TVET programmes to local needs</p>	<p>Approximately 50% of the UNESCO-UNEVOC International Centres are ministries of education / national training authorities, and there tends to be a bias towards these members in attendance at UNESCO-UNEVOC functions. For attendees who are not from the UNESCO-UNEVOC International Centres, the bias towards Ministries of Education and departments/divisions of TVET therein is even stronger. Estimation: of the approximately 300 participants who have attended meetings between 1 Jan 2004 and 30 April 2005 it is estimated that no less than 200 are likely to be from Ministries of Education.</p>
	<p>(a) 2: number of countries taking into account the Revised Recommendations concerning Technical and Vocational Education (2001) in national policies.</p>	<p>The UNESCO TVET Survey 2004 reports that 92 percent of respondents who have attended seminars on the Revised Recommendation state that the seminar was useful to their TVET reform. The UNESCO-UNEVOC has been involved, in partnership with ED/STV, in a number of events that provide countries with a greater knowledge of the Revised Recommendation to inform their own national policies. Through their involvement in the seminars, the following countries have benefited: 12 Arab States (plus Palestinian Authority) in Yemen, March 2004; 4 Central Asian Republics through a seminar in Kazakhstan, July 2004, 9 Latin American countries in Brazil, August 04 and 32 from all regions in Bonn October 2004. In addition, copies of the Revised Recommendation are always available /distributed at all UNESCO-UNEVOC activities.</p>
	<p>(a) 3: number of countries where a TVET reform process is initiated</p>	<p>The UNESCO-UNEVOC contributes to this by undertaking TVET reform work with groups of countries (rather than with individual countries). The major emphasis in 2004 was the international experts meeting, undertaken with ED/STV on "Learning for Work, Citizenship and Sustainable Development" which reviewed TVET reform since the International Congress on TVET in 1999. Fifty-two countries were represented amongst the 122 TVET experts who met to discuss the twin issues of TVET reform and TVET for sustainable development.</p>

	(a) 4: number of national learning and skills policy reviews conducted	No contribution toward this indicator: Not specifically part of UNESCO-UNEVOC work programme for this biennium.
(b)TVET programme better adapted to the world of work	(b) 1: number of countries where the policy reform process is based on consultation among all parties concerned, Ministries of Education and Labour in particular.	All in-country policy reform work undertaken by UNESCO-UNEVOC is based upon consultation with the Ministry of Education and, where appropriate, the Ministry of Labour. Whilst around 50% of the UNESCO-UNEVOC International Centres are not Ministries of Education/National Training Authorities, the UNESCO-UNEVOC International Centres with whom UNESCO-UNEVOC works on policy reform issues do tend to be from the Ministries of Education/National Training Authorities, or are in close contact with their Ministries.
	(b) 2: number of countries where a TVET policy reform process has been designed and implemented.	The UNESCO TVET Survey 2004 reports that 69 percent of respondents now have a national TVET strategy and 59 percent of respondents have a national mechanism to coordinate TVET (these can be considered indicators of a reform process). UNESCO-UNEVOC contributes to this reform through capacity-building of individuals and centres with the expectation that improved capacity among TVET policy/planning managers will assist TVET reform. Between 1 January 2004 and 30 April 2005 participants from 115 countries attended UNESCO-UNEVOC sponsored or co-sponsored events (some countries attend multiple times). In addition, during this biennium UNESCO-UNEVOC has directly assisted the following countries in TVET policy reform: Mongolia through direct advice, and three Central Asian Republics through organising a mobile training team on using social partnerships for TVET reform. The mobile training team developed as a result of the sub-regional seminar in Almaty, Kazakhstan.
	(b) 3: consultations carried out among all parties concerned, Ministries of Education and Labour in particular.	Any in-country policy reform work undertaken by UNESCO-UNEVOC is based upon consultation with the Ministry of Education and, where appropriate, the Ministry of Labour. The UNESCO TVET Survey reports that 77 percent of respondents have introduced new initiatives to encourage structured dialogue between training providers and industry, which indicates local level consultation.

(c) Vocational skills training for sustainable livelihoods promoted, with particular emphasis on youth in poor and rural areas	(c) 1: number of countries where vocational skills training for sustainable livelihoods, especially those targeting youth, poor and rural areas, are integrated into the national policy.	UNESCO-UNEVOC has contributed to this through developing a DVD and text kit on basic livelihood skills (December 04) targeted at poor, especially young, people working in the informal economy in least-developed countries. In addition, it has published a paper on TVET for sustainable development (March 2005). UNESCO-UNEVOC also regularly distributes Bulletins and other publications relevant to this issue, to all Member States. To what extent the efforts of UNESCO-UNEVOC influence national policy on these issues is difficult to determine.
	(c) 2: number of workshops conducted with UNESCO's assistance.	UNESCO-UNEVOC has contributed to this by organising or co-organising seven international/ regional or sub-regional meetings between 1 January 04 and 30 April 05. At these seven events, approximately 300 participants from 115 countries have attended (some countries have attended multiple times).
II. UNEVOC (Major Programme I main line of action 2⁸³ (a) A defined and active role within UNESCO's decentralization strategy, with programme sectors, and Field Offices making substantially greater use of the networks in their activities especially as regards EFA.	II. UNEVOC (Major Programme I main line of action 2 (a) 1: action plans include EFA issues	Yes, Report from UNEVOC Network Revitalisation Meeting (November 2003) includes need to focus on EFA issues, and a number of events/publications since then have focused on EFA. Examples include: report on statistical profile of TVET participation (October 2004), meeting on skills development for employability and citizenship for south east Europe (November 04), DVD and text kit on basic livelihood skills (December 04) and a discussion paper on EFA and TVET (May 05).
	(a) 2: number of International Centres given refresher training	Between 1 January 2004 and 30 April 2005, approximately 85 participants from the International Centres have received 'refresher' training on relevant current issues: UNESCO Revised Recommendations (May 2004 and June 2004), TVET in Latin America (August 2004) Learning for Work, Citizenship and Sustainability (October 2004) TVET for Sustainable Development Workshop (October 2004) Innovation and Excellence in TVET teacher training, (November 2004) Skills Development for Employability and Citizenship in South East Europe (November 2004) and Training TVET trainers in the use of ICTs (Mauritius, April, 2005). The vast majority of Centres (75) attended an event only once in this period, but the following Centres attended twice (a factor relating to the international meeting in Bonn): Mauritius, South Africa, Palestinian Authority, UK, Croatia, Kazakhstan, Cambodia, Lao PDR, Thailand and Mongolia.

⁸³ This line of action is covering actions of three "global networks supporting EFA, human rights education and education for a culture of peace"; UNEVOC is one of these three networks

<p>(b) Stronger appreciation of Member States as regards the multidisciplinary role of these networks in providing examples of good practice, in improving education and in giving intellectual underpinning to policy.</p>	<p>b) 1: requests from Member States to reinforce and expand the network.</p>	<p>Member States, both with and without the International Centres, regularly contact the UNESCO-UNEVOC International Centre and UNEVOC network for TVET information. Between 1 January 2004 and 30 April 2005, the UNESCO-UNEVOC International Centre received 260 requests for information on diverse TVET issues. Some requests are referred to a relevant the UNESCO-UNEVOC International Centre, and others are dealt with centrally. Over 8,500 UNEVOC publications were disseminated across all Member States in 2004, in response to queries, as regular mail outs with Member States and the UNESCO-UNEVOC International Centres and as publications available at UNESCO-UNEVOC events. Over the period of the biennium till end of April 2005, there have been 47 international visitors to the UNESCO-UNEVOC International Centre and six international delegations. Over 400 individuals (from 150 different countries) are members of the e-forum, enabling conversation and contacts with each other and a Spanish language e-forum is currently under development. New members of the UNEVOC network are also encouraged, and it is estimated that around 20 new centres will join over the period of this biennium bringing the total number of the UNESCO-UNEVOC International Centres to around 250.</p>
<p>(c) Vocational skills training for sustainable livelihoods promoted, with particular emphasis on youth in poor and rural areas</p>	<p>(c) 1: number of countries where vocational skills training for sustainable livelihoods, especially those targeting youth, poor and rural areas, are integrated into the national policy.</p>	<p>The UNESCO-UNEVOC International Centre has contributed to this through developing a DVD and text kit on basic livelihood skills (December 04) targeted at poor, especially young, people working in the informal economy in least-developed countries. In addition, it has published a paper on TVET for sustainable development (March 2005). The UNESCO-UNEVOC International Centre also regularly distributes Bulletins and other publications relevant to this issue, to all Member States. To what extent the efforts of UNESCO-UNEVOC International Centre influence national policy on these issues is difficult to determine.</p>
	<p>(c) 2: number of workshops conducted with UNESCO's assistance.</p>	<p>UNESCO-UNEVOC International Centre has contributed to this by organising or co-organising seven international/ regional or sub-regional meetings between 1 January 04 and 30 April 05. At these seven events, approximately 300 participants from 115 countries have attended (some countries have attended multiple times).</p>

<p>II. UNEVOC (Major Programme I main line of action 2⁸⁴) (a) A defined and active role within UNESCO's decentralization strategy, with programme sectors, and Field Offices making substantially greater use of the networks in their activities especially as regards EFA.</p>	<p>II. UNEVOC (Major Programme I main line of action 2) (a) 1: action plans include EFA issues</p>	<p>Yes, Report from UNEVOC Network Revitalisation Meeting (November 2003) includes need to focus on EFA issues, and a number of events/publications since then have focused on EFA. Examples include: report on statistical profile of TVET participation (October 2004), meeting on skills development for employability and citizenship for south east Europe (November 04), DVD and text kit on basic livelihood skills (December 04) and a discussion paper on EFA and TVET (May 05).</p>
	<p>(a) 2: number of the UNESCO-UNEVOC International Centres given refresher training</p>	<p>Between 1 January 2004 and 30 April 2005, approximately 85 participants from the UNESCO-UNEVOC International Centres have received 'refresher' training on relevant current issues: UNESCO Revised Recommendations (May 2004 and June 2004), TVET in Latin America (August 2004) Learning for Work, Citizenship and Sustainability (October 2004) TVET for Sustainable Development Workshop (October 2004) Innovation and Excellence in TVET teacher training, (November 2004) Skills Development for Employability and Citizenship in South East Europe (November 2004) and Training TVET trainers in the use of ICTs (Mauritius, April, 2005). The vast majority of Centres (75) attended an event only once in this period, but the following Centres attended twice (a factor relating to the international meeting in Bonn): Mauritius, South Africa, Palestinian Authority, UK, Croatia, Kazakhstan, Cambodia, Lao PDR, Thailand and Mongolia.</p>

⁸⁴ This line of action is covering actions of three "global networks supporting EFA, human rights education and education for a culture of peace"; UNEVOC is one of these three networks

<p>(b) Stronger appreciation of Member States as regards the multidisciplinary role of these networks in providing examples of good practice, in improving education and in giving intellectual underpinning to policy.</p>	<p>b) 1: requests from Member States to reinforce and expand the network.</p>	<p>Member States, both with and without the UNESCO-UNEVOC International Centres, regularly contact the UNESCO-UNEVOC International Centre and UNEVOC network for TVET information. Between 1 January 2004 and 30 April 2005, the UNESCO-UNEVOC International Centre received 260 requests for information on diverse TVET issues. Some requests are referred to a relevant UNESCO-UNEVOC International Centre, and others are dealt with centrally. Over 8,500 UNEVOC publications were disseminated across all Member States in 2004, in response to queries, as regular mail outs with Member States and the UNESCO-UNEVOC International Centres and as publications available at UNESCO-UNEVOC events. Over the period of the biennium till end of April 2005, there have been 47 international visitors to the UNESCO-UNEVOC International Centre and six international delegations. Over 400 individuals (from 150 different countries) are members of the e-forum, enabling conversation and contacts with each other and a Spanish language e-forum is currently under development. New members of the UNEVOC network are also encouraged, and it is estimated that around 20 new centres will join over the period of this biennium bringing the total number of the UNESCO-UNEVOC International Centres to around 250.</p>
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Annex 4: e- Forum requests for TVET information (2005)

No.	Country	Information Requested
1	Australia	Material on policy (English) within Vietnam on Vocational and Training Education system
2	Amman	Any publication on promoting Industry linkage between TVET providers
3	-	Materials on developing a policy brief dealing with the use of ICT mediated learning in TVET
4		Information on Communities of Practice (Mutual engagement, joint enterprise, shared repertoire)
5	Seychelles	Wanted information on policy for TVET
6	Eritrea	Wanted information on curriculum development for different skills e.g. plumbing and carpentry and recommended tools and equipment
7		Wanted information on implementation of Baldrige in Secondary schools (K12) - Materials on quality system/philosophy in public secondary schools
8	Uzbekistan	Looking for information on small business development and dairy farms
9	Fiji	Looking on information on implementation of some apprenticeship and cadetship models
10	Nicaragua	Information on Competency Based Evaluation
11	Nigeria	Wants to collaborate with other organizations worldwide
12	Nigeria	Wanted information regarding name, location and description on schools for mixed age classes, compensatory education programs, school enterprise programs cooperative and distance education programs in India and Botswana
13	Nepal	Looking for information on Skill training and its linkage with rural enterprise
14	-	Wanted official definition of tertiary education institutions and examples of applications
15	Paraguay	Wanted to know if pupils undergoing basic education in England get some vocational training and if so what kind of training is given at school
16	USA	Wanted data or studies done to assess the impact or relevance of TVET on young people
	-	Wanted information on Trade testing/ Skill testing in the area of TVET
17	Burkina Faso	Looking for books on Education, Pedagogy, Sociology, psycho pedagogy, psychology, HIV/Aids Management, Schooling of women and young girls, ICT, Environmental education, literacy and non formal education

Annex 5. Types of TVET information exchanged through the e-Forum (2005)

Meetings	Call for papers and Abstract	News / projects	Work opportunities
<p>Vocational Education and Training for Sustainable Rural Livelihood,</p> <p>Purpose: to provide forum for exchange of review and experience on various aspects related to vocational educate and training for sustainable rural livelihood.</p> <p>- To develop a consensus on the nature of vocational education strategies for implementation.</p>	<p>- Call for abstracts for United Nations International Conference on Engaging Communities in Conjunction with the Department of Communities in Brisbane to be held on (14-17 August 2005)</p> <p>- Call for abstracts for the fifth African Regional IVETA Conference were announced. It took place from May 8-11,2005 in Kasane, Botswana</p>	<p>Deadline for United Nation International Conference extended to Jan 14,05</p> <p>The fourth conference “Continuing Vocational Training: from Demand up in to Recognition (Business-Authorities- to take place in June, Representatives invited for the conference</p> <p>International Institute of Development Management Technology (IDMAT) announced its Workshop on gender Equity and micro Enterprise Development to be held in Mauritius</p>	<p>International sr. long-term TVET policy Expert required to offer expert training in already funded Egypt projects</p> <p>Alternative programmes for basic and Secondary education aimed at solving the problems of Male drop-out form formal education systems, should include mixed-age classes, drop-outs (compulsory education Programmes) Schools-Enterprise programmes. Co-operative and distance education programmes.</p>
	<p>- Call for submission /or organizing special sessions for the Third World Enformatika Congress. It was to be held in Istanbul, Turkey from April 27-29</p> <p>- Call for papers for the journal “SEAMEO VOTTECH journal for TVET based on the theme: the use of ICT in TVET”</p> <p>- Call for paper contribution to the Journal “SEAMEO VONTECH”</p>	<p>Moderator of the E-forum, Hans Kronner, announced plans to Handover the forum to other colleague at UNEVOC. Thanked members for participation.</p> <p>Team leader of UNEVOC forum in Armenia announced the first conference on “ adult Education and lifelong Learning in Armenia: Perspectives for further development” took place on Oct 28-29 in Yerevan, Armenia</p> <p>Call for colleagues to invite new members to join the UNESCO-UNEVOC E-Forum</p>	<p>Young Leaders Project (2005) to provide opportunity to students and young professionals to work with and be mentored by lead fellows in Brazil, India, Indonesia or Mexico</p>

Annex 6. Estimation of Contributions in Kind Received from Third Parties⁸⁵

Note: For reasons of simplicity and comparativeness, the US Dollar exchange rate from April 2005 has been used for the entire period (1USD = 0.771 Euro).

Year Centre operations since 09.2000)	Benefits provided	Estimated Amount per calendar Year* (USD)	Estimated USD amount (Sept 2000-April 2005)	Country or Institution	Method of Calculation / Source
2001-2005	Interns including those sponsored by Canada since Centres begin ⁸⁶ . Canadian interns: In addition, Canada sponsored the 7 interns' flights to Germany.	Av. 25,570 (spread over 4.66 years)	119,326 7,000	Countries of origin	30 Interns. For total of 92 months x 1,000 Euro per month. Source: UNEVOC
2000-2001 2003 2003 2003 2003 Total:	Attachments of fellows and visiting experts with partial funding by their home institutions since Centres begin. 1 Fellow (@ 110 days each) 1 Expert (@12 days each) 1 Fellow (@ 30 days each) 2 Fellows (@20 days each) 1 Fellow (approx. 30 days) <u>6</u> <u>222</u>	Av. 19,056 (spread over 4.66 years)	44,000 4,800 12,000 16,000 12,000 <u>88,800</u>	Countries of origin Canada Sri Lanka Tanzania India Canada	222 working days at 50 USD an hour x 8 hours a day. Source: UNEVOC
2002	Co-sponsorship of "Focus Southern Africa workshop" at LEARNTEC in 2002.		35,000	Karlsruher Messe- und Kongress GmbH	Source: UNEVOC
	Costs of attending some meetings.		2,500	Kluwer/Springer publishing	Source: UNEVOC

⁸⁵ Excludes contributions from UNESCO and the German Government.

⁸⁶ It should be noted here, that Interns are not only an in-kind contribution to the Centre but at the same time require (staff) resource as they need particular guidance and monitoring.

				Company	
2005	Expert assistance to date on Website development in 2005.	N/A	31,128	Glocorp Company, Maastricht	12 person days at 2.000 Euro a day. Source: UNEVOC
USD			283,754		

Annex 7. Member States Requests for UNEVOC Publications (2005)

Table 1: Countries and types of information requested

No	Country	Organisation	UNESCO/UNEVOC International Centre Publication/s
1	Uganda		<ul style="list-style-type: none"> • Agencies for International Cooperation in TVET
2	Latin America	UNESCO office	<ul style="list-style-type: none"> • UNEVOC Action Plan
3	Morocco		<ul style="list-style-type: none"> • Studies 1- Policies and Guidelines for Education and vocational Guidance • Studies 7- Promotion of Equal Access of Girls and Women to Technical and Vocational Education, Financing Technical and Vocational Education: Modalities and Experiences, Agencies for International Cooperation in TVET: a Guide to Sources of Information, The Challenges of the Future
4	Sri Lanka		<ul style="list-style-type: none"> • Studies 9- Technical and vocational Education for Rural Development: Delivery Patterns • Studies 11 – Teaching of Teachers/Trainers in Technical and Vocational Education. • Agencies for International Cooperation in Technical and vocational Education and Training: A guide to Sources of Information. • Studies 2 – New Training Technologies
5	Denmark		UNESCO-UNEVOC in brief, CDROM Revised Recommendations, CD ROM Education Work and Future, UNEVOC in Action, Agencies for International Cooperation in TVET: Guide to Sources of Information, TVET for all, Networking
6	Nigeria	Society For Development and Cooperation	Agencies for International Cooperation in TVET, Education Work and the Future
7	Pakistan	Govt(B) High School	UNESCO-UNEVOC in brief, UNESCO-UNEVOC Bulletin, Sep 2005/9+ UNEVOC Forum, List of UNEVOC Publications, General UNESCO material, UNESCO and Education: Institutes and Centres, Promotional materials, Education for all by 2005
9	Pakistan	Govt(B) High School	CD Rom Education, Work and the Future
10	Eritrea	Ministry of education(TVET)	Study 3- A guide to Evaluation of TVET curricula, Guidebook to Curriculum Development and Adaptation, UNESCO-UNEVOC Bulletin Sep 2004/9+ UNEVOC Forum 4,5 (7) Flyers(EN)
11	United Kingdom	For Institute of Education	UNEVOC In Action , UNEVOC in brief, 7 flyers (en), bulletin 9+8 3-5, list of publication
12		UNESCO-UNEVOC	All issues of bulletin in English and also in French, Spanish and Arabic
13	France	Delegation generale wallonie-bruxelles	Bulletin 9, forum 4,5 (three copies of each)

No	Country	Organisation	UNESCO/UNEVOC International Centre Publication/s
14	Australia	Australian National University Centre for UNESCO	<ul style="list-style-type: none"> • Papers 1-4 and 5-9 of the working Groups for the international co-operation in Vocational and Technical skills and Development, paper 5, Poverty, growth and Skills Development, Washington DC, March 2000, might also be of interest to you. It can be viewed on the internet at http://www.norrag.org/wg/documents/english-pdf5 but cannot be printed, • Materials of the meeting of the working Group for the International Co-operation in Vocational and Technical Skill; a bridge between Education and Training? <ul style="list-style-type: none"> -Agenda -MS Power Point presentation -UNESCO Education sector potion paper -Materials form the OECO and ETF -Case studies presented at the add-on session Voices from the field • Final Report of the 47th session of the International Conference on Education which dealt with skills development as part of its programme • IIEP publication promoting Skills Development Report of an interregional Seminar, Paris, 22-23 January 2004 • UNEVOC Forum 1/2003 Education for all and TVET- Two sides of the same coin? (supplement to UNESCO-UNEVOC Bulletin July 2003/6) • Short IIEP Newsletter article Latin America; developing life skill for youth in

No	Country	Organisation	UNESCO/UNEVOC International Centre Publication/s
16	Egypt	UNESCO Regional Office for Science and Technology Cairo	<ul style="list-style-type: none"> • 3x Nigeria CD; • 3x Normative instruments on TVET (cd) • 3x Education, work and future (CD) • 3x list of UNEVOC publication, • 2x TVET in the 21st Century • New Role Feb 02,05ed and Challenges for Guidance and Counselling • 3x Bibliography 2 • 2x Annotated Bibliography 3 • 2x UNEVOC in action • 3x 7 flyers(en) • 3x UNESCO-UNVEOC in Brief • 2x Agencies for international cooperation in TVET: A guide to source of information • 5x Posters.
17	Australia	Australian University Centre for UNESCO	<ul style="list-style-type: none"> • Papers 1-4 and 6-9 of the working Groups for International Co-operation in Vocational and technical Skill Development, Washington DC, March 2000, might also be of interest to you. It can be viewed on the internet at http://www.norrag.org/wg/documents/english-pdf5 but cannot be printed, • Materials of the meeting of the working Group for the International Co-operation in Vocational and Technical Skill; a bridge between Education and Training? • -Agenda • -MS Power Point presentation • -UNESCO Education sector potion paper • -Materials form the OECO and ETF • -Case studies presented at the add-on session Voices from the field • Final Report of the 47th session of the International Conference on Education which dealt with skills development as part of its programme • IIEP publication promoting Skills Development Report of an interregional Seminar, Paris, 22-23 January 2004 • UNEVOC Forum 1/2003 Education for all and TVET- Two Sides of the Same Coin? (supplement to UNESCO-UNEVOC Bulletin July 2003/6) • Short IIEP Newsletter article Latin America; developing life skill for youth in

No	Country	Organisation	UNESCO/UNEVOC International Centre Publication/s
18	Chile		30x Bonn Declaration, 30x UNESCO Paris Discussion paper for Bonn conference
19	Canada	Commonwealth of learning	Annotated bibliography 1-3
20	Botswana	Botswana Training Authority (BOTA)	Annotated bibliography 1-3
21	Liechtenstein		<ul style="list-style-type: none"> • Bonn Declaration • Suggestion to UNESCO for Action Planning TVET for Sustainable Development • Orienting TVET for Sustainable Development: a Discussion paper • Programme • Opening address by E. Bulmahn and K. Matsuurs • Keynote presentations • Orientation topic speeches • Inter-Agency PANEL: Concept Papers and Background Details of the Panel presenters • Report of working groups • Summation by Rapporteur General • Closing remarks by A.Bah Diallo • UNESCO-UNEVOC Bulletin September • 2004/9 +UNEVOC Forum 4,5 UNEVOC in brief, 7 flyers (en)
22	Belarus	Gradno State University	<ul style="list-style-type: none"> • Bonn Declaration • Suggestion to UNESCO for Action Planning TVET for Sustainable Development • Orienting TVET for Sustainable Development: a Discussion paper • Programme • Opening address by E. Bulmahn and K. Matsuurs • Keynote presentations • Orientation topic speeches • Inter-Agency PANEL: Concept Papers and Background Details of the Panel presenters • Report of working groups • Summation by Rapporteur General • Closing remarks by A.Bah Diallo • BULLETIN 8, Forum3, UNEVOC in brief, flyer 7 (en) • 2004/9 +UNEVOC Forum 4,5 UNEVOC in brief, 7 flyers (en)

No	Country	Organisation	UNESCO/UNEVOC International Centre Publication/s
23	Austria	Osterreichische Forschungsfondation f#252;r Entwicklungshilfe/Austrian Foundation for Development Research	<ul style="list-style-type: none"> • Annotated bibliography 1 • Technical and Vocational Education and Training (TVET) for Sustainable Development. • An Annotated Bibliography of Research and Related Literature (1998-2004) • UNESCO-UNEVOC in brief • 7 flyers • Bulletin 8, April 2004 Forum 3
24	Pakistan	Senior High School	<ul style="list-style-type: none"> • UNEVOC inventory; Adult Learning and the Changing World of Work; Lifelong learning and Training; a Bridge to the Future; • Case Studies on Technical and Vocational Education in Asia and the Pacific; Studies 01 Policies and Guidelines for the Education and Vocational Guideline • Studies 02 New Training Technologies • Studies 03 A Guide for Evaluation and Technical and Vocational Education curricula; • Studies 04 Fictional Literacy, Workplace literacy and Technical and Vocational Education. • Studies 05 Vocational GUIDANCE FOR Equal Access and Opportunity for Girl and Woman in Technical and Vocational Education. • Studies 06 Promotion of Equal Access of Girl and Woman to Technical and Vocational Education • Studies 07 Current Issues and Trends in Technical and Vocational Educational • Studies 08 Technical and Vocational Education for Rural Development. • Studies 09 Promotion of Linkages between Technical and Vocational Education and World of Work • Studies 10 Training of Teachers in Technical and Vocational Education.

No	Country	Organisation	UNESCO/UNEVOC International Centre Publication/s
25	Asia	Senior High School	<ul style="list-style-type: none"> • UNEVOC Inventory. An overview of UNEVOC activities • studies 3 A Guide for Evaluation of Technical and Vocational Education curricula • studies 07 Promotion of the equal access of Girls and Women to Technical and Vocation Education • studies 09 Technical and Vocational Education for Rural Development Delivery Patterns • studies 10 Promotion of linkages between Technical and Vocational Education and the World of Work • Studies 11 Training of Teachers/Trainers in Technical and Vocational Education. • lifelong Learning and Training; a Bridge to the Future • Adult Learning and the Changing World of Work 1. Future Trends in adult and Continuing Technical and Vocational
26	Pakistan	Govt(B) High School	<ul style="list-style-type: none"> • UNEVOC Inventory. An overview of UNEVOC activities • Studies 03 A GUIDE For Evaluation of Technical and Vocational Education curricula • 3 Studies 07 Promotion of the equal access of Girls and Women to Technical and Vocation Education • Studies 09 Technical and Vocational Education for Rural Development: Delivery Patterns • Studies 10 Promotion of linkages between Technical and Vocational Education and the World of Work • Studies 11 Training of Teachers/Trainers in Technical and Vocational Education. • Lifelong Learning and Training; a Bridge to the Future • Adult Learning and the Changing World of Work • 9 Future Trends in adult and Continuing Technical and Vocational
27	Portugal	Liberia Branch- EE	<ul style="list-style-type: none"> • UNESCO-UNEVOC in brief April 2004/8 • UNESCO-UNEVOC Forum 7 flyers of UNEVOC Publications
28	Indonesia		<ul style="list-style-type: none"> • Wanted Publications and information on Education
29	Nigeria		<ul style="list-style-type: none"> • Wanted all publications
30	UNESCO-UNEVOC		<ul style="list-style-type: none"> • Wanted information on analysis of journals PROSPECTS
31	Algeria		<ul style="list-style-type: none"> • Wanted all publications

Key

- Publications containing general information on UNEVOC (eg An Overview of UNEVOCs activities, bulletins, UNEVOC inventory, UNESCO-UNEVOC in Brief etc)
- Requests for Publications on Specific Subjects (e.g. Studies in Technical and Vocational Education series)
- Sources of Information: refer to documents which guide members on availability of existing documents (e.g. bibliographies, list of UNEVOC publications)
- All publications – These were requests that were not specific to a given subject area
- Conference papers – papers presented during conferences

Table 2.1 Requests for General Information about UNEVOC

Publication	No. of Requests
Bulletins	10
UNEVOC Forum	8
UNESCO-UNEVOC in Brief	7
UNEVOC in Action	4
UNEVOC inventory	3
Overview of UNESCO Activities	2
Total	34

Table 2.2: Requests for Publications on Specific Subjects

Publication	No. of Requests
Studies in Technical and vocational education series	26
Lifelong Learning and Training; a Bridge to the Future	3
Adult Learning and the Changing World of Work	3
Future Trends in adult and Continuing Technical and Vocational	2
Case Studies	3
Total	37

Table 2.3: Guides to Existing Documentation

Guides to Existing Documentation	No. of Requests
Annotated Bibliography	6
Agencies to International cooperation in TVET: a guide to sources of information	6
List of UNEVOC publications	4
CD ROM	3
Total	19

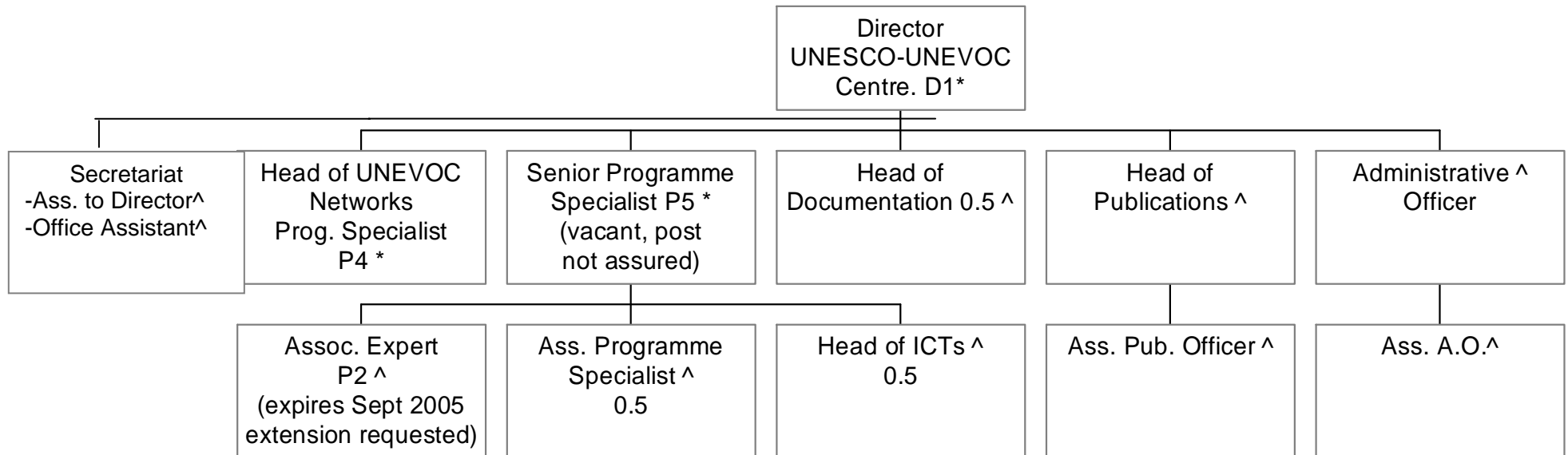
Table 2: Summary of Requests (Jan-April 2005)

Type of Publication	Publications containing general Info. on UNEVOC	Publications on Specific Subjects	Guide to publications	All publications	Conference papers	Total No. of Requests for UNEVOC publications
No. of Requests	34	37	19	4	6	100

Annex 8. UNEVOC Original Organizational chart

UNESCO-UNEVOC International Centre Organisational Chart as of February 2005

Key. * = funded by UNESCO (currently two positions, and one vacant)
 ^ = funded by extrabudgetary funds (currently ten positions)



Annex 9 List of Evaluation Participants

Evaluation of the UNESCO-UNEVOC International Centre (23 – 30 May 2005)

(Note: Those with a “*” beside the names were interviewed by telephone. All other interviews were face-to-face.)

UNESCO-UNEVOC International Centre, Bonn

- Mr Rupert Maclean, Director;
- Mr L. Efison Munjanganja, Head of UNEVOC Network;
- Mr Eddie Hickman, Head of Administrative Office;
- Ms Marion Mitschke, Programme Specialist;
- Ms Auf der Mauer, Head of Publication;
- Ms Maja Zarini, Head of Documentation and Information;
- Ms Astrid Hollander, Associate Expert.

UNESCO Headquarters, Paris

- Mr Qian Tang, Chief of Executive Office, Education Sector
- Mr Wataru Iwamoto, Director, Division of Secondary, Technical and Vocational Education
- Mr Mohan Perera, Chief of Technical and Vocational Education Section
- Mr Alexandre Sannikov, Chief of Unit, Coordination Team: Institutes and External Education Sector
- Mr John Parsons, Director, Internal Oversight Service
- Mr Amir Piric, Chief Evaluation Section, Internal Oversight Service
- Mr Florent Loiseau, Evaluation Section, Internal Oversight Service
- Ms Atsuko Shintani, Evaluation Section, Internal Oversight Service
- Mr Jean-Yves Le Saux, Bureau of Strategic Planning
- Ms Isabelle Savary-de Billy, Programme Specialist, Trust Fund Section

UNESCO Field and Regional Offices

- *Mr David Atchoarena, Programme Specialist Team Leader, UNESCO International Institute for Educational Planning (IIEP), Higher Education and Specialized Training, France;
- *Mr Teeluck Bhuwane, TVET Specialist for Africa Region, UNESCO Senegal;
- *Mr Sulieman Sulieman, Programme Specialist TVET, UNESCO Beirut;
- UNESCO Delhi Office:
 - Ms Akeni Yonemara Programme Specialist
 - Ms Huma Masood Programme Officer
- UNESCO-UNEVOC Partner Agencies
- *Mr Joshua Mallet, Education Specialist Literacy and Livelihoods, Commonwealth of Learning (COL), Canada;
- *Mr Padeep Kumar Joosery, Deputy Director (Training), Industrial and Vocational Training Board (IVTB), Mauritius;

The UNESCO-UNEVOC International Centers

- *Prof. Jang-Ho Kim, President of Korea Research Institute for Vocational Education and Training (KRIVET), Seoul, Republic of Korea (The UNESCO-UNEVOC International Centre of Excellence);
- *Dr Chris Chinien, Director, University of Manitoba, Faculty of Education, and Head of the UNESCO-UNEVOC International Centre, Manitoba, Canada.
- *Mr Mogotsa Kewagamang, Ministry of Education, Director of Department of Vocational Education and Training, and Head of the UNESCO-UNEVOC International Centre, Botswana;
- *Ms Di Booker, Manager International Business Development TAFE South Australia (the UNESCO-UNEVOC International Centre of Excellence);
- *Dr Siripan Choomnoon, Advisor, Vocational Education Standards, Office of the Vocational Education Commission (OVEC) Ministry of Education, and Head of the UNESCO-UNEVOC International Centre, Bangkok, Thailand;
- *Ms Duger Bujinlkham, Team Leader, the International Centre, Team Leader, Ministry of Education, Technology and Culture National Observatory of Mongolia;
- *Dr. Sonia Ana Charchut Lesczynski, Academic Activities and Social projects, Centro Federal de Educação Tecnológica do Paraná - CEFET-PR, and Head of the UNESCO-UNEVOC International Centre, Brazil.

German UNESCO Commission (DUK), Bonn

- Dr Roland Bernecker; Secretary-General (Interview conducted in UNESCO Paris);
- Dr Barbara Malina, Head of Communication and Education (Interview conducted in UNESCO Paris);
- Dr Wolf Rissom, Education Committee, former member of the Secretariat UNESCO Paris and Deputy Secretary-General of the German National Commission.

World Health Organization (WHO), Bonn

- Dr Günter Klein, Director

German Federal Ministry for Education and Research (BMBF), Bonn

- Dr Herman Müller-Solger, BMBF, former Deputy Director General International Affairs;
- Mr Michael Schlicht, Former Head of Division for International Cooperation policy Issues; Multilateral Cooperation, now: Head of Division Russia, Ukraine and other CIS States (former Soviet Union).
- Dr Dieta Lohmann, International Strategy, Multilateral Cooperation;
- Mr Peter Thiele, Structures and Development in Vocational Training, and European Co-operation in TVET.

German Federal Ministry for Economic Co-operation and Development (BMZ), Bonn

- Mr Bernhard Kühn, (German Federal Ministry for Economic Co-operation and Development), Head of Division, Education and Health.

German Federal Institute for Vocational Training (BIBB), Bonn

- Dr Gisela Dybowski, Head of Department Research and Service Concept Development/International Vocational Training;
- Ms Hippach-Schneider, BIBB, project manager in the section "International Cooperation".

German Agency for Technical Co-operation (GTZ), Bonn

- *Mr Klaus-Dieter Przyklenk, Technical Advisor for TVET.

Field visits to UNEVOC Partner Agencies

- UNESCO Institute for Education, Hamburg
- UNESCO International Bureau of Education Geneva (Mr. Pierre Luisoni)
- ILO Geneva (Mr. Trevor Riordan)
- Working Group for International Cooperation in Skills Development
 - Mr. Michel Carton, Geneva
 - Mr. Arvid van Adams, World Bank Washington (by telephone).

Annex 10. Relevance of UNEVOC Centre’s Activities to UNESCO’s EFA Goals

In April 2002, the World Education Forum was held in Dakar, Senegal where the “*Framework for Action, Education for All: Meeting our Collective Commitments*” was adopted. The Framework for Action reaffirmed the vision of the world declaration on Education for All, adopted in JomTien, Thailand, in 1990.

The six goals in the Framework are listed below: (goals requiring input from TVET are in bold)

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality
- 3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes**
- 4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults**
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.
- 6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.**

Some of the challenges in TVET that the UNESCO-UNEVOC International Centre in Bonn focuses on and which are in line with EFA goals include⁸⁷:

- Quality of school based learning
- Access to TVET throughout life
- Enhancing the status and relevance of TVET and
- Improving the link between curricular and work requirements

Incentives for linking the EFA process to the field of TVET include⁸⁸:

- Motivation for going into technical and vocational areas might increase if TVET were included at an earlier stage in the students education
- Enhancing the status of TVET since technical and vocational professions have low status making recruitment difficult
- Increasing funding for TVET to be in tune with the existing commitment to EFA.

⁸⁷ Education for All (EFA and TVE- Two sides of the same coin?)

⁸⁸ Education for All (EFA and TVE- Two sides of the same coin?)

However, according to the *2003/2004 EFA Global monitoring report: gender and Education for all, the leap to equality*, Developing Countries tended to concentrate on Universal Primary Education and literacy. Less attention was given to skills training for youth and adults. Though many activities were initiated from different spheres to empower marginalized groups through non-formal vocational training, they were implemented on a small scale and were not recognized education programmes within comprehensive national strategies⁸⁹.

UNESCO-UNEVOC International Centre's mandate

The issues that are most relevant for the development and strengthening of TVET are as complex and diverse as TVET itself⁹⁰. The UNESCO-UNEVOC International Centre therefore only addresses some selected issues which are of particular importance to UNESCO Member States and which have a major impact on improving the living and working conditions of individuals. Some of the main issues addressed by the UNESCO-UNEVOC centre are:

- Developing TVET systems
- Improving Access to TVET
- Assuring Quality of TVET

TVET in Learning and Life skills

As far as **goal 3** is concerned, TVET is clearly one of the elements of “**appropriate learning and life skills programs**” This is because TVET provides learning and life skills for young people and adults. Therefore, it's imperative that access to TVET is provided in all countries as part of achieving EFA goals⁹¹. However, despite the importance of TVET in realizing EFA goals, there are few, if any, references to it in EFA documents⁹². In addition, many individuals particularly in developing countries are left out of TVET due to several reasons including:

- Language barriers: TVET programmes are delivered in official/Mainstream languages which are not understood by locals.
- Gender bias against women: Cultural prejudices discourage women from joining
- Cost: Learners may be kept out due to their inability to pay tuition fees
- Few training opportunities especially in rural areas.
- Age barriers: People beyond a certain age may find it difficult to gain access to TVET
- Low status of TVET may hinder some learners from joining such programmes.

Low status of TVET

TVET is often seen as a ‘last resort’ due to poor quality of the programmes offered⁹³. Thus, improvement in quality will definitely lead to a higher status. Quality assurance in TVET also helps ensure that the education system and TVET system, as part of it, is developed in ways that allow enough flexibility for the individual to move from one

⁸⁹ Promoting skills Development: Report of an International Seminar, Paris, 22-23 January 2004

⁹⁰ UNESCO-UNEVOC in brief (September, 2003).

⁹¹ UNEVOC in Action 2002-2003

⁹² Education for All (EFA and TVE - Two sides of the same coin?)

⁹³ UNESCO-UNEVOC in brief.

educational strand to another. It also sets standards, monitors quality and ensures that curricula are in line with labour market demands. Besides, learners benefit from sufficient practical and theoretical elements because teaching and training staff are well qualified and facilities correspond with latest requirements.

In the biennium 2002-2003, the UNESCO-UNEVOC International Centre spent 20,000 USD improving ranking of TVET in National development agendas through TVET activities focusing on EFA goals, while 10,000 USD was used to improve orientation of TVET towards the World of Work through identification, compilation and dissemination of best and innovative practice⁹⁴.

Exchange of best and innovative practices

Improving on the quality of TVET means additional costs⁹⁵. To do this in a cost-effective manner, it is important that institutions in countries that have already developed and improved certain elements of quality assurance in TVET share their best practices and innovations with other countries.

In this regard, the UNESCO-UNEVOC International Centre supports and actively promotes such exchange of best and innovative practices. It also provides UNESCO Member States with special expertise and assists in attracting relevant external funding and technical cooperation. Towards this end, the UNESCO-UNEVOC International Centre spent US\$17,200 in the Biennium 200-2001 on training seminars for TVET key personnel from Member States⁹⁶. In the Biennium 2002-2003, the centre spent US\$20,000 on consultation seminars with policy-makers and other key stakeholders on TVET on best practice.

Motivational campaigns

The UNESCO-UNEVOC International Centre has also been developing a package of materials that would facilitate the organization of campaigns for the mobilization and motivation of young people, and to provide them with vocational guidance⁹⁷.

Several workshops aimed at promoting the achievement of EFA goals have also been held in different regions worldwide. (Some of the workshops held in 2002-2003 are listed in Annex 2)

⁹⁴ Overview: UNEVOC activities carried out with regular programme funds

⁹⁵ UNESCO-UNEVOC in Brief

⁹⁶ Overview: UNEVOC activities carried out with regular programme funds

⁹⁷ UNEVOC in Action (2002-2003)

The specific workshops which are aligned with EFA Goals (see Annex 2) are:

1. Workshop on “Management and Evaluation on TVET” held at Vientiane, Lao PDR (Sep 2003)
2. Sub-regional workshop on Status and Needs of Training of TVET Trainers in the Southern African Development Community” was held in Mauritius (March 2003)
3. UNESCO –UNEVOC International centre took part in a meeting held in Bangkok in 2002 where views on the subject” Learning and Teaching Modules for TVET were exchanged.
4. Experts analyzed the UNESCO Video Series “Learning and Working’ developed in Haiti with regard to whether it could improve the status of TVET(2002-2003)
5. A Round-Table “ Ranking of TVET- Strategies that can improve the status of TVET and better link it to the world of Work” was held during the conference “Developing Skills for the New Economy” from October 17 to 19, in Winnipeg (2002)
6. A planning meeting of Regional Resource Persons in TVET from South East Asia and South Asia. The meeting took place in Bangkok Thailand from May 22-24, 2002. It was attended by experts from Cambodia, Lao PDR, Nepal, Philippines, Sri Lanka, Thailand and Vietnam.
7. In December 2003, a sub-regional seminar on the implementation of UNESCO’s revised recommendations concerning Technical and Vocational Education (2001) and the ILO conclusions on Human Resources Training and Development was held in Kaduna, Nigeria
8. A workshop to Launch of Regional Projects of Five Arab States for Cooperation in the Field of TVE. It was held in Damascus, Syria (Oct 2003)

Annex 11. Preliminary Analysis of Complementarities Between UNEVOC Bonn and UIE Hamburg

(Note: The following analysis is only preliminary and therefore only one of the first steps in a more rigorous study that needs to be undertaken in future in order to determine the true complementarities and overlaps between the two UNESCO Institutions and others to be identified. In each case there is need to ensure prioritization of TVET)

Background

The UNESCO-UNEVOC International Centre

UNESCO and the Government of The Federal Republic of Germany established the UNESCO-UNEVOC International Centre in Bonn, Germany in September 2000, based on a HCA signed earlier that year in July 2000. Its mission and vision as laid out in the Medium Term Plan 2002-2007 are as follows:

UIE Hamburg

UIE was established in Hamburg in 1952 in the context of Post-War reform of the German Education System. Its mission broadened during the 1960s to include East-West Cooperation in Education. From the 1970s onwards, the learning needs of Developing Countries and Lifelong Learning became the main concern of the Institute. Formerly a German foundation, UIE now is a fully-fledged UNESCO international institute⁹⁸.

Mission and Vision

The following table provides insight into the mission and vision of the two organisations.

Organisation	Mission	Vision
UNESCO-UNEVOC International Centre	The International centre aims to play a significant role in the development and strengthening of suitable, relevant, accessible and high quality technical and vocational education and training worldwide, and with a special emphasis on people and regions in the world that are most in need. It will achieve this aim by maintaining the highest quality standards and practices in all its endeavours and by working in close and harmonious partnerships in the execution of its functions and activities.	The international centre aspires to become a worldwide centre of excellence for TVET with specialised knowledge, skills and competence, especially geared to be responsive to the countries in the world with the greatest needs. Through its actions it aims to make a significant and long lasting contribution to universal socio-economic development, to social cohesion, to a culture of peace and to international citizenship.
UIE Hamburg	UIE supports the development of adult and lifelong learning and non-formal education in all regions of the world, with special emphasis on those who are disadvantaged or living marginal lives.	An open learning world in which the right to learn is exercised and enjoyed by all citizens throughout their lives and where individuals, communities and societies construct their learning pathways in order to transform themselves and their environment.

⁹⁸ UNESCO and Education – Institutes and Centres

From the above table, the key words inherent within the mission of the two organisations revolve around but are not limited to:

- Quality Education
- Vocational/Non-formal education
- Special emphasis on most in need, disadvantaged and/or marginalized countries/communities

From the visions of the two organisations, it's clear that they both aim to provide universal access to learning with a view to improving the socio-economic environment of disadvantaged communities.

Goals

Organisation	Goals
UNESCO-UNEVOC	<ol style="list-style-type: none"> 1. The international centre will attain the status of being a major technical support agency for the worldwide development of TVET and perform a key role in coordinating international support to enhance TVET policies and provisions worldwide and especially for Member States with the greatest needs 2: To be the technical backbone of the programme and develop procedures and tools to facilitate the coherent planning and execution of activities. 3: To be the hub for the UNEVOC Network 4: To be a research centre and a resource base and to provide clearing house service 5: To provide procedures to better utilize the human and financial resources currently available for support to Member States in TVET
UIE Hamburg	<ol style="list-style-type: none"> 1.A positive environment for the effective and creative exercise of the right to education and learning by all 2. National EFA and overall education and learning policies and strategies within the framework of a lifelong learning perspective 3.A holistic gender-just and integrated approach to adult and lifelong learning, valuing informal, non formal and formal modes of learning based on the different needs of the disadvantaged and marginalised 4. An inter-sectoral approach to adult and lifelong learning policies and practices among governmental, non-governmental, civil society and international organisations 5. Effective networks for the cross-fertilisation and sharing of knowledge in the area of lifelong learning within and between countries with special emphasis on least-developed countries

EFA Goals

Two of the EFA goals (Goal 3 and 4) are of particular importance to both UNESCO–UNEVOC International centre and UIE. The goals are stated below:

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

4. *Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults*

UIE is engaged in advocacy work within UNESCO Member States to encourage them develop national EFA action plans in the perspective of lifelong learning. This is done by assisting governments, NGO's and other stakeholders to incorporate EFA principles in their policies and strategies⁹⁹.

UIE also encourages UNESCO Member States to incorporate specific goals in the areas of literacy, non-formal education, adult and lifelong learning into national EFA action plans, with a view to these goals being implemented. The Institute also monitors implementation of the Dakar Framework for Action in its areas of expertise¹⁰⁰.

In the same spirit, the UNESCO-UNEVOC International Centre was mandated to contribute, prioritise and implement its programmes, within the framework of EFA goals. In this light, the UNESCO-UNEVOC International Centre assists UNESCO Member States to achieve high quality, relevant, lifelong and cost-effective technical and vocational education and training for all. Eventually all these contributions need to lead to better prospects in the labour market and in enhancing the productive and creative potentials of the individual.

Goal 3 cuts across the mandates of the two organisations. For the UNESCO-UNEVOC International Centre, TVET is one of the providers for learning skills programmes while for UIE, adult and lifelong education is one of its key focus areas.

For the UNESCO-UNEVOC International Centre, goal 3 is of utmost importance *“Achieving that goal is at the heart of the work of UNESCO-UNEVOC International Centre. The learning and life skills of young people and adults are the foundation for the development of their countries and for that reason, providing that learning an those life skills is central to the campaign to bring education to all”*¹⁰¹

Goal 6 of EFA *“ to improve all aspects of quality education.....”* also cuts across the mandate of the two organisations. For both institutions, quality of their educational programmes is important in achieving EFA goals.

⁹⁹ UIE UNESCO institute for Education: Nurturing the Treasure- Vision and strategy 2002-2007

¹⁰⁰ *Ibid*

¹⁰¹ John Daniel, ADG for Education, UNESCO at the inauguration of the International centre, 2002

Complimentary UIE and UNEVOC Action Plans

UIE Hamburg (Action Plans)	UNEVOC (Action Plans)
<ul style="list-style-type: none"> - Document and disseminate examples of lifelong learning which address various groups and integrate all forms of learning (Informal, non formal and formal)... which are context and culture specific to learning needs of minorities - document and disseminate examples of good practice... 	<ul style="list-style-type: none"> - To identify good practices and assist in the process of transfers and adaptation of innovative approaches and best practices in TVET (UNEVOC goal 2)
<ul style="list-style-type: none"> - Establish databases on concepts, policies and practices in literacy, non formal education - Create a cutting edge knowledge base with databases on documentation, experiences, practices, innovations in literacy, non formal education..... 	<ul style="list-style-type: none"> - To maintain databanks and resources to support Member States (UNEVOC goal 2)
<ul style="list-style-type: none"> - Develop indicators for planning and evaluation of non formal, adult and lifelong learning programmes 	<ul style="list-style-type: none"> - Conduct qualitative assessment of existing support mechanism and tools e.g. statistics and indicators (UNEVOC goal 2) -Engage in research and develop activities to better meet demands of Member States (goal 2)
<ul style="list-style-type: none"> - Reinforce lifelong learning perspectives by organizing joint projects with various development agencies and sectors - Promote the visibility of life-long learning worldwide 	<ul style="list-style-type: none"> - Promote partnerships including inter-agency cooperation in TVET (UNEVOC goal 1)
<ul style="list-style-type: none"> - Facilitate cross-regional and international dialogue on life-long learning -Develop effective networking and communication strategies as a means of producing and disseminating knowledge 	<ul style="list-style-type: none"> - Develop mechanism for the exchange of knowledge and expertise on TVET and initiate fact-finding and familiarisation meetings (UNEVOC goal 1)

Other complimentary areas identified so far:

- Research and publications on life-long skills, informal and non-formal education
- Integration of formal, non-formal and informal education
- Capacity-building in areas aimed at achieving EFA goals