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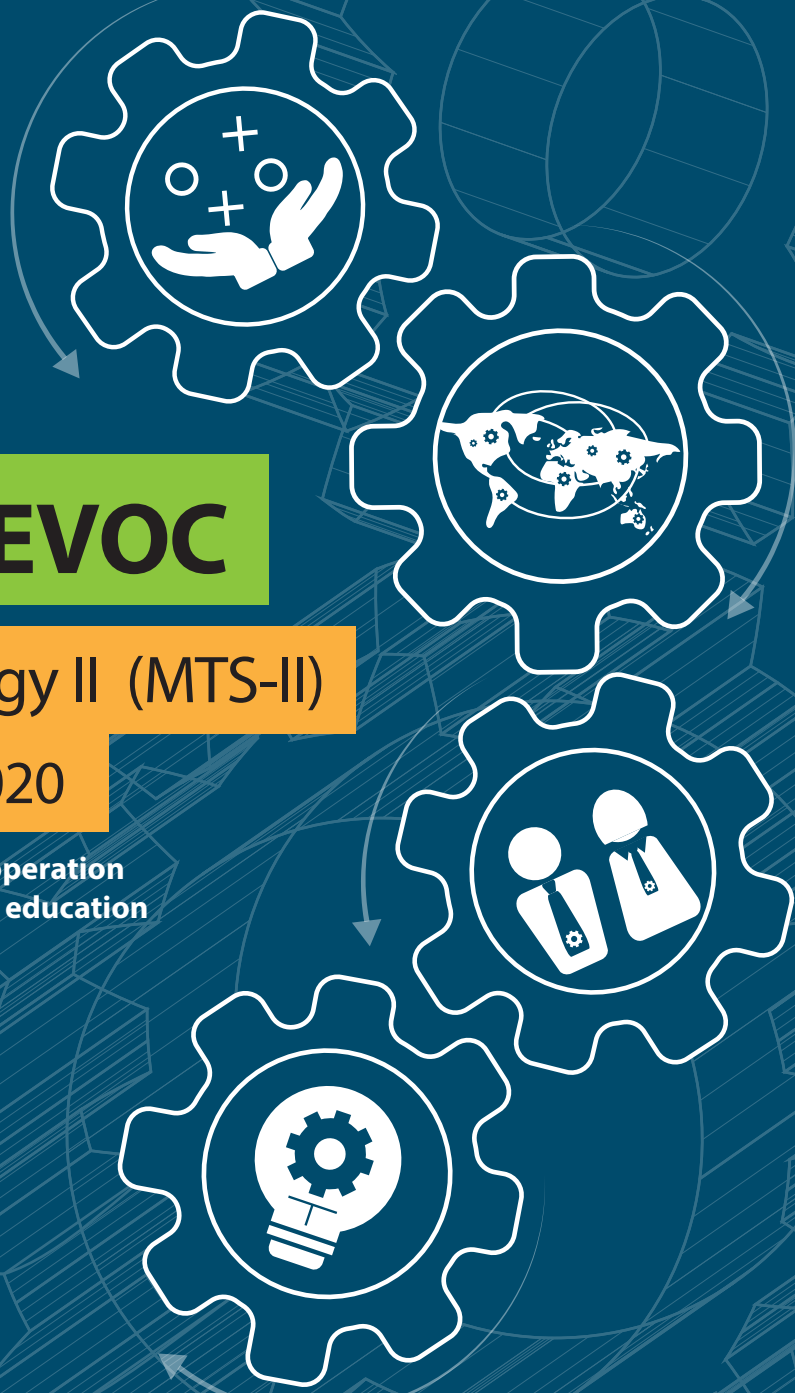
International Centre  
for Technical and Vocational  
Education and Training

# UNESCO-UNEVOC

## Medium-Term Strategy II (MTS-II)

### Strategic Plan 2018–2020

**Strengthening TVET capacities and cooperation  
in the Member States to enable quality education  
in a lifelong learning perspective**



# UNESCO-UNEVOC

## Medium-Term Strategy II

The following document presents UNESCO-UNEVOC's strategic plan for the period 2018-2020.

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UN Campus

Platz der Vereinten Nationen 1

53113 Bonn

Germany

Tel: [+49] 228 815 0100

Fax: [+49] 228 815 0199

[www.unevoc.unesco.org](http://www.unevoc.unesco.org)

[unevoc@unesco.org](mailto:unevoc@unesco.org)

Graphics and icon design: Hayoung Park

Layout: Aldrich Mejia and Wouter de Regt

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# Message from the Head of UNESCO-UNEVOC

Technical and vocational education and training (TVET) plays an integral part in the global agenda for sustainable development set out in the Sustainable Development Goals. UNESCO-UNEVOC's second Medium-Term Strategy for the period 2018-2020 sets out how the International Centre will support governments and institutions to transform their TVET systems and successfully reach these ambitious goals.

UNESCO-UNEVOC is a key component of UNESCO's international programme on TVET and supports UNESCO Member States by strengthening partnership, capacity development, and knowledge sharing and development. This is done in collaboration with the UNEVOC Network, a global platform of TVET institutions.

The launch of a new Strategic plan for the period 2018-2020 is also an opportunity to reflect and look back with pride at the International Centre's accomplishments from 2015-2017. The first Medium-Term Strategy focused on capacity building for policy support, knowledge development and knowledge management and networking. In these strands, the UNEVOC Network in Africa, Latin America and the Caribbean, the Arab States, Europe, the Commonwealth of Independent States and North America, and the Asia Pacific regions, and with attention to Small Island Developing States, benefited from a number of interventions, including fostering collaboration and exchange in TVET across regions. UNESCO-UNEVOC's approaches for promoting TVET institutional and professional capacities and knowledge development and exchange have resulted in evidence of progress in the UNEVOC Network, consistent with the objectives of the UNESCO Strategy for TVET. The implementation of the UNESCO-UNEVOC MTS-I has enabled UNESCO-UNEVOC to reach several milestones in various areas of support. For example, the UNEVOC TVET Leadership Programmes has trained 68 leaders from more than 40 countries around the world. Over 200 TVET stakeholders benefitted from thematic interventions on greening, entrepreneurship and ICT in TVET. Knowledge development and sharing has engaged UNEVOC Centres and the global TVET community through sharing of their promising practices and online TVET discourse. To date, the UNEVOC TVeT Forum has an outreach to over 5,350 Forum members in more than 180 countries.

UNESCO's policy work was strongly complemented by UNESCO-UNEVOC's efforts to capacitate and provide tools to institutional leaders, teachers and instructors to become more effective in the discharge of their functions. UNESCO-UNEVOC's strong performance against its MTS-I objectives is evident, which was echoed in the external validation and evaluation of MTS-I implementation. It is clear that institutional and professional capacities have been strengthened and Network interventions have reinforced North-South cooperation.

The validation and evaluation of the MTS-I also confirmed some challenges in implementing successful strategies for the transformation of TVET. Leadership bottlenecks in TVET, sustaining active participation of the UNEVOC Network, and low capacity in research on TVET and skills development among TVET stakeholders are some of these challenges to which future strategies need to pay attention. The UNESCO-UNEVOC International Centre will need to be further strengthened to address these challenges and scale up its programme outreach.

Building on the accomplishments of the previous Strategy, the second MTS continues what is considered essential, core work, while adding responses to new and emerging challenges. The MTS-II continues to focus on the developing the capacities of TVET leaders, and support the leaders in implementing their change programmes, facilitate knowledge sharing and development, and promote collaboration.

Lastly, UNESCO-UNEVOC extends its deep appreciation to the German Federal Ministry of Education and Research (BMBF) and the Federal Ministry for Economic Cooperation and Development (BMZ) for its commitment and support to UNESCO's work on TVET.

We look forward to engaging and collaborative years ahead.



Shyamal Majumdar  
Head of UNESCO-UNEVOC







### **Acknowledgements**

The development of this Strategy document was made possible through the cooperative spirit and work of UNESCO-UNEVOC International Centre's team, in collaboration with UNESCO Education Sector/Policy and Lifelong Learning Systems Division/Section on Youth, Literacy and Skills.



# Introduction

## Ensuring access to quality skills development for all in an ever changing world

The Education 2030 Agenda calls on countries to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In a globalized world underlined by linkages between social, economic and environmental factors, the vision is an opportunity for technical and vocational education and training to contribute to achieving the global development agenda, the Sustainable Development Goals. The task however is made more difficult by the challenges faced today. Rapid technological developments, sustained high levels of youth unemployment, demographic changes, and the growing demand for green skills that contribute to the transition towards sustainable societies and economies, are affecting work, learning and life.

**How can UNESCO-UNEVOC support governments and institutions to overcome these and other challenges?**

## Strategic plan

The following document outlines the strategic plan of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (TVET) for the period from 2018 to 2020. The strategy supports the overarching vision of UNESCO for TVET contained in the UNESCO Strategy for TVET (2016–2021)<sup>1</sup>. It sets out the strategic direction that assists UNESCO-UNEVOC to meet UNESCO's targets for TVET development in the Member States. The document is aligned with UNESCO's Medium-Term Strategy (MTS) 2014–2021 and UNESCO's Programme 39/C5 that articulates how UNESCO will deliver on its mandate in the final period of implementation of UNESCO's MTS.

The strategy takes into account recent developments including the adoption of global frameworks and calls to action to fulfil the Education 2030 Framework for Action and to ensure a better response from education and training to combating climate change and ensuring adaptation to its impacts.



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<sup>1</sup> <http://unesdoc.unesco.org/images/0024/002452/245239e.pdf>

There are five main contexts providing substance and guiding mechanisms in the formulation of the UNESCO-UNEVOC Medium-Term Strategy 2018–2020 (MTS-II):

Indicators	Targets
SDGs	<p>SDG4: Quality Education, articulates how education, including technical and vocational education and training, can directly support the fulfilment of SDGs. In addition to Goal 4, there are five other major education-related targets across the SDGs:</p> <ul style="list-style-type: none"> <li>• Health and well-being</li> <li>• Gender equality</li> <li>• Decent work and economic growth</li> <li>• Responsible consumption and production</li> <li>• Climate action</li> </ul>
Education 2030 Framework for Action	<p>Three of the seven targets for monitoring SDG4 relate to TVET:</p> <p>Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university;</p> <p>Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;</p> <p>Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.</p>
Paris Agreement (2015)	<p>The Parties to the United Nations Framework Convention on Climate Change adopted the Paris Agreement in 2015, which aims at strengthening the global response to the threat of climate change. The agreement recognized the need to enhance the capacity and ability of Parties to take effective climate change action, including through education, training and public awareness.</p>
UNESCO Programme (39/C5)	<p>The final year of implementation of UNESCO's Medium-Term Strategy (2014–2021) identifies TVET as a key result area. In the framework of supporting Member States in implementing SDG4, UNESCO-UNEVOC will contribute to the fulfilment of:</p> <p>Expected result 2: Equitable and responsive TVET systems established to equip youth and adults with relevant skills for employment, decent work, entrepreneurship and lifelong learning. Four performance indicators have been established to monitor this result, which include benefiting the UNEVOC Centres, especially in Africa and Small Island Developing States (SIDS).</p>
Tangshan Outcome Statement (2017)	<p>As a result of reviewing the progress since the Third World TVET Congress in Shanghai, China, the Member States participating in Tangshan (through the Tangshan Outcome Statement) called for the reinforcement of UNESCO-UNEVOC, together with the strengthening of TVET leadership capacities in light of the strategic guidance and directions of UNESCO for TVET.</p>

Table 1. Five contexts that guide the formulation of the UNESCO-UNEVOC MTS-II



## Vision and mission



The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (TVET) is committed to support UNESCO Member States in promoting peace, poverty alleviation, and sustainable development through:

- Promoting knowledge exchange, networking and collaborations between global TVET stakeholders through its platforms;
- Developing quality TVET programmes that enable gainful youth employment, entrepreneurship, lifelong learning and respond to the dynamic skill demands; and
- Promoting broad-based skills development opportunities that are equitable and accessible by all segments of the society, globally.

### Shaping a sustainable future

UNESCO-UNEVOC International Centre for TVET is located in Bonn, Germany. The International Centre works together with the about 20 UN organizations located on the UN Campus to help governments and people find answers and ways to achieve a sustainable future on this planet.

Quality TVET effectively contributing  
to equitable and sustainable  
development, globally

## UNESCO-UNEVOC’s three thematic priorities and four programmatic interventions

**Thematic priorities**

	<p>Fostering youth employment and entrepreneurship</p>
	<p>Promoting equity and gender equality</p>
	<p>Facilitating the transition to green economies and sustainable societies</p>

**Programmatic interventions**

<p>Developing capacity of TVET leaders</p>	<p>Supporting leaders and institutions in implementing TVET strategies</p>	<p>Generating new knowledge and developing knowledge resources</p>	<p>Strengthening Network collaboration and partnerships</p>
<p>i</p>	<p>ii</p>	<p>iii</p>	<p>iv</p>



# Medium-Term Strategy

## 2018–2020 (MTS-II)

### Strategic objectives

The strategy has two overarching objectives.

The first objective is **to address the capacity needs of TVET leaders and managers to transform TVET**. The strengthened capacities will help them to adapt their institutional strategies to the changing expectations of TVET and address multiple SDGs.

Secondly, the strategic plan will effectively **strengthen collaboration, knowledge exchange and peer learning**.

Together, these developments will support decision-making to help institutionalize change. In the process, UNESCO-UNEVOC will create mechanisms to form TVET learning communities and develop knowledge-based resources as drivers of innovations and stimulus for mutual cooperation in TVET.

### Results chain

The implementation of the UNESCO-UNEVOC MTS-II follows a result chain that places UNESCO-UNEVOC's interventions within the development path of TVET in the Member States. The challenges to TVET systems and sectors in the Member States are manifold. They reflect issues and priorities that were identified in the UNESCO Strategy for TVET (2016–2021), namely youth employment and entrepreneurship, equity and gender equality, and a transition to green economies and sustainable societies. These are considered as urgent issues by the Member States. These challenges also represent capacity and knowledge gaps in TVET institutions. UNESCO-UNEVOC will address these challenges in a way that is consistent with the principles established and the mechanisms of support identified in the UNESCO Strategy for TVET, which are capacity building, knowledge mobilization and resources development, acting as a clearinghouse, peer learning, and monitoring and evaluation.

### Thematic priorities and programme activities

In the next three years, UNESCO-UNEVOC will implement programmes and activities around the areas identified as thematic priorities in the UNESCO TVET Strategy (2016–2021):

- Fostering youth employment and entrepreneurship;
- Promoting equity and gender equality; and
- Facilitating the transition to green economies and sustainable societies.

UNESCO-UNEVOC's support will be delivered through four programmatic interventions.

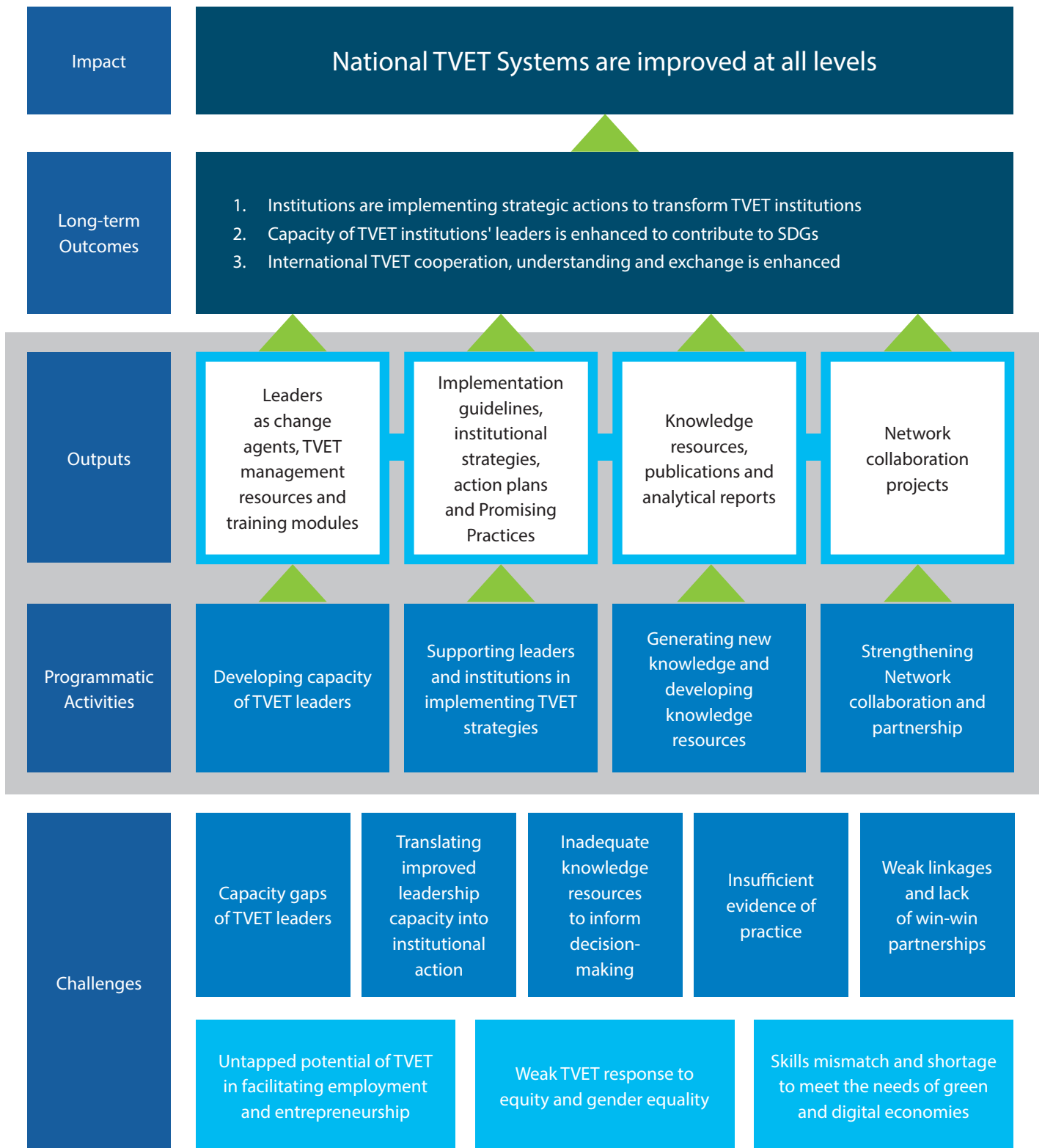


Fig. 1 – Results chain of UNESCO-UNEVOC’s strategic plan and interventions



## 1. Developing capacity of TVET leaders

In most Member States, TVET is currently undergoing important reforms and transformation to meet the changing demands of labour markets and the need for sustainable development. These reforms target, among others, qualifications systems and quality assurance, financing and governance with particular focus on social partner engagement, the autonomy of TVET institutions and emphasis on learning outcomes, and performance and accountability. The potential success of these reforms rests largely on the TVET actors responsible for transforming policy into practice.



TVET leaders have an important role to play in translating broad TVET policies into institutional actions. To address the capacity gaps in different management contexts and structures of TVET, UNESCO-UNEVOC will develop a TVET Leadership Programme with an integrated approach to addressing the complex issue of leadership in TVET, resulting in increased professional and institutional capacities. Specifically, UNESCO-UNEVOC will focus on two target groups: (i) TVET institution leaders; and (ii) TVET systems leaders. The first group comprises of presidents, principals, headmasters, managers and the middle management of TVET institutions (schools, colleges, centres, etc.) delivering initial and continuing training in the public and private sectors. The second group also includes officials occupying senior-level positions in the ministries in charge of TVET, and heads of TVET authorities and other regulatory and oversight bodies, including qualifications and quality assurance authorities, and skills councils.

As UNESCO-UNEVOC's flagship programme, the UNEVOC TVET Leadership Programme will complement UNESCO's policy support for TVET. The programme aims to increase the number of 'change agents' who can develop feasible strategies that are consistent with national, regional and international development frameworks. It is delivered at the global, regional and institution levels.

The UNEVOC TVET Leadership Programme for institution leaders aims primarily at identifying and modelling a competency profile that help TVET Institution leaders to discharge their functions. It aims to equip leaders with the tools to perform the strategic functions of defining visions and missions in relation to national policies and strategies, strategic planning and implementation. This programme will be conducted on demand from a Member State or a group of Member States, subject to funding availability.

The UNEVOC TVET Leadership Programme for Systems leaders aims primarily at developing capacities in shaping and leading TVET systems to be able to transform policy into practice. The purpose is to find solutions and facilitate coordinated responses to multiple economic, social and environmental demands, and to ensure the continuous transformation and expansion of TVET systems.

The UNEVOC TVET Leadership Programme is conducted with the support of key development partners, including the Inter-agency Group on TVET coordinated by UNESCO<sup>2</sup>. UNESCO-UNEVOC's experience in the global rollout of this programme will inform the design and development of other on-demand leadership capacity development programmes at the regional and national/institution levels.

Both the institutions- and systems-focused programmes involve action-oriented training with the ultimate aim to support workplace initiatives to carry out immediate improvements in the TVET systems or institutions concerned. These programmes will provide participants with experiences and analytical skills for the formulation of action plans.

<sup>2</sup> <http://en.unesco.org/themes/skills-work-and-life/interagencycooperation>



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### Expected results

- Capacities of TVET leaders are strengthened;
- TVET leadership training modules and TVET management tools are developed;
- Institutional strategic vision and plans are developed; and
- Analytical reports on TVET institution structures and institutional approaches to TVET implementation are developed.

## *UNEVOC Network in action for capacity development*

One of the perceived bottlenecks in effecting change in TVET institutions relates to the lack of change leaders, and a lack of capacity to develop a vision and implement change. The UNEVOC TVET Leadership Programme<sup>3</sup> seeks to address this bottleneck by building the capacity of TVET leaders and other actors to become change agents in facilitating transformations in TVET systems and institutions. For transformative TVET leaders to be effective, they need to have a clear vision, a sound thematic knowledge base to realize their vision, and the leadership and management skills to drive change.

UNEVOC Centres are encouraged to apply to take part in the UNEVOC TVET Leadership Programme, to create building blocks of institutional transformations and to serve as ambassadors for driving evidence-based change that can encourage others to aim for improving their leadership potential. UNEVOC Network members are also encouraged to share their experiences and actions in the delivery of the UNEVOC TVET Leadership Programmes at all levels.

<sup>3</sup> To learn more about the programme and how to apply, please visit <http://www.unevoc.unesco.org/tvetleadership/>



## 2. Supporting leaders and institutions in implementing TVET strategies

The vision of TVET leaders is effectively turned into action on the ground when it is reinforced by well-functioning institutional systems. For TVET institutions to deliver on the many economic, social and environmental demands, leaders must be able to formulate a strategy for their systems or institutions, and take responsibility for realizing it.



UNESCO-UNEVOC will support the realization of development plans for TVET institutions through technical assistance and thematic interventions, building the capacity of teaching staff and other personnel, work shadowing and peer learning, particularly through the UNEVOC Network.

These activities will be demand driven and linked with the capacity development of TVET leaders. To this end, UNESCO-UNEVOC will identify each year a set of beneficiary institutions, based on the discussion and outcomes of the UNEVOC TVET Leaders Programme.

This programme activity will result in the development of a knowledge base and support the identification of promising practices in the successful implementation of TVET institution development plans.

In this context, UNESCO-UNEVOC complements UNESCO upstream policy advice at the TVET systems level and other programmatic interventions targeting institutional arrangements and TVET institutions, for example, through the Capacity Development for Education (CapED)<sup>4</sup> programmes and the Better Education for Africa's Rise (BEAR) project.<sup>5</sup>

### Expected results

- UNEVOC Centres are supported in designing and implementing development strategies aligned with national strategies and the Education 2030 agenda; and
- Analytical research on TVET and other cross-cutting themes are undertaken.

### *UNEVOC Network in action to implement TVET strategies*

Guides and materials produced by UNESCO-UNEVOC in different thematic priority areas, for example in the area of greening TVET, help UNEVOC Centres to implement strategies to transform their institutions. These resources are often developed in collaboration with UNEVOC Centres and the network is encouraged to adapt these tools to their own contexts, for example by translating them into their own local language or development of supplementary resources that make use of broad implementation frameworks and guiding documents. When implementing these materials, UNEVOC Centres should also inspire others by sharing their success stories and lessons learned that could further strengthen UNEVOC's knowledge generation activities, for example, spotting potential promising practices in TVET.



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<sup>4</sup> <http://en.unesco.org/themes/education-21st-century/caped>

<sup>5</sup> <http://www.unesco.org/new/en/education/themes/education-building-blocks/technical-vocational-education-and-training-tvet/the-bear-project/>

### 3. Generating new knowledge and developing new knowledge resources

UNESCO-UNEVOC will adopt a threefold approach: (i) develop new knowledge; (ii) map trends and developments; and (iii) facilitate knowledge sharing and peer learning.

The first strand of activities will build on UNESCO-UNEVOC's support to TVET institutions. It will consist of conducting up-to-date research and analysis of leadership trends in TVET and sharing findings on developments at the institutional level, including on key themes such as youth employment and entrepreneurship, linkages to the labour market, ensuring equity and gender equality, enhancing work-based learning, financing and greening TVET.

The second strand of activities will consist of making a synthesis of the information UNESCO-UNEVOC collects on TVET trends and developments. The synthesized information will be further developed into a dynamic and up-to-date knowledge base for promoting TVET innovations. Resources that relate to contemporary TVET issues and development will be produced and disseminated on a regular basis.

The third strand of activities will focus on developing further the existing online repository of TVET data and resources (such as the TVET country reports, Promising Practices databases, and TVETipedia). UNESCO-UNEVOC will make use of available and state-of-the-art technology to optimize the utilization of these knowledge resources and data for the TVET community it serves. The online TVeT Forum, UNESCO-UNEVOC's flagship knowledge management platform, will be improved in order to engage the over 5,300-strong members in debates, knowledge sharing and peer learning. Contemporary issues that are proven to have an impact on TVET development in the Member States will be examined and discussed on public and digital platforms (such as TVeT forums and virtual conferences) to ensure that wide-ranging perspectives are heard and key messages are conveyed.



#### Expected results

- UNEVOC Centres are engaged in knowledge mobilization and resources development;
- Promising Practices are published and disseminated;
- Research-oriented debates and virtual fora are organized;
- New members subscribe to the TVeT Forum; and
- Analytical reports related to programmatic areas of UNESCO-UNEVOC are produced to inform the TVET community and programme development of UNESCO-UNEVOC.

### *UNEVOC Network in action to share and develop new knowledge*

UNESCO-UNEVOC's ability to map trends depends on the consolidation of information, data and practices on the local level. UNEVOC Centres are encouraged to contribute to this process responding to questionnaires on their national TVET system and further providing leads for selecting and disseminating Promising Practices in TVET. UNEVOC Centres should also make use of existing online platforms such as the TVeT Forum and Virtual Conferences to share their insights, experiences and information about resources and practices that can be adapted to other TVET settings and can be useful for the global TVET community, as these lessons learned can help others transform TVET in their contexts.

#### 4. Strengthening Network collaboration and partnerships

The UNEVOC Network is a powerhouse of institutions with an important role to play in building the capacities of TVET institutions, mobilizing knowledge through research with Centres acting as ‘think-tank’ organizations, and advising on the systemic development of TVET.



The programme activity aims at sensitizing and widening the access of UNEVOC Network members to TVET trends and development, and assisting them in their efforts to transform their institutions and facilitate TVET dialogue at national level. To this end, UNESCO-UNEVOC will stimulate collaboration and partnerships across member institutions in the UNEVOC Network. UNESCO-UNEVOC offers opportunities to UNEVOC Centres to identify common issues, formulate strategic action through capacity building and research collaboration, and implement programmes that could lead to clear result and impact. UNESCO-UNEVOC will assist UNEVOC Network members in setting up national networks, or strengthening and expanding these networks where they already exist. The intervention is expected to establish new partnerships, in the framework of North–South–South and South–South cooperation, among the UNEVOC Centres, and develop synergy for establishing regional network cooperation. UNEVOC Network members are also encouraged to contribute to UNEVOC’s knowledge development process through active participation in UNESCO-UNEVOC-led research projects.

##### Expected results

- UNEVOC centres are engaged in Network collaboration in capacity-building, research project development and other partnership projects; and
- Global network forum on research collaboration and lesson learning through networking is organized as required.

#### *UNEVOC Network in action to strengthen partnership and collaboration*

UNEVOC Centres play an important network role at the national level and should distribute tools, materials and resources developed by UNESCO-UNEVOC and other UNEVOC Centres to institutions outside of the UNEVOC Network. UNEVOC Centres are also encouraged to consult and cooperate with other network members in their region or thematic interest to identify opportunities to develop collaborative capacity development programmes, for example, through Call for Proposals.

#### Cross-cutting themes

UNESCO-UNEVOC will also seize the opportunity to work with an inter-sectorial coordination team to promote TVET-focused skills development in other fields served by UNESCO and other UN agencies, including intangible cultural heritage, migration, gender and lifelong learning. A first step to establish this coordination will be the development of resources that target greater understanding of TVET opportunities in broad sectorial development approaches. Specifically, the potential of TVET to assist in the transition of those affected by disaster and conflict to establish a stable pattern of life is increasingly recognized. TVET systems can help in the transfer of employment and lifelong learning skills and impart other skills that can facilitate the transition to work and normal life of displaced individuals (including young people). The ability of TVET systems to support institutions in addressing the issues of migrants, refugees, and other people in vulnerable situations needs to be enhanced. UNESCO-UNEVOC will mobilize the support of relevant TVET institutions in the UNEVOC Network in carrying out awareness raising and knowledge resource development activities, tapping into the solid experience and capacities of these institutions to develop TVET-focused strategies for promoting the rehabilitation and transition of displaced young people and adults to employment and other economic and social activities.



## Programme activities at a glance

### i. Developing capacity of TVET leaders

- Capacities TVET leaders are strengthened;
- TVET leadership training modules and TVET management tools are developed;
- Institutional strategic vision and plans are developed; and
- Analytical reports on TVET institution structures and institutional approaches to TVET implementation are developed.

### ii. Supporting leaders and institutions in implementing TVET strategies

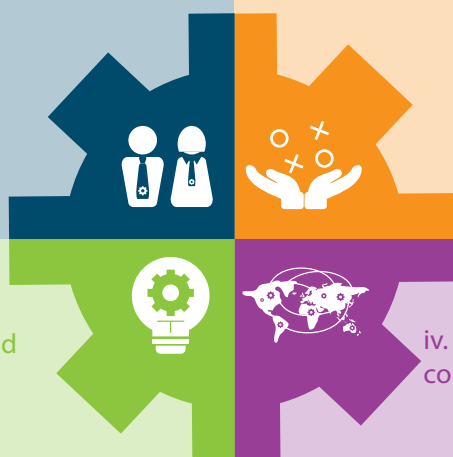
- UNEVOC Centres are supported in designing and implementing development strategies aligned with national strategies and the Education 2030 agenda; and
- Analytical research on TVET and other cross-cutting themes are undertaken.

### iii. Generating new knowledge and developing knowledge resources

- UNEVOC Centres are engaged in knowledge mobilization and resources development;
- Promising Practices are published and disseminated;
- Research-oriented debates and virtual fora are organized;
- New members subscribe to the TVeT Forum; and
- Analytical reports related to programmatic areas of UNESCO-UNEVOC are produced to inform the TVET community and programme development of UNESCO-UNEVOC.

### iv. Strengthening Network collaboration and partnerships

- UNEVOC centres are engaged in Network collaboration in capacity-building, research project development and other partnership projects; and
- Global network forum on research collaboration and lesson learning through networking is organized as required.



## Implementation modalities

The implementation of programmatic activities that have been laid out in this strategy will be carried out with policy and technical support from UNESCO Headquarters and Field Offices. The work with regional and cluster networks will be closely coordinated with the offices concerned to ensure policy alignments and establish a coordinated UNESCO approach at the country level. On issues that have an inter-sectoral dimension, UNESCO-UNEVOC will ensure there are interactions with other UNESCO programme sectors.

UNESCO-UNEVOC will increasingly tap and engage UNEVOC Network clusters and regional networks to support knowledge development and mobilization with the aim of expanding the Network's participatory approach. UNESCO-UNEVOC will leverage the potential and contributions of clusters and networks at a more advanced stage of TVET development to support TVET development processes in less advanced countries, with particular attention to Africa and Small Island Developing States.

To establish greater synergy in the sectorial work of TVET, UNESCO-UNEVOC will promote collaboration with other UNESCO networks present in the Member States, including UNESCO Chairs, UNESCO Clubs and accredited members of UNESCO Associations (including ASPnet and UniTwin), and relevant non-governmental organizations and employer organizations.

UNESCO's role in developing TVET in the Member States will be enhanced by entering into mutual support and cooperation with development partners that are already present in the Member States. Partnerships within the realm of existing TVET bilateral and multilateral cooperation will be utilized as potential platforms to multiply and take forward UNESCO's agenda for TVET. Existing collaborations with established TVET partners in Europe, including the European Centre for the Development of Vocational Training (Cedefop), the European Training Foundation (ETF), the Organisation for Economic Co-operation and Development (OECD) and World Skills International (WSI), as well as other regional and international TVET players within and outside of the United Nations, such as the International Labour Organization (ILO), the UN Institute for Training and Research (UNITAR), the UN Industrial Development Organization (UNIDO), the Secretariat of the Association of Southeast Asian Nations (ASEAN), the Southeast Asian Ministers of Education Organisation Regional Centre for Vocational and Technical Education and Training (SEAMEO-VOCTECH), the Colombo Plan Staff College for Technician Education (CPSC), the Asian Development Bank (ADB) and other specialized institutions, will be further enhanced.

Specific collaboration projects with several inter-agency working groups coordinated by UNESCO and UNESCO-UNEVOC, such as the Inter-Agency Group on TVET,<sup>6</sup> Inter-Agency Working Group for Greening TVET and Skills,<sup>7</sup> and Platform for Advancing the Green Human Capital,<sup>8</sup> will be continued and their outputs mainstreamed in TVET sector programmes.

UNESCO-UNEVOC will take advantage of the rich knowledge and innovations available in its host country, the Federal Republic of Germany, to foster greater opportunities for the policy learning and capacity-development of TVET institutions in UNESCO Member States. The internationalization of the key TVET players in Germany through their engagement in UNESCO-UNEVOC programmes for the Member States will bridge a common agenda for TVET.

Through an extensive cooperation with other major actors, UNESCO-UNEVOC will strengthen its role as a highly effective and high-performing multilateral cooperation platform for TVET.

<sup>6</sup> The Inter-agency Group in TVET comprises ILO, ADB, World Bank, Cedefop, ETF, OECD and UNESCO.

<sup>7</sup> The Inter-agency Working Group on greening TVET and skills comprises ILO, ADB, Cedefop, ETF, OECD and UNESCO/UNEVOC.

<sup>8</sup> The Platform for Advancing Green Human Capital comprises French agencies, namely the Agence de l'Environnement et de la Maîtrise de l'Énergie (ADEME), Alliance Villes Emploi (AVE), Agence Française de Développement (AFD) and Ministère de l'Environnement, de l'Énergie et de la Mer (MEDDE); and ADB, ILO and UNESCO/UNEVOC.

## Monitoring and evaluation

The strategy's implementation will be monitored using UNESCO's results-based approach to programme management. Annual work plans will be developed to articulate the specific objectives, outputs and outcomes intended for each intervention. The implementation of the work plan will be monitored on a regular basis. The results will be evaluated after two years against the targets and expected outcomes that have been specified in the strategy. Regular reporting using UNESCO's system of information on strategies, tasks and evaluation of results (SISTER), as well as agreed terms with the donor, will be undertaken to provide information on milestones of the MTS-II implementation.

## Resources

In addition to the continued contribution from UNESCO's regular budget, the sustained support from the host country is critical to the realization of UNESCO-UNEVOC's full potential in the years to come.

The implementation of this strategic plan will benefit from continued support from partners through the loan of experts with relevant competencies and experiences. UNESCO will increasingly mobilize additional resources and fund allocations for UNESCO-UNEVOC from other potential donors including the private sector<sup>9</sup>. Additional efforts will also be made to generate new forms of cooperation from other Member States.

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<sup>9</sup> At present, UNESCO HQ leads in organizing additional funds from a roster of donors and allocates them to various field offices to implement UNESCO education programmes. Recently this effort generated funds from the Government of China (2017–19); the European Commission through the Skills and Technical Education Programme in Malawi project, and the Organization of the Petroleum Exporting Countries Fund for International Development (2015–16).



