

This manual is provided by the



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Contents

Preface	4
Glossary	5
Acronyms and abbreviations	6
Chapter 1: UNESCO-UNEVOC and the UNEVOC Network at a glance	7
1.1 Background	7
1.2 The UNESCO-UNEVOC International Centre (UNESCO-UNEVOC)	9
1.3 The UNEVOC Network	9
1.4 The UNEVOC Centres	10
1.5 The UNEVOC Cluster Coordinating Centres (CCCs)	12
Chapter 2: Becoming a UNEVOC Centre	14
2.1 Benefits of joining the UNEVOC Network	14
2.2 Role and Responsibilities of a UNEVOC Centre	15
2.3 Criteria for becoming a UNEVOC Centre	15
2.4 Five steps to join the UNEVOC Network	16
Chapter 3: Setting up and managing a UNEVOC Centre	18
3.1 Appointing the Coordinator of a UNEVOC Centre	18
3.2 Indicative patterns for managing a UNEVOC Centre	19
3.3 Interacting with stakeholders	21
Chapter 4: Work plan, progress report, and monitoring and evaluation	26
4.1 Biennial work plan	26
4.2 Monitoring and reporting	27
4.3 Membership cycles	28
4.4 Renewal clauses and sunset clause	28
Chapter 5: The UNEVOC Centre in action	29
5.1 Mobilizing resources to sustain the UNEVOC Centre	29
5.2 Contributing to the improvement of the national TVET system	30
5.3 Undertaking clearinghouse functions and knowledge-sharing	31
5.4 Maintaining visibility for the UNEVOC Centre	33
5.5 Initiating and undertaking research	33
Annexes	34
Annex 1: Timeline of UNESCO-UNEVOC (1987-2014)	34
Annex 2: Important documents and related websites	38
Annex 3: Indicative template for biennial work plan	40
Annex 4: Important websites	41
Reference list	42

Preface



This manual serves as a reference document to communicate the general rules of engagement of the UNEVOC Centres once they become part of the UNEVOC Network

– an inclusive, global learning network of institutions and organizations involved in technical and vocational education and training (TVET) in UNESCO’s Member States. It establishes the framework procedures, structures and relationships within the Network.

The manual consists of five chapters:

Chapter 1 provides a background of UNESCO’s activities in TVET in the light of the mandate and establishment of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (hereinafter referred to as UNESCO-UNEVOC). It provides definitions and explains the functions of the different entities, such as UNESCO-UNEVOC, the UNEVOC Network, the UNEVOC Centres and the UNEVOC Cluster Coordinating Centres (CCCs).

Chapter 2 defines the membership procedures of the UNEVOC Network. It sets out the criteria of eligibility, requirements and the benefits of becoming a UNEVOC Centre.

Chapter 3 describes the process of appointing a Coordinator of the UNEVOC Centre, indicates patterns for managing a UNEVOC Centre, and describes the roles of key stakeholders and how to build solid partnerships.

Chapter 4 guides UNEVOC Centres on the mechanisms to fulfil their commitment to work with UNESCO in delivering its programmes. It describes the key considerations for planning, implementing

and evaluating the work of UNEVOC Centres. It also clarifies important information on how a membership is sustained and renewed. It defines termination clauses in the event of inactivity within the Network or non-fulfilment of the Network objectives.

Chapter 5 informs UNEVOC Centres how they can best fulfil their role, so as to benefit as much as possible from international exchange and cooperation and enhance their impact at regional and national level.

The information and procedures in this manual are consistent with the principles of UNESCO’s Comprehensive Partnership Strategy section on UNEVOC Network endorsed at the 192nd session of the Executive Board on 6 September 2013 and subsequently adopted by the General Conference at its 37th session.

The manual also aims to be of use to all TVET stakeholders including National Commissions for UNESCO to better understand the Network processes, the benefits for having active UNEVOC Centres in a country and the opportunities for stimulating collaborations with TVET stakeholders within a country.

This manual will be updated as necessary at a given time.

The support and contributions of the UNEVOC Centres and UNESCO-UNEVOC’s secretariat are highly acknowledged for designing and developing this manual that will serve as a useful tool for effective network management.

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Glossary

Cluster	A group of UNEVOC Centres within a region. There are usually 2-4 Clusters in one region.
Cluster Coordinating Centre (CCC)	A UNEVOC Centre that assumes coordinating tasks in a region or a cluster
Cluster Coordinator	A Coordinator of UNEVOC Centre who assumes certain coordinating tasks within a Cluster of UNEVOC Centres
Coordinator of UNEVOC Centre	An appointed person who coordinates a UNEVOC Centre in a particular country
TVET institution	An institution involved in technical and vocational education and training (TVET)
UNESCO Field Office	<p>A unit of UNESCO away from its Headquarters in Paris, which could be a:</p> <ul style="list-style-type: none">• Regional Bureau: regional bureaus and regional advisers specialize in the fields of education, science, the social sciences, culture and communication, and provide specialized support to cluster and national offices in a given region.• National Office serving a single Member State• Cluster Office covering a group of countries• Liaison Office: there are four liaison offices, providing liaison with the United Nations, the African Union and the Economic Commission for Africa, and the European Union and its subsidiary bodies <p>For more information on UNESCO Field Offices, please visit the following link: http://www.unesco.org/new/en/bfc/all-offices/</p>
UNESCO Institutes and Centres	The institutes are specialized departments of the Organization that nonetheless support UNESCO's programme, providing, in the same way as the regional bureaux, specialized support for cluster and national offices.
UNESCO-UNEVOC	The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in Bonn, Germany
UNEVOC Centre	A TVET institution that is a member of the UNEVOC Network
UNEVOC Network	UNESCO's global network for cooperation in technical and vocational education and training, with its hub at the UNESCO-UNEVOC International Centre in Bonn, Germany
UNEVOC Network Portal	A webpage that comprises profiles of each UNEVOC Centre and displays their news and events

Acronyms and abbreviations

ASPnet	UNESCO Associated Schools Project Network
CCCs	Cluster Coordinating Centres
Cedefop	European Centre for the Development of Vocational Training
EFA	Education for All
ETF	European Training Foundation
ILO	International Labour Organization
MDG	Millennium Development Goals
OECD	Organisation for Economic Co-operation and Development
TVE	technical and vocational education
TVET	technical and vocational education and training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	This acronym combines UNESCO and VOC ational education It originally refers to “International Project on Technical and Vocational Education“ in an agreement between UNESCO and the government of Germany on 17 July 1992.

Chapter 1: UNESCO-UNEVOC and the UNEVOC Network at a glance

Chapter 1 provides a background on UNESCO's technical and vocational education and training (TVET) activities in recent years. It also defines the roles of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC), the UNEVOC Network, the UNEVOC Centres and the UNEVOC Cluster Coordinating Centres (CCCs).

1.1 Background

The roots of UNESCO-UNEVOC date back to UNESCO's First International Congress¹ in 1987 on the Development of Technical and Vocational Education, held in Berlin, Democratic Republic of Germany. It was suggested that UNESCO should support the

establishment of an international centre for research and development in TVET to work with the TVET Section at UNESCO Headquarters in Paris.

The request for a feasibility study was made by UNESCO's General Conference in 1989. The study was finalized in early 1991. At the 26th General Conference of UNESCO later in 1991, Member States authorized the Director-General of UNESCO to launch an International Project on Technical and Vocational Education.

In 1992, UNESCO accepted an offer by the Government of Germany to host this International Project in Berlin, Germany, and the project took off in 1993. A small implementation unit was set up in Berlin. Setting up an international network of TVET institutions was one of its very first activities. This network was named the UNEVOC Network.

¹ *International Congress on the Development and Improvement of Technical and Vocational Education, Final Report, UNESCO, Berlin German Democratic Republic, 22 June – 1 July 1987*
<http://unesdoc.unesco.org/images/0007/000759/075959eb.pdf>

An independent evaluation of this project was undertaken in 1996/97. One of the conclusions was that a more permanent structure for the project was desirable.

At the 30th General Conference of UNESCO in 1999, a resolution (30 Res/9)² authorized the Director-General to set up an International Centre for Technical and Vocational Education. On 12 July 2000, UNESCO and the Government of Germany signed a Host Country Agreement in which Germany committed itself to providing substantive resources for the establishment and operation of an International TVET Centre. The Host Country Agreement³ stipulates that:

(1) Under the supervision of UNESCO Headquarters, the Centre shall provide [an] effective mechanism to improve the use of human and financial resources available for support to Member States in TVET and to develop tools and modalities that facilitate execution of activities by UNESCO Headquarters, the Organization's Field Offices, the UNEVOC Network and its members, and international partners involved.

(2) The Centre shall be responsible for providing subject knowledge and technical support to the UNESCO International Programme on TVET 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 TVET and serve its partners accordingly.



UNESCO-UNEVOC International Centre is located at the United Nations Campus in Bonn, Germany since 2006, along with other UN agencies.

² Records of the General Conference, 30th Session Paris, 26 October to 17 November 1999, Volume 1: Resolutions <http://unesdoc.unesco.org/images/0011/001185/118514e.pdf>

³ Agreement between the Government of the Federal Republic of Germany and the United Nations Educational, Scientific and Cultural Organization concerning the hosting of the UNESCO International Centre for Technical and Vocational Education and Training, Bonn on 12 July 2000

In September 2000, the project moved from Berlin to the newly established United Nations Campus in Bonn. In 2002 the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) was officially inaugurated.

For more information please refer to Annex 1, 'Timeline of UNESCO-UNEVOC International Centre (1987–2013)' and Annex 2, 'Important documents'.

1.2 The UNESCO-UNEVOC International Centre (UNESCO-UNEVOC)

UNESCO-UNEVOC is UNESCO's specialized centre for TVET, and as such is an integral part of UNESCO. It operates in close collaboration with the Organization's TVET Section at its Headquarters in Paris, and implements its activities at the country level in cooperation with UNESCO Field Offices and UNESCO Institutes and Centres. UNESCO-UNEVOC acts as the hub of the UNEVOC Network. UNESCO Resolution 31⁴ defines UNESCO-UNEVOC's mandate as being to assist UNESCO's Member States to develop their TVET systems. The mandate focuses particularly on contributing to the overarching UNESCO goals for TVET, namely the development of TVET worldwide, by assisting Member States to develop policies and promote practices concerning education for the world of work and skills development for employability and citizenship, and to achieve access for all to high-quality and relevant learning programmes.

⁴ The UNESCO Resolution 31 adopted by the General Conference at its 30th session Volume 1 (2000): <http://unesdoc.unesco.org/images/0011/001185/118514e.pdf>

UNESCO-UNEVOC provides various forms of technical assistance:

- global and regional networking
- policy support and capacity development
- resource development and knowledge sharing.

UNESCO-UNEVOC undertakes an active role in strengthening and upgrading the UNEVOC Network, with particular reference to:

- informing policy dialogue in TVET
- stimulating international and regional cooperation in TVET
- promoting good and innovative practices in TVET
- promoting south–south and north–south–south cooperation among TVET institutions
- mobilizing expertise and resources
- promoting and strengthening multistakeholder partnerships with relevant agencies
- promoting UNESCO's normative instruments and standards.

1.3 The UNEVOC Network

The UNEVOC Network was launched in 1993. At that time, no worldwide platform or network dedicated to TVET existed. As a first step, National Commissions for UNESCO were requested to locate and nominate the most appropriate focal institutions in their countries for international cooperation in TVET. These were named UNEVOC Centres. The UNEVOC Network was made up of

these UNEVOC Centres, and has since been coordinated by UNESCO-UNEVOC.

The UNEVOC Network provides an environment for exchange and mutual assistance among TVET experts, ministries and institutions worldwide. The Comprehensive Partnership Strategy – UNEVOC Network⁵ outlines the **three strategic objectives of the UNEVOC Network**:

- to **improve TVET in Member States by promoting and fostering international collaboration and partnerships** and cooperation among TVET practitioners, civil society, local communities, researchers and policy-makers
- to **develop the capacities of UNEVOC Centres and associated TVET practitioners** by providing various forms of technical assistance
- to **share promising practices and innovations in TVET**, through the promotion of research and practice-based evidence.

At the country level, the UNEVOC Network aims to provide a framework and vital institutional mechanism for collaboration in thematically addressing local issues with global impact, while at the international level, UNESCO-UNEVOC through the UNEVOC Network fosters south–south and north–south–south cooperation and learning, and provides an environment for exchange and mutual assistance among TVET experts and institutions in different parts of the world.

⁵ *The Comprehensive Partnership Strategy – UNEVOC Network was endorsed at the 192nd session of the Executive Board on 6 September 2013, Paris (192EX/5.INF) and subsequently adopted by the General Conference at its 37th session: <http://unesdoc.unesco.org/images/0022/002229/222986e.pdf>*

To ensure the good quality of interaction, the Network is made up of:

- **UNEVOC Centres**: active members that have, in their constituencies, access to expertise and experience, and that are able and willing to share it with others
- **Cluster Coordinating Centres (CCCs)**: regional hubs that stimulate networking and improve the mutual flow of information between UNEVOC Centres in the region or the cluster and UNESCO-UNEVOC
- **UNESCO-UNEVOC**: a hub of the network that manages, coordinates, and provides tools and instruments to facilitate knowledge-sharing across the network.

1.4 The UNEVOC Centres

TVET institutions that become members of the UNEVOC Network are called UNEVOC Centres. UNEVOC Centres are admitted to an international knowledge network of TVET institutions, acquiring:

- i. access to international expertise and mutual assistance for institutional capacity development,
- ii. benefit from mutual learning through the various forms of cooperation, institutional mechanisms and platforms afforded by UNESCO-UNEVOC to its members, and
- iii. competence to benchmark their own practices.

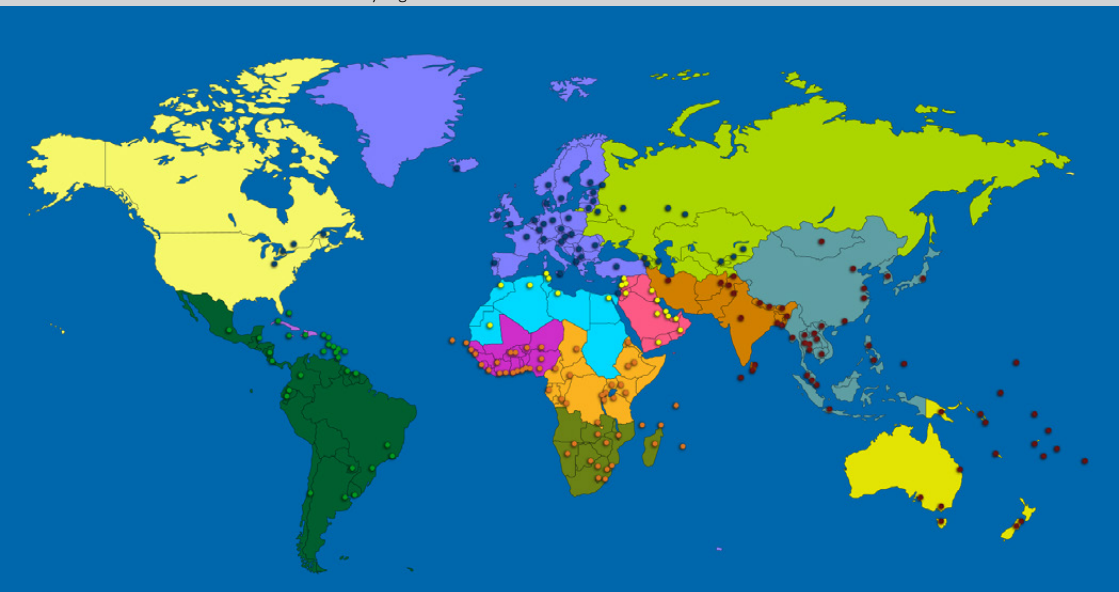
This also implies that the TVET member institutions have a strong motivation to share and contribute their own expertise,

and to learn from colleagues and partners in other countries and regions.

The overall mission of a UNEVOC Centre is to contribute to the improvement in the standards and quality of TVET in the country. In close cooperation with their national TVET institutions, and with support from the UNEVOC Network, a UNEVOC Centre provides an environment for exchange and mutual assistance among TVET officials and policy-makers,

academics, teachers and practitioners, TVET experts and stakeholders in the country. It contributes to the national agenda on TVET, and to the formulation of national policies in TVET and alignment of other national strategies and education-sector-strategic plans and international goals. It facilitates the information flow and disseminates the work of UNESCO in TVET in the country. It also contributes to the regional and international debate on TVET.

Distribution of the UNEVOC Centre by region and cluster



The UNEVOC Network is divided into 5 Regions and 13 Clusters.

○ UNEVOC Centres in Region

□ Clusters

- | | | |
|--|-----------------------------------|----------------------------------|
| ● Africa | ● Arab States | ● Asia Pacific |
| ● Central and Eastern Africa | ● Mashreq States | ● Eastern and South-Eastern Asia |
| ● Southern Africa | ● Northern Africa/Arab States | ● Pacific Islands |
| ● Western Africa | | ● Southern Asia |
| ● Europe, CIS and North America | ● Latin America and the Caribbean | |
| ● Commonwealth of Independent States (CIS) | ● Caribbean States | |
| ● Europe | ● Central and Latin America | |
| ● North America | | |

The Coordinator of the UNEVOC Centre

The Coordinator of the UNEVOC Centre – previously named Focal Point – is the primary point of contact for UNESCO-UNEVOC, and also for other UNEVOC Centres. The Coordinator of the UNEVOC Centre ensures their institution’s interaction within the UNEVOC Network by disseminating TVET information and documentation and by contributing to the online services of UNESCO-UNEVOC as appropriate. The Coordinator of the UNEVOC Centre is also responsible for reporting to their institution about their engagement in the Network’s activities.

The success of a UNEVOC Centre’s cooperation within the Network will largely depend on the dynamic leadership role of its Coordinator. Among the essential attributes of the Coordinator of the UNEVOC Centre are a thorough understanding of the national TVET system and policy framework, an awareness of international developments and goals in TVET, the ability to spot opportunities to benefit from the UNEVOC Network, and the ability and skills to mobilize resources from the government, private sector, bilateral donors and UNESCO.

In addition to the international dimension, the Coordinator of the UNEVOC Centre should not only be knowledgeable about TVET, but also have easy access to main stakeholders of TVET at the national level, including policy-makers, social partners and industries. Please refer to Chapter 3 section 3.1 on the role of the Coordinator of a UNEVOC Centre.

1.5 The UNEVOC Cluster Coordinating Centres (CCCs)

UNESCO groups its Member States into five regions:⁶ Africa, Arab States, Asia and Pacific, Europe and North America, and Latin America and the Caribbean. In these regions, the UNEVOC Network is grouped in clusters⁷ to facilitate its coordination. The UNEVOC Network, therefore, is coordinated by UNESCO-UNEVOC with the support of a number of UNEVOC Centres that are designated as Cluster Coordinating Centres (CCCs). In close collaboration with UNESCO-UNEVOC, CCCs:

- facilitate the coordination of the UNEVOC Network in the clusters by improving the mutual flow of information between UNEVOC Centres in the cluster and UNESCO-UNEVOC
- assist in monitoring of TVET activities to strengthen the Network
- stimulate networking.

In consultation with UNEVOC Centres in the regions, CCCs are selected on a voluntary basis and may rotate as needed. The selection is based on the demonstrated leadership role of the Centre. UNESCO-UNEVOC reserves the right to reinforce or change the CCC or assign additional centre/s as it deems appropriate in consultation with the CCC.

The establishment of CCCs reinforces the UNEVOC Network, in which UNESCO-UNEVOC represents the central hub and CCCs represent regional and/or

⁶ The UNESCO five regions can be consulted from here: <http://www.unesco.org/new/en/unesco/worldwide/regions-and-countries/>

⁷ The UNEVOC Cluster can be consulted from here: <http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Structure>

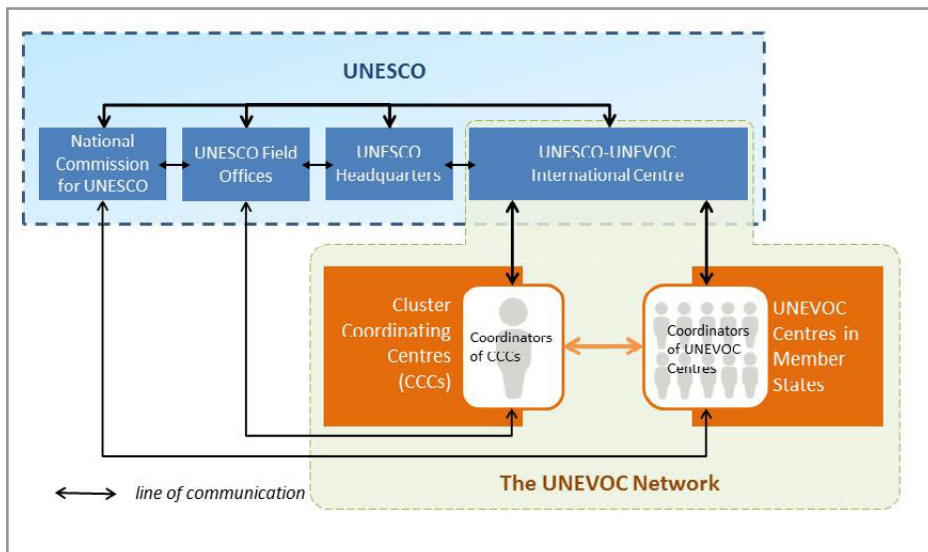
cluster hubs. Such a structure is suitable for eliminating the disadvantages of being either overly centralized or overly decentralized, and ensuring a structure that is appropriate to manage, coordinate and facilitate the UNEVOC Network.

The fulfilment of the CCCs responsibilities is ensured by **Cluster Coordinators**. In addition to their role as the Coordinators of UNEVOC Centres (as described in Chapter 3 section 3.1) the Cluster Coordinators perform the following roles:

- Support and coordinate TVET Network activities within the Cluster;
- Review and give feedback on new membership applications from the Cluster and contribute to the process of membership renewal;

- Facilitate the flow of information and promote promising practices and joint activities with the UNEVOC Centres within the cluster;
- Contribute to reporting on UNEVOC Centres' performance in the Cluster;
- Attempt to mobilize financial resources from donors within the Cluster;
- Contribute to the process of accepting new members and of renewing and terminating membership in the Cluster;
- Liaise with UNESCO-UNEVOC on a regular basis to address any matters in the Cluster.

The Cluster Coordinators may wish to keep in touch with UNESCO Field Offices that are relevant for their clusters as and when necessary.



Coordination Mechanism of the UNEVOC Network

Chapter 2: Becoming a UNEVOC Centre

Chapter 2 describes the key steps to become a UNEVOC Centre, the selection criteria and the benefits of joining the UNEVOC Network.

2.1 Benefits of joining the UNEVOC Network

Joining the UNEVOC Network provides a number of privileges and benefits. The UNEVOC Network provides a platform and gives assistance to members to:

- participate in the various services and activities of UNESCO-UNEVOC to strengthen policy development and institutional capacities
- contribute to the global debate on TVET
- have access to worldwide TVET information and know-how
- improve the information and knowledge base for decision-makers
- learn from each other's experiences and sharing promising practices
- better understand needs and priorities
- pool resources and develop synergies
- expand institutional and professional networks
- facilitate regional and international partnerships in TVET
- benchmark practices with other organizations and institutions
- have exposure to UNESCO's Field Offices and National Commissions for UNESCO
- find out about potential funding opportunities.

A UNEVOC Centre will have access to documentation and expertise from other countries or regions through UNESCO-UNEVOC. A UNEVOC Centre will have a comparative advantage if it is able to utilize, contextualize and where appropriate also translate materials that are available in foreign languages, or share its own resources for use by others.

2.2 Role and Responsibilities of a UNEVOC Centre

An applicant institution must demonstrate capacity to fulfil the role of a UNEVOC Centre.

The “Comprehensive Partnership Strategy – UNEVOC Network”⁸ identifies activities to be fulfilled by the UNEVOC Centre as follows:

- develop, lead and coordinate a national network to assist national TVET policy development
- develop and share innovative TVET practices
- participate in resource development, online services and [the] clearing house function of the International Centre
- disseminate the TVET message and publications
- inform the global TVET debate
- organize at least one TVET-related activity⁹ per year

- facilitate and participate in UNEVOC Network capacity-development activities
- report and share relevant experiences regarding TVET, to and with the Network
- engage in transnational cooperation processes
- update relevant data in the network portal.¹⁰

2.3 Criteria for becoming a UNEVOC Centre

An applicant institution must be a TVET institution of national importance in a Member State of UNESCO. It should play a key role in the development of TVET in the country, and have the potential to serve as a national hub in an international and regional context.

An applicant institution must be one of the following types of organization:

- the TVET section, unit or department of the ministry of education or another mandated ministry
- a national authority/council/body on TVET
- a centre of excellence in TVET research and policy development
- a centre of excellence in TVET provision
- a reputed national non-governmental organization (NGOs) or private enterprise promoting TVET and skills training.

⁸ <http://unesdoc.unesco.org/images/0022/002229/222986e.pdf>

⁹ Please refer to Annex 3, ‘Indicative template for biennial work plan’, for guidelines on types of activity that UNEVOC Centres should organize in their capacity as members of the UNEVOC Network.

¹⁰ The Network Portal is a web facility provided by UNESCO-UNEVOC. It features a directory of all UNEVOC Centres and indicates their contact details. It also provides information on events and activities undertaken by UNEVOC Centres (www.unevoc.unesco.org/network).

An applicant institution should have:

- provision for a basic infrastructure, including a dedicated physical unit for housing a UNEVOC Secretariat/Office as defined in the Final Report of the International Advisory Committee¹¹
- committed human and financial resources to fulfil its new role as a UNEVOC Centre and actively participate in the UNEVOC Network's activities.

Please refer to Section 3.2, 'Indicative pattern for managing a UNEVOC Centre', for more information on physical infrastructure and human resources.

The application must be accepted by UNESCO-UNEVOC and endorsed by the country's National Commission for UNESCO.

¹¹ The Final Report of the International Advisory Committee, 4th session, 10-12 March 1997, states that 'the designation of any UNEVOC Centre is subordinate to the following condition: ... appropriate equipment and facilities required to fulfil the functions are available' (<http://unesdoc.unesco.org/images/0011/001117/111732eo.pdf>).

2.4 Five steps to join the UNEVOC Network

Joining the UNEVOC Network requires an organization to go through the following five steps:



Step 1: Expression of interest

There are three options:

- a. A TVET entity or institution from any UNESCO Member State voices interest in joining the UNEVOC Network and notifies UNESCO-UNEVOC; or
- b. UNESCO-UNEVOC identifies an institution with core functions in TVET and invites the institution to submit a request for membership; or
- c. The Government, National Commission for UNESCO of a Member State, or a UNESCO Field Office, takes the initiative to nominate an institution, which is then followed up on by UNESCO-UNEVOC.

Step 2: Formal request

The interested TVET institution provides its profile and data in detail as required in the application form, and submits it to UNESCO-UNEVOC. The application form is available upon request.

Step 3: Review of application

UNESCO-UNEVOC reviews the profile and data contained in the application form and checks whether they meet the criteria and requirements for joining the UNEVOC Network. The Cluster Coordinator for the region will be consulted in this regard. The interested institution may be requested to provide additional information.

Step 5: Decision

UNESCO-UNEVOC makes a final decision on the endorsed application. If it is accepted, the TVET institution is then registered officially as a UNEVOC Centre and formally admitted to the UNEVOC Network.

Step 4: Endorsement

UNESCO-UNEVOC approaches the National Commission for UNESCO¹² in the country where the applicant institution is based to confirm the profile and data, and to obtain the Commission's endorsement of the request to join the UNEVOC Network. Relevant UNESCO Field Office(s) may be contacted for further consultation.

¹² The Directory of National Commissions for UNESCO can be consulted from here: <http://www.unesco.org/new/en/member-states/member-states-information/directory-of-national-commissions/>

Chapter 3: Setting up and managing a UNEVOC Centre

Chapter 3 describes the process of appointing a Coordinator of the UNEVOC Centre, indicates patterns for managing a UNEVOC Centre, and describes the roles of key stakeholders and how to reach out to them.

Once admitted to the UNEVOC Network, the new UNEVOC Centre may consider reviewing its relevant internal structures and external relations. The purpose is to ensure successful interaction, both within the national TVET environment and within the UNEVOC Network.

3.1 Appointing the Coordinator of a UNEVOC Centre

For interaction in the UNEVOC Network, the UNEVOC Centre is requested to appoint a Coordinator for the Centre who shall be nominated by the management of the institution. It is suggested that the Centre

identifies a Coordinator who can fulfil the following oversight tasks:

- Develop a biennial **work plan**¹³, communicate it with UNESCO-UNEVOC, and monitor its implementation;
- Monitor the implementation of the UNEVOC Centre's biennial work plan and submit a **progress report** to UNESCO-UNEVOC;
- Ensure regular interaction with other members of the UNEVOC Network. This includes the provision of relevant information and documentation on TVET;
- Liaise with relevant national stakeholders, ensuring the Centre's

¹³ Please refer to Annex 3, 'Indicative template for biennial work plan', for some guidelines on types of activity that UNEVOC Centres should organize in their capacity as members of the UNEVOC Network.

timely response to issues and the fulfilment of the overall objectives of the UNEVOC Centre;

- Establish and maintain a network of national TVET stakeholders;
- Ensure that information and documentation received from abroad are properly disseminated and reach the most appropriate destinations in the country;
- Update profile and contact information of the UNEVOC Centre on regular basis;
- Provide relevant information to their institution and UNESCO-UNEVOC as and when required;
- Facilitate and coordinate all the activities of the UNEVOC Centre;
- Interact and communicate with the National Commission for UNESCO.

Knowledge of English may need to be taken into consideration when appointing the Coordinator of a UNEVOC Centre, given that English is the office language of UNESCO-UNEVOC. We do our best with our given resources, but we can only communicate in the other UN languages to a limited degree. Personal attributes such as motivation and initiative should be considered as additional assets.

Typically, Coordinators of UNEVOC Centre also have other duties and responsibilities in their TVET institutions. Often the tasks pertaining to the UNEVOC Network are added on to the Coordinator's existing duties.

3.2 Indicative patterns for managing a UNEVOC Centre

There is no universal pattern for managing a UNEVOC Centre. Each TVET member institution will already have a management structure and advisory committee in place. It might be that the existing structure can fulfil the additional role of acting as a UNEVOC Centre, or the member institution might choose to change or add to its management structure.

A useful management approach is to set up a team of experts from relevant disciplines and areas of work in the TVET institution. Transparent sharing of tasks and responsibilities will help streamline interaction at the national and international levels.

Subject to the structure of the TVET institution and to the distribution of responsibilities, it might be considered useful to set up a steering group. This could also include stakeholders from other national entities dealing with TVET, for example the ministry of labour, employers and trade unions, relevant research institutions, bodies involved in the training of teachers and trainers, professional associations, potential sources of funding, and other UNEVOC Centres in the country.

Human resources

Performing the tasks of a UNEVOC Centre requires human resources. These tasks can range from managerial duties to technology-assisted tasks, and from handling physical and financial resources to staff coordination. Having qualified staff who can handle those tasks in order to

fulfil the commitment of a UNEVOC Centre is critical to the success of managing a UNEVOC Centre.

Typically a TVET institution is not launched from scratch when a UNEVOC Centre is nominated and approved. Rather, an existing institution will assume this role as an additional function. Therefore, it might be wise to review the job descriptions and task profiles of existing staff, and consider the institution's capacity, strength and mandate. In many cases, slight modifications and additions will help to accommodate the needs of a UNEVOC Centre.

Guidance and training for colleagues and partners

When a TVET institution assumes the role of a UNEVOC Centre, not everybody in that institution is likely to be sufficiently aware of the character, roles, functions, tools and resources that shape the UNEVOC Network. Therefore, initial briefings and awareness-raising will be useful for existing staff, and also for newly recruited staff.

The role of a UNEVOC Centre is attached to an existing national TVET institution. Thus, the first priority is to ensure that all relevant officials and units are well informed about the UNEVOC Network and its activities and core function. Colleagues should be aware of potential synergies. They should be involved in UNESCO-UNEVOC's activities and online services whenever appropriate.

In some cases, study tours and internships at other UNEVOC Centres or at the UNESCO-UNEVOC International Centre may be considered.

Physical infrastructure

There will normally be existing office space in any TVET institution. However when it takes on the new capacity of a UNEVOC Centre, it is desirable to have a designated area – an office or part of an office – in which the Centre functions can be fulfilled, and which will lend visibility to the fact that it is now a UNEVOC Centre, e.g. by displaying the UNEVOC Network banner. This area will serve as a point of contact for national and local TVET specialists seeking information and guidance. It will attract national specialists to contribute to publications and promotional materials.

Communication facilities

As well as having an appropriate physical infrastructure, it will be necessary to communicate with a virtual community, at both national and international levels. There may be a need for additional or upgraded telecommunication facilities, such as hardware and software, internet access and web space.

Access to documentation

In order to become fully operational, it is desirable for UNEVOC Centres to have easy access to documentation on TVET from the country, and also from abroad. It might be an option to establish links with an existing documentation centre, research institute or the like that already has a stock of such documentation. In return, UNEVOC Centres might be able to enrich the existing documentation centre with additional resources obtained via the UNEVOC Network. Digital documentation is often preferred.

Budget

A UNEVOC Centre should plan to allocate financial resources to its activities. The requirement will depend on the envisaged scale of activities. For example, it might need a budget to cover information and communication equipment, internet access, web space, translation services, staff training, resources to arrange for meetings of national UNEVOC Network stakeholders, and travel costs for participating in certain UNEVOC activities.

When setting up a UNEVOC Centre, the Coordinator of the UNEVOC Centre may wish to draw up a list of the facilities required, and to compare them with the facilities that are already in place at the institution. Please refer to section 5.1 ‘mobilising resources to sustain a UNEVOC Centre’ for more information on how to mobilizing resources.

3.3 Interacting with stakeholders

UNEVOC Centres are encouraged to maintain contact with various TVET stakeholders. The following are among the key stakeholders for UNEVOC Centres.

TVET institutions and the private sector at the country level

As the overall mission of UNEVOC Centres is to contribute to the improvement in the quality and standards of TVET in their countries, national TVET institutions and the private sector are among a UNEVOC Centre’s most relevant stakeholders. In many countries, employers and their organizations, including chambers of industry and commerce, as well as trade unions, play an active role in determining training needs, and help ensure that these

needs are addressed. To help improve national TVET systems successfully, it is essential to strengthen the connections with TVET institutions at the country level, and to facilitate the dialogue among all national stakeholders, including both the public and private sectors.

UNEVOC Centres should therefore work closely with major players in TVET in their countries to help identify and analyse needs and demands in relation to their national specific context. They can do so by facilitating policy dialogue and stakeholder consultation through meetings and focused discussions. Further information on how to reach out to national stakeholders is provided in section 5.2.

The National Commission for UNESCO

National Commissions for UNESCO are set up by Member States for the purpose of associating their governmental and non-governmental bodies with the work of UNESCO. According to Article VII of UNESCO’s constitution¹⁴, they should include the country’s principal bodies responsible for education, science and culture.

It is essential that the National Commission for UNESCO in the country is well informed about national and local UNEVOC Centres’ activities at all times, and also about national involvement in UNESCO-UNEVOC activities. Therefore, Coordinators of UNEVOC Centres are requested to keep in touch with their National Commissions for UNESCO to brief them regularly about the UNEVOC Centre’s activities and explore opportunities for further collaboration with them.

¹⁴ The UNESCO Constitution can be consulted here: http://portal.unesco.org/en/ev.php-URL_ID=15244&URL_DO=DO_TOPIC&URL_SECTION=201.html

The Secretariat of UNESCO-UNEVOC can provide support in communicating with National Commissions¹⁵ for UNESCO if required.

UNESCO Field Offices

UNESCO as an organization maintains field offices¹⁶, institutes and centres in numerous countries. Coordinators of UNEVOC Centres may wish to find out whether there are any such UNESCO offices in their own country, and to what extent their areas of work touch on TVET.

Other partners and support structures

UNEVOC Centres are expected to function as a proactive driving force for innovation in TVET. UNEVOC Centres are encouraged to maintain relationships with TVET stakeholders from different sectors and industries including:

- **UNESCO Clubs, Centres and Associations:**¹⁷ These are groups of volunteers of different ages and socio-professional status who become activists in the service of UNESCO's ideals. The Coordinator of the UNEVOC Centre may wish to check for potential synergies between the UNEVOC Centre and local UNESCO Clubs, Centres and Associations.

- **UNESCO Associated Schools Project Network (ASPnet)**¹⁸: This is a global network of 10,000 educational institutions in 181 countries. Member institutions – ranging from pre-schools, primary, secondary and vocational schools to teacher training institutions – work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice. It may be worthwhile checking the list of ASPnet members, as synergies might emerge.
- **UNITWIN/UNESCO Chairs Programme**¹⁹: This Programme promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge-sharing and collaborative work. Chairs and Networks have evolved into poles of excellence and innovation at the regional level. They also contribute to strengthening north–south–south cooperation. The Programme involves over 650 institutions in 124 countries. It may also be worthwhile checking the list of UNESCO Chairs, as synergies in relation to TVET might emerge.
- **Bilateral and multilateral partners in development cooperation with an interest in TVET:** These might provide various means of support, and Coordinators of UNEVOC Centres may wish to touch base with some partners to see if there is scope for collaborating.

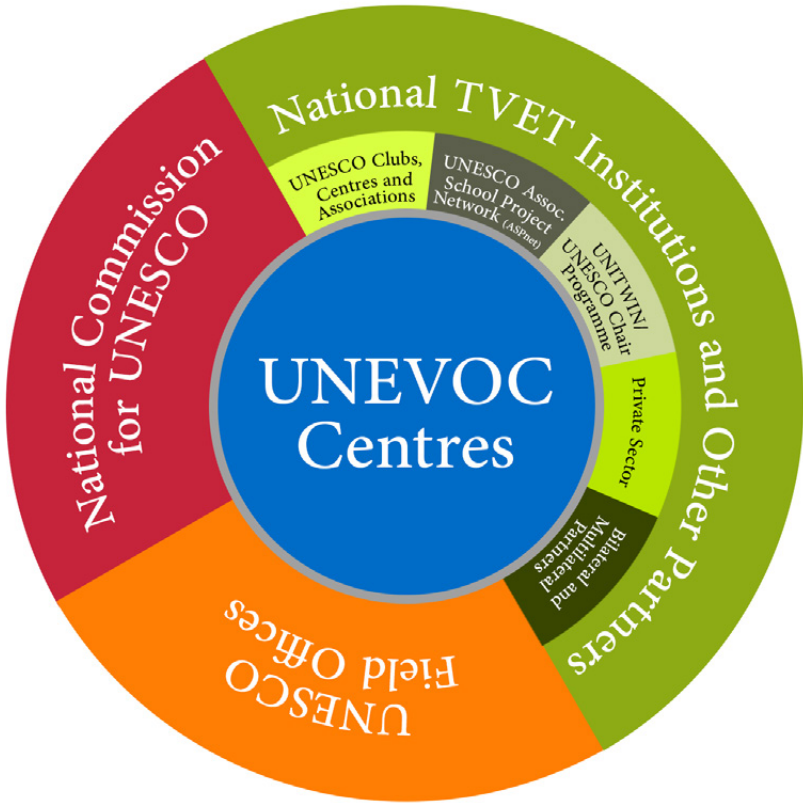
¹⁵ Details of National Commissions for UNESCO can be consulted here: <https://en.unesco.org/countries/national-commissions> & <http://www.unesco.org/new/en/member-states/member-states-information/directory-of-national-commissions/>

¹⁶ Details of UNESCO Field Offices can be consulted here: <https://en.unesco.org/about-us/all-offices-region>.

¹⁷ The Directory of Clubs for UNESCO can be consulted here: <http://en.unesco.org/countries/associations-centres-and-clubs-unesco>

¹⁸ Information about UNESCO Associated Schools Project Network is available here: <http://www.unesco.org/new/en/education/networks/global-networks/aspnet/>

¹⁹ List of UNESCO Chairs is available here: <http://en.unesco.org/unitwin-unesco-chairs-programme>



UNEVOC Centres interacting with stakeholders

Voices from Network members

Through meetings organized by UNEVOC, we have discovered new partners in Arab countries, with whom we could share and enrich our experiences in the field of technical education and employability. Moreover, in recent years, ENSET has been honoured by interventions of UNEVOC, by ... supporting our activities, for example, in public-private partnership, sustainable development and entrepreneurship.

Larbi Bellarbi

Former Director, Ecole Normale Supérieure de l'Enseignement Technique (ENSET), Université Mohammed V Souissi, Rabat Morocco

UNESCO-UNEVOC has managed to put TVET higher on the UN agenda and to organize the UNEVOC Network very effectively

Dr. Roland Bernecker

*Secretary-General
German Commission for UNESCO
Germany*

The National Institute of Learning (INA), together with UNESCO-UNEVOC have organized regional activities to exchange promising practices in strategic fields of education and work. This is a good example of how INA and UNESCO-UNEVOC jointly search to create a platform to provide for exchange of innovative and sustainable practices.

Mr. Fernando Rodriguez Araya

*Manager, Advisory External Cooperation, National Institute of Learning (INA)
Costa Rica*

I would herewith like to thank UNESCO-UNEVOC, our joint organization. Our college has benefited for many years from service of this important institution. Through the documents produced by UNEVOC and distributed to UNEVOC Centres across five continents we have learnt that:

- 1. we are not alone in bearing the burden of TVET*
- 2. you cannot stop progress even in the most difficult situations, as is the case with most of our centres, especially in Africa*
- 3. the best way to succeed in this specific and sometimes complicated area is to be united and work in solidarity*
- 4. the UNEVOC Network Directory gives each member the opportunity to display its 'identity' in a globalized world*
- 5. the UNEVOC Centre award is more than an honour, but rather an invitation to work, to persevere, because everyone knows that our task is not easy.*

Michel K. Kabre

*Director, Collège privé d'enseignement technique (CPET)
Burkina Faso*

Close cooperation with UNESCO-UNEVOC in Bonn enabled our organization to implement a number of interesting projects aimed at reforming TVET in Kazakhstan as well as in the other Central Asian countries. The Mobile Training Team project (MTT 2001) made it possible for us to get familiarized with first-hand experience of modernizing TVET quality management in Australia and Thailand The MTT made us clearly understand that we should move towards developing a new approach to managing quality rather than just controlling it.

Shaizada Tasbulatova

Director
'Progress' – Association 'Education for all in Kazakhstan' National Tempus Office
Kazakhstan

The Central Institute for Vocational and Technical Education (CIVTE) is one of the earliest established UNEVOC Centres. For many years, CIVTE has participated in activities organized by UNEVOC, has signed bilateral Memorandums of Understanding with several other member centres of UNEVOC and has undertaken cooperative research. Through these activities, CIVTE became acquainted with many international TVET experts from other countries, expanded its channels for TVET information exchange, and enhanced mutual understanding between China and other countries in the world.

Liu Yufeng

Research Professor, Division Director of International Cooperation and Comparative Education Research
Central Institute for Vocational and Technical Education (CIVTE), Ministry of Education
People's Republic of China

As a key Australian agency with a responsibility for TVET information networking in the Asia-Pacific region, NCVER has seen UNEVOC as an important vehicle for promoting understanding of member countries' training systems and a way of sharing experiences and practices.

Tom Karmel

Former Director, National Centre for Vocational Education Research (NCVER)
Australia

I wish to encourage all UNEVOC Centres in Member States to link with the International Centre through their National Commissions for UNESCO regarding various aspects of TVET in general in order to build a strong base to deal with emerging demands in socio-economic development and productive and sustainable livelihoods, among others, that TVET addresses. They should all take advantage of this resource.

John Simiyu

Department of Technology Education, University of Eldoret (UoE, DTE)
Kenya

The MITD has been a UNEVOC member for quite some time now. And we strongly believe that Networking is one pillar that will take TVET forward. However, TVET is so vast and there is an urgent need for those who have developed best practices to share with those who are still exploring possibilities. One such avenue is the UNESCO networking through the e-Forum. UNESCO should be praised to have created such a network which is the most important platform presently for exchanging and sharing views on TVET. Thank you UNESCO.

Roland Dubois

Former Director, Mauritius Institute of Training and Development (MITD)
Mauritius

Chapter 4: Work plan, progress report, and monitoring and evaluation

Chapter 4 guides UNEVOC Centres on the mechanisms to plan, implement and evaluate their own work. It also elaborates on the membership renewal and termination clauses discussed in the Comprehensive Partnership Strategy – UNEVOC Network.

4.1 Biennial work plan

The development of a work plan enables a UNEVOC Centre to formulate a specific plan of action and determine its activities on a periodic basis, in accordance with its broader goal of being part of the UNEVOC Network. The plan should ideally be consistent with UNESCO's TVET Strategy.²⁰ A work plan should set out targets and implementation mechanisms that can be monitored, the outcomes of which are to

be shared across the UNEVOC Network to showcase good practices in TVET in the country. A work plan may communicate activities to be conducted at the national level as well as planned involvement or initiatives at the international level. For the initial phase, the work plan might start at a moderate level. For subsequent years, it will be possible to build on previous experiences, and to enlarge the scope of activities.

An appropriate mechanism for monitoring the expected results will help improve performance over time.

The UNEVOC Centre's work plan should:

- identify specific needs of the country in TVET;
- describe the interventions of the UNEVOC Centre to address these needs;

²⁰ The latest UNESCO TVET Strategy is available from: <http://www.unesco.org/new/en/education/themes/education-building-blocks/technical-vocational-education-and-training-tvet/strategy/>

- identify the main partners/ stakeholders (if any) which the UNEVOC Centre intends to involve in these interventions;
- describe the objectives and expected benefits of these interventions
- explain the kinds of action which the UNEVOC Centre expects to perform at the international level;
- explain the budget requirements and sources of the funding;
- indicate how the performance of the UNEVOC Centre will be monitored and evaluated.

In drawing up an initial work plan for a UNEVOC Centre, it may be advisable to remain realistic, and not take too many tasks on board. There may be a lot of enthusiasm. However, if promises cannot be kept, interest in UNEVOC may fade away. A moderate plan with a good implementation rate may be more promising than a very ambitious plan with a low rate of implementation. Please refer to Annex 3, 'Indicative template for biennial work plan', for some guidelines on types of interventions/activities that UNEVOC Centres should organize in their capacity as members of the UNEVOC Network.

In addition, the UNEVOC Centre's work plan needs to be developed in close cooperation with the national TVET community. Thus duplication of activities can be avoided, and synergies may be achieved.

Once finalized, the UNEVOC Centre's work plan should be communicated to UNESCO-UNEVOC, with a copy furnished to the relevant Cluster Coordinator. The Coordinator of the UNEVOC Centre is

responsible for reviewing and updating the Centre's work plan at regular intervals, and on each updating they should inform UNESCO-UNEVOC and the Cluster Coordinator.

4.2 Monitoring and reporting

UNEVOC Centres are encouraged to monitor their activities and the performance of their work with reference to their biennial work plan at regular intervals. Such monitoring will help them to improve and optimize their activities in the national context and to improve their roles and functions at the international level as UNEVOC Network members.

Based on their monitoring, UNEVOC Centres are requested to submit biennial reports to UNESCO-UNEVOC. This mandatory report should cover the time frame and activities proposed in their biennial work plan and be restricted to action undertaken in their capacity as a UNEVOC Centre. Information on various aspects of regional and international exposure, research, partnership, involvement and action in the area of TVET carried out in the context of the UNEVOC Network can be added.

In addition to the mandatory biennial reports, UNEVOC Centres are further encouraged to also share annual progress reports with UNESCO-UNEVOC. Both the mandatory biennial reports and the suggested annual reports are an important instrument for UNESCO-UNEVOC to identify specific needs that might be addressed jointly with the international community, to provide a sound basis for further development of the services provided by UNESCO-UNEVOC and to develop its regional and international programme of

action for the benefit of TVET in UNESCO Member States. These reports will also be an input for the evaluation of the UNEVOC Network as a whole.

4.3 Membership cycles

The UNEVOC membership is managed in 4-year cycles, each covering two biennial work plans.

As per the Comprehensive Partnership Strategy – UNEVOC Network, all UNEVOC Centres are established for an initial period of four years, with provision of renewal upon satisfactory performance and by mutual consent. While membership applications are considered at any time within a cycle, eventually, a Centre’s membership period will be harmonized with UNEVOC’s 4-year membership cycle.

4.4 Renewal clauses and sunset clause

The renewal of membership is processed through an exchange of letters between UNESCO-UNEVOC and the UNEVOC Centre and will largely be based on the assessment of the work done by the UNEVOC Centre.

When UNEVOC Centres do not accomplish a minimum level of activities and meet their membership responsibilities, UNESCO-UNEVOC, in consultation with CCCs and the relevant National Commission, may decide not to renew their membership. The circumstances for non-renewal of membership include non-fulfilment of the UNEVOC Centre’s commitment as defined in section 2.2.

Chapter 5: The UNEVOC Centre in action

Chapter 5 informs UNEVOC Centres on how they can best fulfil their roles, benefit as much as possible from international exchange and cooperation, and enhance their impact at national or regional level.

5.1 Mobilizing resources to sustain the UNEVOC Centre

Given that resource mobilization is a key to sustaining the UNEVOC Centre, Coordinators of UNEVOC Centre may wish to seek funding and explore potential cooperation with relevant partners in their countries.

There are a number of potential sources of funding. For instance, the UNESCO Participation Programme²¹ is one such option. Other options include local and

national government, the private sector, and bilateral and multilateral funding sources. For instance, the guide “Agencies for International Cooperation in TVET: A Guide to Sources of Information”²² focuses on 22 national agencies in member countries of the Organisation for Economic Co-operation and Development (OECD). Although it was compiled in 2006 and has not been updated since, the guide hints at the kinds of international cooperation agency that might be interested in working with UNEVOC Centres in developing countries.

²² More information is available at: www.unevoc.unesco.org/go.php?q=Guide+to+Donor+Agencies

²¹ More information on the Participation Programme can be found at www.unesco.org/new/en/member-states/mscontent/participation-programme/.

5.2 Contributing to the improvement of the national TVET system

Reaching out to national stakeholders

UNEVOC Centres are encouraged to carefully examine the national governance structures of the TVET system in their countries, including the public and private sectors. Private and faith-based providers of TVET may play important roles. TVET in the formal and the informal economy needs to be considered. Based on such examination, UNEVOC Centres should be able to identify a range of institutions, organizations, enterprises and individuals who ideally are knowledgeable as well as influential with regard to TVET in the country, and to maintain professional communication with those stakeholders. This may include:

- developing a mailing list (possibly with sublists for specific target groups);
- forwarding relevant documentation on TVET issues obtained via the UNEVOC network;
- contributing to TVET expert meetings in the country;
- facilitating access to internationally available documentation in other languages;
- drawing the attention of TVET officials, experts and stakeholders to UNEVOC events abroad, particularly in the region or cluster;
- providing opportunity for TVET officials, experts and stakeholders to share and showcase national experience and good practice via the UNEVOC Network and the UNESCO-UNEVOC online services.

It is also helpful to maintain a national roster or database of TVET experts not only within the country, but also international TVET experts with sound knowledge of the country's situation in TVET. If such a roster is already available, the UNEVOC Centre may wish to use it whenever the need arises and contribute to it. This type of roster will be helpful for both national and international partners when there is a demand for advice and expertise.

Facilitating networking

UNEVOC Centres are requested to follow professional exchanges carefully. Whenever a network debate, a document or a resource seems particularly relevant for their country, they should notify its TVET officials, experts and stakeholders. Since UNEVOC Centres have easy access to networking with UNEVOC Centres in other countries and regions all over the globe, it is advisable for UNEVOC Centres to facilitate and promote the participation of their national TVET officials, experts and stakeholders in international exchange.

In addition, UNESCO-UNEVOC organizes various capacity-building activities to contribute to TVET development in Member States. UNESCO-UNEVOC facilitates the participation of the UNEVOC Centres in such activities and also in other conferences, meetings and workshops with the purpose of engaging them in the global discourse and strengthening their own institutional and individual capacities.

5.3 Undertaking clearinghouse functions and knowledge-sharing

UNEVOC Centres engage in the Network in two ways: first, principally as contributors, and second, as those who benefit from the contributions of others, in a number of different contexts, especially knowledge development and knowledge-sharing. UNEVOC Centres are requested to commit to action in giving, taking and sharing knowledge. Benefiters can become contributors and contributors benefiters, as they discover the value of assimilating good practice in TVET from other countries and regions.

With the active help of the Network members, UNESCO-UNEVOC provides a range of knowledge management resources, products and services. These are intended to contribute to the institutional and professional capacity development of the UNEVOC Centres.

These resources, products and services include those outlined below.

The Network Portal

The Network Portal is a web facility provided by UNESCO-UNEVOC. It features a directory of all UNEVOC Centres and indicates their contact details. It also provides

information on events and activities undertaken by UNEVOC Centres (www.unevoc.unesco.org/networkportal).

- UNEVOC Centres are requested to update their information on

the directory regularly, and share relevant news and events via the Network Portal.

The World TVET Database

The World TVET Database is an online repository provided by UNESCO-UNEVOC.

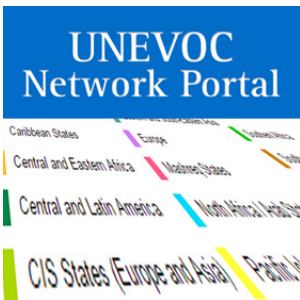
It aims to provide concise, reliable and up-to-date information on TVET systems worldwide in one single place. (www.unevoc.unesco.org/worldtvetdatabase)



- UNEVOC Centres are requested to ensure that information about the TVET systems in their countries is available and up to date. The Centre can either respond to a UNESCO-UNEVOC questionnaire on the TVET system in its country, or review and validate a draft report on the TVET system that has been contributed by UNESCO-UNEVOC.

The TVET Promising Practices Database

The Promising Practice Database aims to share knowledge of established innovative practices – success stories – that have proven to be effective and that promote TVET in some profound way, either in a particular TVET subsector or at local, regional or national level (www.unevoc.unesco.org/promising-practices).



- UNEVOC Centres are requested to submit promising practices to add to this database.

The e-Forum



The e-Forum is a virtual community of TVET experts from around the world who share information and knowledge about different aspects of TVET.

The e-Forum also provides moderator-driven e-Forum virtual conferences in which a moderator facilitates focused discussions on crucial themes in TVET development (www.unevoc.unesco.org/e-forum).

- UNEVOC Centres are encouraged to subscribe to the e-Forum and actively participate in the virtual conferences. Coordinators of UNEVOC Centres are also encouraged to suggest topics for the virtual conferences (www.unevoc.unesco.org/virtual-conference).

TVETipedia Glossary



The TVETipedia glossary is a glossary of terms that are commonly used globally in the area of TVET. This glossary provides definitions and background information from

various trustworthy sources (www.unevoc.unesco.org/tvetipediaglossary).

- UNEVOC Centres are encouraged to contribute to this glossary by submitting new terms/definitions and validating the published ones as well as by sharing articles on TVET in this glossary.

UNESCO-UNEVOC maintains a publications programme, with most publications available online or in print upon request from the Network members. UNESCO-UNEVOC also



maintains an online library consisting of a wide range of TVET specialized publications (www.unevoc.unesco.org/publications).

UNEVOC Centres are expected to provide similar services at the national level. If a national clearinghouse for TVET already exists, UNEVOC Centres should link with it. If a clearinghouse for TVET is not yet available, UNEVOC Centres are strongly encouraged to develop one. The Secretariat of UNESCO-UNEVOC can give advice on request on how to establish such clearinghouse functions.

5.4 Maintaining visibility for the UNEVOC Centre

The UNEVOC Centre is expected to promote its activities and services to national and local TVET officials, experts and stakeholders. This may include:

- establishing a physical display and information point close to its premises to allow TVET officials, experts, stakeholders and visitors to benefit from information and services provided by UNESCO-UNEVOC;
- designing and preparing a UNEVOC exhibition stand that can be used at relevant events as well as participating actively and visibly in national TVET events such as conferences, exhibitions and job fairs;
- drawing the attention of local and national media (newspapers, radio, television and online media) to the UNEVOC Network activities;
- maintaining a website in the local language(s) that provides UNEVOC-related information with reference to the country's needs;
- disseminating promotional materials such as flyers, posters and PowerPoint presentations.

Webpage and UNEVOC banner

In order to provide easy access to information for national TVET officials, experts and stakeholders, UNEVOC Centres are encouraged to set up a web page in their local language.

UNESCO-UNEVOC provides a UNEVOC Network membership banner in all UN languages which UNEVOC Centres

may display on their websites or e-mail signatures: www.unevoc.unesco.org/networkbanner. The Banner should always link to the website of UNESCO-UNEVOC.



The UNEVOC Network Banner

5.5 Initiating and undertaking research

UNEVOC Centres have access to TVET expertise in their own country, but also via the UNEVOC Network. This provides an opportunity for Coordinators of UNEVOC Centres to identify research needs and gaps at the national level. Thanks to their access to internationally available expertise and documentation, Coordinators of UNEVOC Centres may be able to bridge some of the national gaps by identifying expertise that is available elsewhere. On the other hand, UNEVOC Centres may wish to communicate their research needs, via the UNEVOC Network, to the international TVET community, and thereby initiate research efforts at the regional or international levels.

Annexes

Annex 1: Timeline of UNESCO-UNEVOC (1987–2014)

This timeline depicts some of the milestones in the emergence of the UNEVOC Network from its early roots up to the Comprehensive Partnership Strategy.

● April 1987

At UNESCO's First International Congress on the Development of Technical, and Vocational Education in Berlin, Democratic Republic of Germany, participants suggest drawing up a plan of action for the development of technical and vocational education, and request UNESCO to support the establishment of an international centre for research and development in technical and vocational education

● November 1989

The 25th General Conference of UNESCO adopts Convention on Technical and Vocational Education, invites the Director-General to carry out a feasibility study on the establishment of an International Centre for Technical and Vocational Education

● February 1991

Finalization of the 'Feasibility Study on the Establishment of an International Centre for Technical and Vocational Education'

● 1993

Initial phase of setting up a global UNEVOC Network

● 1996-1997

External evaluation of the UNEVOC Project. Recommendation to continue and to review the status of the UNEVOC Project

● March 1997

At its 4th session, the UNEVOC International Advisory Committee recommends a General Conference decision to bring the UNEVOC Project to a more permanent status



Colin Power, ADG/ED of UNESCO and Hans Kröner, founder of UNEVOC, inaugurated the UNEVOC Implementation Unit in September 1993.

● November 1991

The 26th General Conference of UNESCO authorizes the Director-General to launch an International Project on Technical and Vocational Education (UNEVOC)

● July 1992

UNESCO and Germany sign agreement on UNESCO's International Project on Technical and Vocational Education (UNEVOC)

● March 1993

The UNEVOC Implementation Unit becomes operational in Berlin, Germany

e-FORUM

UNESCO-UNEVOC
Mailing List for TVET Professionals

● November 1997

The 29th General Conference of UNESCO decides to establish a Long Term Programme for the Development of Technical and Vocational Education from the year 2000

● September 1998

Launch of the UNESCO-UNEVOC Electronic Mail Forum (e-Forum)

● April 1999

Second International Congress on Technical and Vocational Education, Seoul, Republic of Korea. Germany offers to host an International Centre for Technical and Vocational Education and Training in Germany

UNESCO DG Koichiro Matsuura and Edelgard Bulmahn, Federal Minister of Education and Research, signed the agreement to host UNESCO-UNEVOC International Centre on 12 July 2000.



November 1999

The 30th General Conference of UNESCO authorizes the Director-General to establish an International Centre for Technical and Vocational Education and Training in Bonn, Germany

July 2000

UNESCO and the Government of Germany sign a Host Country Agreement for UNEVOC

September 2000

The UNESCO-UNEVOC International Centre starts operating in Bonn, Germany

April-May 2005

External evaluation of the UNESCO-UNEVOC International Centre



April 2009

The Executive Board of UNESCO approves the UNESCO Strategy for TVET 2010–2015

UNESCO World Conference on Education for Sustainable Development issues the Bonn Declaration of 2009

May 2012

The Third International Congress on TVET held in Shanghai, People's Republic of China, adopts the Shanghai Consensus



UNESCO International
TVET Expert Meeting in
Bonn 2004



● November 2001

The 31st General Conference of UNESCO adopts 'Revised Recommendation concerning Technical and Vocational Education'

● April 2002

The UNESCO-UNEVOC International Centre is officially inaugurated



● October 2004

UNESCO International TVET Expert Meeting 'Learning for Work, Citizenship and Sustainability', Bonn, Germany, adopts the Bonn Declaration of 2004

● July 2013

UNESCO's Executive Board ranks TVET among its highest budget priorities in education

● September 2013

The Comprehensive Partnership Strategy – UNEVOC Network is endorsed at the 192nd session of the Executive Board (192 EX/5. INF) and subsequently adopted by the General Conference at its 37th session

● October 2014

Over 200 delegates from 65 UNESCO Member States, convened for the global forum at the United Nations Campus in Bonn, Germany, to discuss two major global challenges on the post-2015 development agenda: making youth employable and achieving sustainable development



Annex 2: Important documents and related websites

UNESCO Strategy for TVET (2009)

Report by the Director-General of UNESCO on a Draft Strategy for Technical and Vocational Education and Training (TVET). Document 181 EX/8.

<http://unesdoc.unesco.org/images/0018/001808/180869E.pdf>

Approved by the Executive Board at its 181st session (2009)

<http://unesdoc.unesco.org/images/0018/001826/182664e.pdf>

Comprehensive Partnership Strategy – UNEVOC Network (2013)

Under the umbrella statement of the ‘Policy Framework for Strategic Partnership’, the Comprehensive Partnership Strategy including UNEVOC Network. This Strategy defines overall framework for partnership and engagement with individual partner.

Approved by the Executive Board at its 192nd session (192EX/5.INF PARIS, 6 September 2013) and by the General Conference at its 37th session (2013)

<http://unesdoc.unesco.org/images/0022/002229/222986e.pdf>

Implementation of the TVET Strategy (2011)

Implementation of the Strategy for Technical and Vocational Education and training (TVET).

Document 186 EX/43 <http://unesdoc.unesco.org/images/0019/001922/192228e.pdf>

Shanghai Consensus (2012)

Recommendations of the Third International Congress on Technical and Vocational Education and Training ‘Transforming TVET: Building skills for work and life’. Shanghai, People’s Republic of China, 14–16 May 2012

www.unesco.org/ulis/cgi-bin/ulis.pl?catno=217683&set=53EA31DA_3_288&gp=1&lin=1&ll=1

Shanghai Update (2014)

Follow-up on the UNESCO Third International TVET Congress, March 2014

<http://unesdoc.unesco.org/images/0022/002270/227059e.pdf>

Technical and Vocational Education and Training for the Twenty-first Century. UNESCO Recommendations (2001)

Revised Recommendation concerning Technical and Vocational Education

<http://unesdoc.unesco.org/images/0012/001260/126050e.pdf>

Convention on Technical and Vocational Education (1989)

International Project on Technical and Vocational Education (UNEVOC)

Adopted by the General Conference of UNESCO at its twenty-fifth session, Paris, 10 November 1989

http://portal.unesco.org/en/ev.php-URL_ID=13059&URL_DO=DO_TOPIC&URL_SECTION=201.html

Bonn Declaration (2009)

UNESCO World Conference on Education for Sustainable Development, 31 March–2 April 2009, Bonn, Germany

<http://unesdoc.unesco.org/images/0018/001887/188799e.pdf>

The Bonn Declaration (2004)

www.unevoc.unesco.org/fileadmin/user_upload/pubs/SD_BonnDeclaration_e.pdf

Draft Medium–Term Strategy 37 C/4 2014–2021 (2013)

<http://unesdoc.unesco.org/images/0022/002200/220031e.pdf>

Annex 3: Indicative template for biennial work plan



Biennial work plan (20--/20--)		
What are the specific needs of your country in TVET that your UNEVOC Centre seeks to address (<i>preferably bullet points</i>).	<ol style="list-style-type: none"> 1 2 3 4 5 	
Please provide a list of activities which your UNEVOC Centre aims to perform in each year, addressing the aforementioned needs.	Major activity(s) in 20--	Major activity(s) in 20--
	<ol style="list-style-type: none"> 1 2 3 4 5 	<ol style="list-style-type: none"> 1 2 3 4 5
To which thematic areas do(es) the aforementioned activity(ies) belong? Please choose from the given thematic areas.	<input type="checkbox"/> Youth employment and skills development <input type="checkbox"/> Greening TVET <input type="checkbox"/> ICT in TVET <input type="checkbox"/> Gender equality <input type="checkbox"/> Others (please specify)	
Who are the main partners/ stakeholders which the UNEVOC Centre intends to involve in these interventions (if any)?	<ol style="list-style-type: none"> 1 2 3 	
What are the objectives and expected benefits of these interventions (preferably bullet points)?	Objectives:	
	<ol style="list-style-type: none"> 1 2 3 	
	Expected benefits:	
	<ol style="list-style-type: none"> 1 2 3 	
What are the actions which the UNEVOC Centre expects to perform at the regional and/or international levels?		
Please explain the budget requirements and sources of the funding.	Budget requirements:	
	Sources of the funding:	
What are the measures to monitor and evaluate the performance of your UNEVOC Centre?		

Download the template here: www.unevoc.unesco.org/biennialworkplan

Annex 4: Important websites

UNESCO-UNEVOC website

www.unevoc.unesco.org

UNEVOC Network Portal

www.unevoc.unesco.org/network

UNESCO-UNEVOC e-Forum

www.unevoc.unesco.org/e-forum

UNESCO-UNEVOC virtual conferences

www.unevoc.unesco.org/virtual-conference

World TVET Database

www.unevoc.unesco.org/worldtvetdatabase

Publications

www.unevoc.unesco.org/publications

Online Library

www.unevoc.unesco.org/onlinelibrary

UNESCO-UNEVOC Bulletin

www.unevoc.unesco.org/bulletin

UNESCO Field Offices, Institutes and Centres

<https://en.unesco.org/countries/field-offices>

National Commissions for UNESCO

<https://en.unesco.org/countries/national-commissions>

www.unesco.org/new/en/member-states/member-states-information/directory-of-national-commissions/

UNITWIN / UNESCO Chairs Programme

<http://unesdoc.unesco.org/images/0014/001439/143918s.pdf>

Reference list

Agreement between the Government of the Federal Republic of Germany and the United Nations Educational, Scientific and Cultural Organization concerning the hosting of the UNESCO International Centre for Technical and Vocational Education and Training, Bonn on 12 July 2000

Directory of National Commission for UNESCO can be consulted from here: <http://www.unesco.org/new/en/member-states/member-states-information/directory-of-national-commissions/>

International Congress on the Development and Improvement of Technical and Vocational Education, Final Report, UNESCO, Berlin German Democratic Republic, 22 June – 1 July 1987 <http://unesdoc.unesco.org/images/0007/000759/075959eb.pdf>

Records of the General Conference, 30th Session Paris, 26 October to 17 November 1999 Volume 1 Resolutions <http://unesdoc.unesco.org/images/0011/001185/118514e.pdf>

The Comprehensive Partnership Strategy – UNEVOC Network was endorsed at the 192nd session of the Executive Board on 6 September 2013, Paris (192EX/5. INF) and subsequently adopted by the General Conference at its 37th session: <http://unesdoc.unesco.org/images/0022/002229/222986e.pdf>

UNESCO all Offices by Region: An overview can be found here: <https://en.unesco.org/about-us/all-offices-region>

UNESCO Associated Schools Project Network: <http://www.unesco.org/new/en/education/networks/global-networks/aspnet/>

UNESCO Constitution: http://portal.unesco.org/en/ev.php-URL_ID=15244&URL_DO=DO_TOPIC&URL_SECTION=201.html

Member States List <http://en.unesco.org/countries/member-states>

UNEVOC Centres are always encouraged to visit UNESCO-UNEVOC's office in Bonn, Germany if possible.

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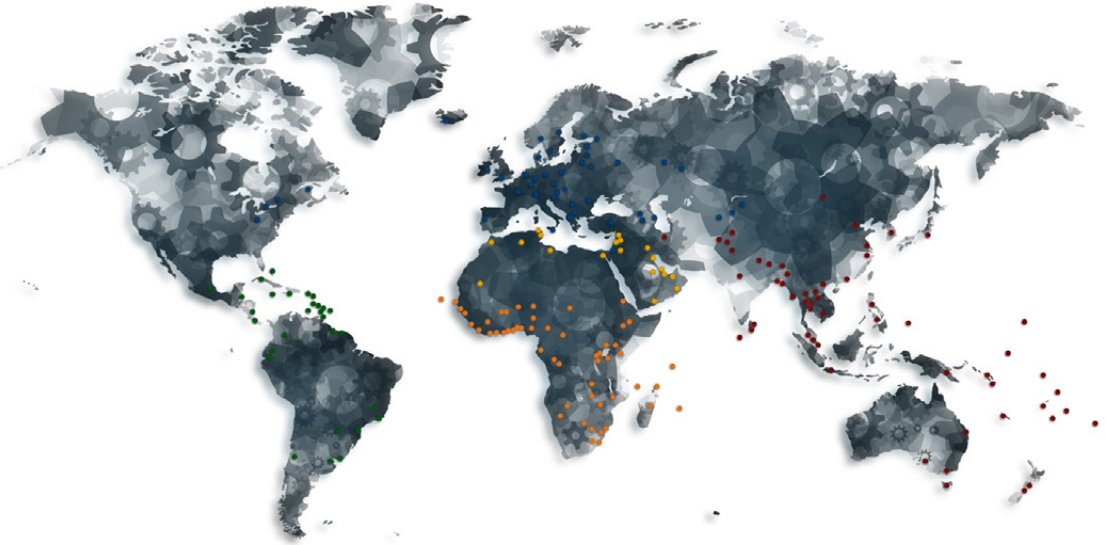
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Educational, Scientific and
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International Centre
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