

Biennial Report 2020-2021

Adapting to the new normal



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The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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Foreword



The disruption caused by COVID-19 has reached unprecedented levels. With the persistent pandemic showing no signs of abating, there has been a collective reimagining of the future of technical and vocational education and training (TVET).

TVET is intrinsically linked to labour market demands and the availability of workplace training opportunities. Consequently, it is bearing the brunt of the current shock waves. Workplace training opportunities have dwindled; labour markets have been jolted, with new digital skills in high demand and old skills phased out faster than expected.

While some TVET institutions have seamlessly transitioned to online delivery of training, others have struggled with not only poor infrastructure and the lack of trained teachers, but also rigid mindsets. For those equipped to harness the benefits of digitalization, the obstacles posed by the pandemic have become opportunities for innovation. This accelerated digitalization, which is a conspicuous feature of future TVET, can lead to increasing inequality between countries with resources and capacities and those without.

To mitigate this impact, UNESCO-UNEVOC implemented a special project focused on strengthening the responsiveness, agility and resilience of TVET institutions for the post-COVID-19 era. The project facilitated the upskilling and reskilling of workers in affected sectors, provided digital training for TVET staff and fostered peer learning across the UNEVOC Network. International cooperation and knowledge sharing will remain key elements as we seek to bridge the gap between countries prepared to face a new normal and those that are not.

The new Medium-Term Strategy for 2021-2023 (MTS-III) also enables a shift towards this more inclusive and hands-on approach to supporting TVET actors on the ground. The programmes and activities implemented under MTS-III are guided by four principles: partnership, optimizing, prioritizing and adapting. Working alongside its partners, UNESCO-UNEVOC Centres and TVET stakeholders, UNESCO-UNEVOC aims to promote future-oriented TVET that is responsive to sustainable development and labour market demands.

Throughout 2020 and 2021, UNESCO-UNEVOC's work benefited from the support of the Government of the Federal Republic of Germany, particularly through the Federal Ministry of Education and Research (BMBF), the Federal Ministry for Economic Cooperation and Development (BMZ) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, which have provided financial contributions as well as programmatic expertise. In addition, collaboration with UNESCO Headquarters and Field and Regional Offices has expanded the scope and reach of UNESCO-UNEVOC and the UNEVOC Network.

As the biennium draws to a close, I would like to take this opportunity to announce my retirement from UNESCO. On 1 January 2022, Mr Friedrich Huebler will be appointed as Head of UNESCO-UNEVOC. Under his leadership, UNESCO-UNEVOC will continue to support Member States in strengthening, upgrading and innovating their TVET systems for the future.

Soo-Hyang Choi
Director, UNESCO-UNEVOC International Centre

The biennium in numbers

A global network of 229 UNEVOC Centres in 149 countries



850

beneficiaries of capacity-building, skills training and TVET leadership programmes



3000

More than 3000 participants reached through webinars, virtual conferences and forums



600

Up to 600 TVET stakeholders actively engaged in knowledge sharing and peer learning



65

TVET institutions matched with 14 companies to access training for learners, teachers and trainers



58

promising and innovative learning practices published to highlight global trends in TVET



6640

members of the global TVET community connected via the online TVET Forum



17

17 practical guides, reports, studies and discussion papers published to enhance the provision of quality TVET



193

TVET Country Profiles updated to provide the latest comparative data on TVET systems worldwide

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Overview of UNESCO-UNEVOC and its guiding frameworks

UNESCO-UNEVOC is UNESCO's specialized centre for technical and vocational education and training (TVET) and an integral component of UNESCO's international programme on TVET.

Since it was first created in 1992 as an International Project on Technical and Vocational Education to its establishment as the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in 1999, UNESCO-UNEVOC's guiding mission has been to actively support Member States in strengthening and upgrading TVET.

Through capacity development programmes, knowledge sharing and its global UNEVOC Network of more than 220 Centres in over 140 countries, UNESCO-UNEVOC advocates for quality TVET that is accessible to all.

The Sustainable Development Goals

The Sustainable Development Goals (SDGs), laid out in the 2030 Agenda for Sustainable Development and adopted in 2015, are the blueprint to achieve a better and more sustainable future. Together they set out a holistic approach to human development – an approach for which education and training are integral and within which TVET plays a central role.

Quality TVET
effectively
contributing to
equitable and
sustainable
development,
globally



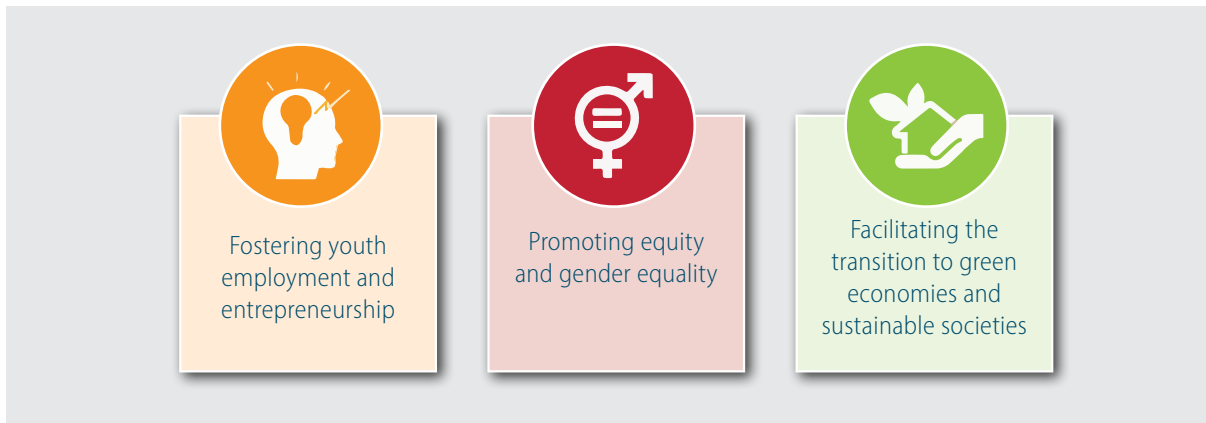
UNESCO-UNEVOC recognizes that the overall success of the 2030 Agenda relies on youth and adults who are equipped with the relevant knowledge, skills, and competencies to contribute to its achievement. SDG 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, is at the core of UNESCO-UNEVOC’s work, specifically targets 4.3, 4.4, 4.5 and 4.7.

UNESCO’s Strategy for TVET (2016-2021)

UNESCO’s Strategy for TVET (2016-2021) is aligned with the targets identified in SDG 4 and supports the efforts of Member States to enhance the relevance of their TVET systems.



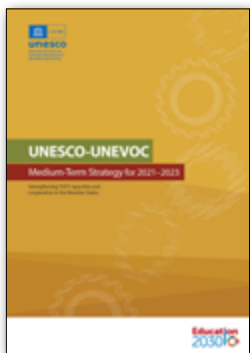
The Strategy comprises of three priority areas:



The Strategy sets out a number of key policy areas and actions. The focus is on equipping all youth and adults with the skills required to not only find decent work and develop entrepreneurial and innovative mindsets, but also to become active citizens in an equitable, inclusive and sustainable society. These cross-cutting priorities form the basis of UNESCO-UNEVOC’s work and are reflected throughout the programme areas outlined in its Medium-Term Strategy for 2021-2023.

MTS-III will build on these successes and respond directly to changing demands in the TVET ecosystem. The Strategy comprises of a special COVID-19 response project and six programme areas:

UNESCO-UNEVOC’s Medium-Term Strategy



This biennium marked the conclusion of UNESCO-UNEVOC’s Medium-Term Strategy for 2018-2020 (MTS-II) and the launch of its Medium-Term Strategy for 2021-2023 (MTS-III). Throughout the MTS-II period, expanded opportunities for capacity building, knowledge generation and sharing, and collaboration and partnerships within the UNEVOC Network led to a better understanding of how different contexts affect TVET

outcomes at the institutional level. A review of MTS-II showed that it helped to articulate the implications of global policies and frameworks at the local level while providing guidance and direction on where to focus efforts and resources.





Strengthening the responsiveness, agility and resilience of TVET institutions for the post-COVID-19 era

When the COVID-19 pandemic forced teaching and learning to move online, many TVET providers struggled with the transition to a new mode of delivery. At the peak of the crisis, **UNESCO data** showed that over 1.6 billion learners in more than 190 countries were out of school. This mass experiment exposed a digital divide based on income and geography that has long existed. Approximately half of the world's population still lack an internet connection. This means that at least a third of the world's students – 463 million children globally – were unable to access remote learning when COVID-19 shuttered their schools.

From January to June 2021, UNESCO-UNEVOC's COVID-19 response project, which was implemented with the support of the German Federal Government through the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, aimed to enhance responsiveness and agility at a time of sudden change, where future prospects for employment and training remained uncertain. The project supported TVET institutions in managing their pandemic response to quickly address the skilling and upskilling needs of people impacted by job losses or reduced working hours, build the digital capacities of TVET staff and teachers to shift to remote learning, and facilitate peer learning to build resilience for the post-pandemic recovery.



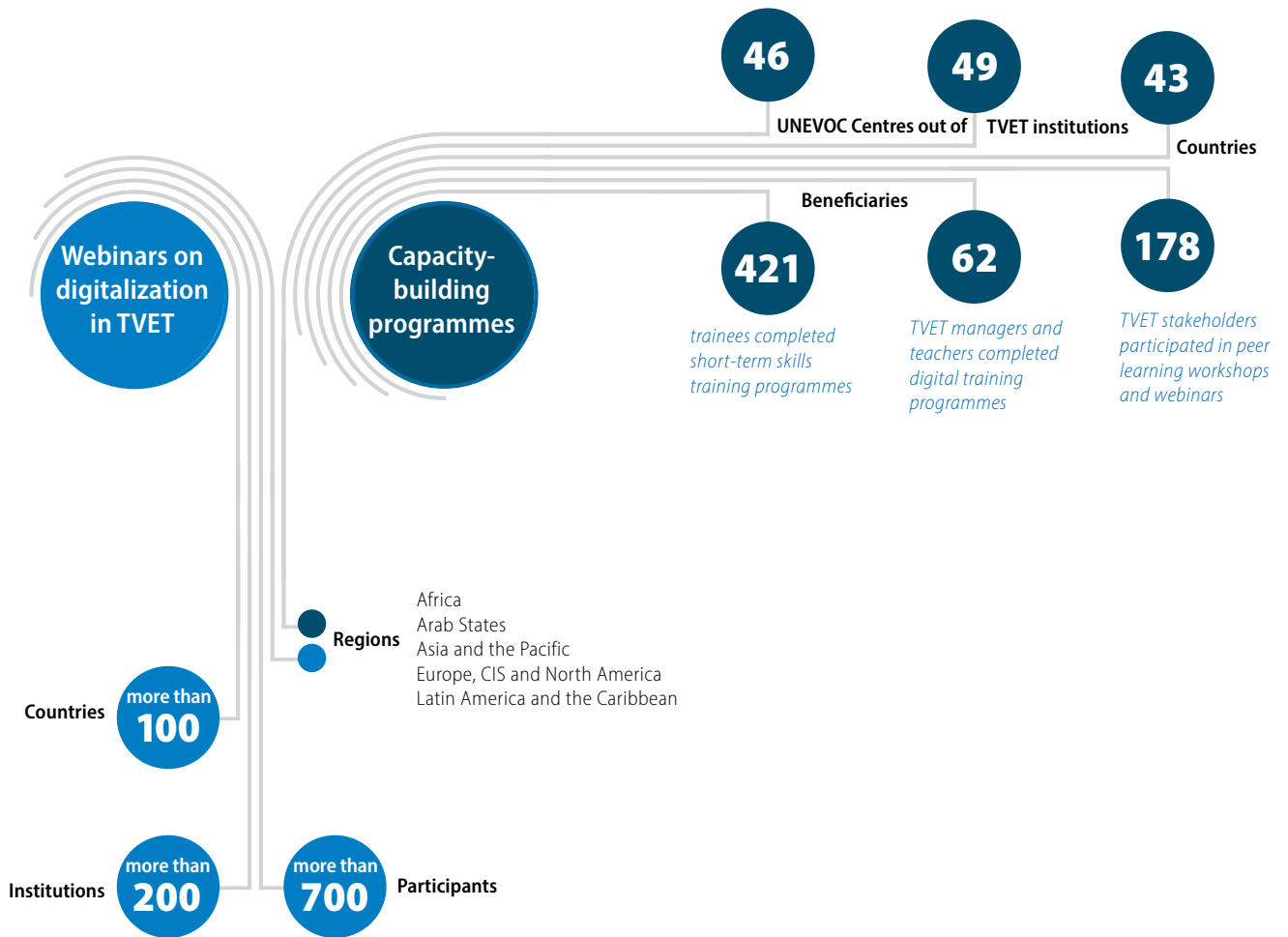
- Short-term training programmes were implemented in Ghana, India, Jamaica, Malawi and Thailand to reskill and upskill trainees whose livelihoods had been disrupted by the pandemic and strengthen their capacities to engage in other livelihood opportunities or prepare for long-term change in their occupations. The programmes enabled **more than 400 trainees** to develop additional skills to engage in new sources of income to replace those lost due to the pandemic.

- A three-month digital training programme provided **62 TVET teachers, managers and technical staff in Jamaica, Kenya, the Maldives, Nigeria and Peru** with the skills and competencies to meet urgent and evolving digital demands. The training programme was organized in combination with a three-part webinar series on digitalization in TVET, which was **attended by more than 700 participants from over 100 countries**.



- Peer-learning activities enabled TVET stakeholders from around the world to actively share knowledge and experiences focused on the implementation of relevant, responsive and sustainable strategies. These activities were carried out through a series of regional workshops and webinars **attended by 178 participants from 43 UNEVOC Centres**, which aimed at helping institutions better prepare for future disruptions. Ten of the examples shared were included as Promising Practices in UNESCO-UNEVOC's online database.

Key project highlights



The activities implemented have built a community around mutual learning, adaptability and resilience – key elements that will enable a stronger TVET sector to emerge from this crisis.

[Access the project webpage and report.](#)



Innovation and the Future of TVET

TVET systems have been asked to rapidly respond to digital proliferation within a context of uncertain environmental and social change. However, effectively forecasting the relevant competencies and qualifications of the future is difficult, and efficiently integrating them into occupational profiles, curricula, and training regulations can prove even more daunting. Overall, a fundamental change in the way TVET institutions prepare for and adapt to skills developments is needed.

In the midst of these challenges, TVET staff need to be given access to sufficient professional development opportunities to allow them to build up their competencies and incorporate modern teaching methods and assistive technologies in the classroom. To remain relevant to the changing world of work and attractive to learners, there is a growing need for TVET teachers and trainers to understand the application of digital technologies, such as artificial intelligence, robotics, 3D-technologies and augmented and virtual reality.

During the 2020-2021 biennium, the 'Innovation and future of TVET' programme area comprised of three key workstreams:

- Bridging Innovation and Learning in TVET (BILT)
- Skills for Innovation Hubs (i-hubs)
- Supporting TVET staff for a digitalized world

Each line of activity informs policy debate, design and implementation by:

- Identifying global, regional and national trends
- Encouraging cross-national debate and peer learning
- Providing examples of innovative practices

Themes which have been addressed in the biennium include research into how TVET systems identify, integrate and implement new qualifications and competencies into curricula and learning processes, and the preparedness of TVET institutions to contribute to the skills and innovation ecosystem.

Bridging Innovation and Learning in TVET

The Bridging Innovation and Learning in TVET (BILT) project supports TVET stakeholders to address current challenges in TVET systems, which have arisen due to technological, environmental, social, and workplace changes. BILT leverages the existing mechanism of the UNEVOC Network to offer opportunities for collaboration and knowledge exchange between Africa, Asia and the Pacific, and Europe. The project complements national developments by exploring and supporting innovative, market-oriented and attractive modes of learning and cooperation in TVET.

BILT is implemented by UNESCO-UNEVOC, with the support of the German Federal Institute for Vocational Education and Training (BIBB), and sponsored by the German Federal Ministry of Education and Research (BMBF). Phases 1 and 2 of the project ran from 2019 to 2021. To learn more about BILT and opportunities for engagement, contact unevoc.bilt@unesco.org.



BILT framework for new qualifications and competencies (NQC)

BILT supports TVET stakeholders in developing and maintaining resilient TVET systems that offer relevant qualifications and competencies to learners. The **identification, integration and implementation** (the three i's) of new qualifications and competencies is the overarching theme of the BILT project. The project analyses how the three i's process works in different systems from the perspective of various stakeholders: ministries, national authorities and TVET providers. This overarching theme is supported by four complementary themes:



**Entrepreneurship
in TVET**



Greening TVET



Migration and TVET



**Digitalization
and TVET**

Bridging knowledge in Africa, Asia and the Pacific, and Europe

Over the course of the biennium, BILT bridging events brought together TVET stakeholders from Africa, Asia and the Pacific, and Europe. The cross-regional meetings and forums encouraged an ongoing exchange among TVET stakeholders and strengthened peer learning within the TVET community.

The focus of BILT's bridging events in 2020 and 2021 was on new qualifications and competencies (NQC) in TVET. The following conferences and events were attended by TVET policymakers, research experts and TVET practitioners:

- bridging conference on NQCs – examples of enabling their identification, integration and implementation (December 2020)
- online conference on Bridging Asia-Pacific and Europe (April 2021)
- online conference on Bridging Africa and Europe (June 2021)



The **BILT Learning Lab** on Adapting and Integrating the ASEAN In-Company Trainer Standard in Thailand was held on 19 October 2021 and attended by more than 150 global participants. BILT Learning Labs are an opportunity for TVET stakeholders to explore specific 'Innovation and Learning Practices' from Africa, Asia and the Pacific, and Europe.



The **BILT Learning Forum** on New qualifications and competencies: Building the future of TVET, was held online from 7 to 9 December 2021. The Forum featured expert discussions on future-oriented TVET systems, a roadshow on digital tools in TVET, a marketplace for innovative practices and the launch of the BILT agenda for 2022-2025. More than 500 participants from over 80 countries joined the event.

Key resources and tools

In 2020 and 2021, BILT project outputs included the European trends mapping study, the Innovation and Learning Practices series, and the development of a publication on new qualifications and competencies.

- ***New qualifications and competencies for future-oriented TVET***

This **three-volume publication** on NQCs in TVET focuses on the role of different stakeholder groups, which are categorized into macro, meso and micro levels. These stakeholders are principally responsible for the following processes: efficient and rapid identification of NQCs, prioritization and integration of NQCs into curricula and training regulations, and effective implementation of NQCs into learning environments.



- ***Trends in New qualifications and competencies for TVET - Perspectives of the European UNEVOC Network***

This **trends mapping study** draws on a selection of literature and survey data collected from the UNEVOC Network and focus group activities,

as well as from a **virtual conference** organized on the topic. Based on the evidence gathered, the study identifies nine trends related to new qualifications and competencies in TVET.



• **Innovation and Learning Practices**

A major outcome of the project’s bridging events was the identification and publication of **Innovation and Learning Practices (ILPs)**. These describe practical examples of how TVET stakeholders have addressed specific challenges within one of the BILT thematic areas. They offer a learning opportunity for other TVET stakeholders, with the possibility to implement key elements in their own context.



Supporting TVET staff for a digitalized world

Expanding on the work completed under the i-hubs project, the following activities were carried out to provide practical resources and relevant capacity-building for TVET practitioners:

Skills for Innovation Hubs



The Skills for Innovation Hubs (i-hubs) project emphasized that TVET systems could no longer adopt a business-as-usual approach. The project encouraged a shift in the way TVET institutions operate and the building of capacities to respond to pressing skills demands or anticipate future skills needs – issues that are also creating room for innovators to seize the entrepreneurial and employment opportunities that come along.

The main output of the i-hubs project was the 2020 publication **Innovating TVET: A framework for institutions**. Co-developed with 10 TVET institutions from Africa, Asia and the Pacific, and Europe, the tool allows TVET institutions to assess their preparedness to innovate in different organizational dimensions, namely in their strategic management, teaching and learning practice, offer of products and services, and external relationship management. The innovation framework is available in English, French and Spanish, and is currently being digitized.

- **EdTechTools** was launched in June 2021 by Generation Unlimited, EdTechHub, UNESCO and UNESCO-UNEVOC as a global repository of remote learning tools and platforms. The resources are aimed at teachers and trainers, learners and other education stakeholders looking for high-quality teaching and learning materials for distance education.
- A study was carried out in 2021 to **identify trends and good practices** related to the training of TVET staff in the use of digital tools as a means of enhancing the learning process and designing blended-learning pathways. The findings will be published in a report at the beginning of 2022.



SDGs and Greening TVET

Education for Sustainable Development is recognized as a key element of Sustainable Development Goal (SDG) 4 on quality education and a key enabler of all other SDGs. As the lead UN agency on ESD, UNESCO is responsible for the coordination of the ESD for 2030 Framework. The Framework sets out the urgent challenges facing the planet and lays out a **roadmap for implementation** to build a more just and sustainable world through education.

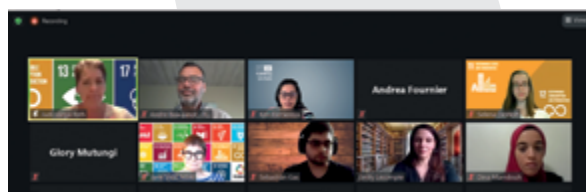
‘Greening’ as a concept is now prevalent across many sectors, and in education it is crucial that future generations have the skills and competencies for emerging jobs as well as current jobs that are changing significantly to align with green practices in industries. In the energy sustainability scenario of a 2°C increase by 2030 as opposed to a 6°C increase that would happen under ‘business-as-usual’ conditions, it is estimated that around 24 million jobs will be created and about 6 million lost globally (ILO, 2018). The energy transition has also revealed the need to expand skills in all regions of the world to create a capable renewable energy workforce. Meeting that need will require more vocational training, stronger curricula and greater training of trainers. (IRENA, 2021)

UNESCO-UNEVOC seeks to address the gap in education and training response vis-à-vis the job potential. It supports TVET institutions in the development and implementation of green strategies to transform their learning and training environments, in fulfilment of their role in skilling learners, upskilling professionals in green job sectors, and re-skilling those affected by job losses due to the transition. By mobilizing TVET institutions to engage in advocacy and adopt greening TVET whole-institution approaches and practices, UNESCO-UNEVOC empowers leaders and educators to effectively develop institutional green and climate-responsive strategies that have a positive impact on society and the labour market.

Advocacy

- **Mainstreaming SDGs and climate issues in TVET processes**

UNESCO-UNEVOC actively collaborates with the World Federation of Colleges and Polytechnics (WFCP) and the Colleges and Institutes of Canada (CICan) as part of the **SDG Affinity Group**. The group promotes awareness of the SDGs and their strategic links to the TVET sector by organizing knowledge sharing activities on key SDGs that can be enriched and accelerated by TVET. Monthly knowledge sharing webinars have an average participation of up to 50 stakeholders and topics discussed include TVET's role in achieving sustainable construction (SDG 11); gender equality (SDG 5); holistic SDG implementation in TVET colleges (SDG 4); peace and justice (SDG 16); and youth skills development in green-oriented careers (SDG 8).



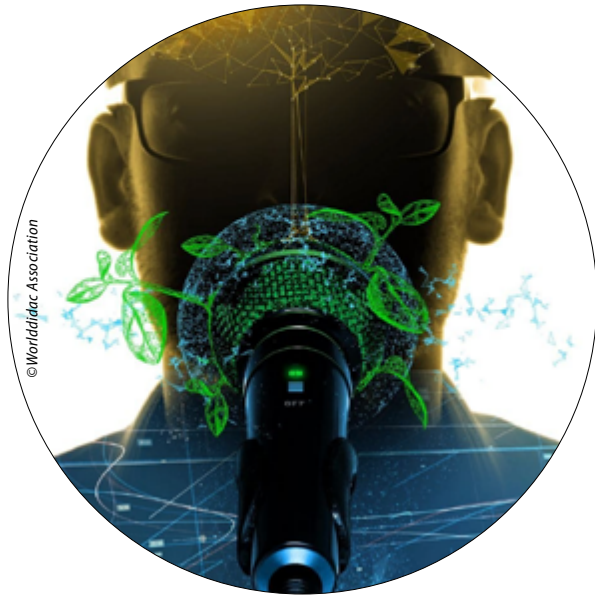
The SDG Affinity Group reached **over 300 participants through the seven virtual webinars** completed from February – August 2021.



- **Transforming training and learning environments for the green transition**

The UNESCO World Conference on Education for Sustainable Development was held from 17 to 19 May 2021. At the end of the three-day event, over 80 ministers and vice ministers and 2,800 education, training and environment stakeholders committed to taking concrete steps to transform learning for the survival of our planet by adopting the **Berlin Declaration on Education for Sustainable Development (ESD)**.

During the event, UNESCO-UNEVOC hosted sessions on Green and Circular Economies (**Part 1** and **Part 2**) and ESD in TVET. These sessions, which reached a combined total of 320 stakeholders of ESD, explored pathways to adapt education and training responses to the restructuring of business processes in favour of the circular economy; strategies to promote synergies between education, training and industry to shift mindsets and nurture lifelong learning; and tools and approaches to mainstream ESD and climate education in TVET.



- **Worlddidac Association – Future Talk 2020**

Future Talk was a three-day hybrid dialogue platform in cooperation with three UN Agencies (UNESCO-UNEVOC, UNESCO-UIL and UNIDO), under the patronage of the Swiss Government. The conference was held from 4 to 6 November 2020 and gathered high-level speakers from NGOs, political authorities, international financial institutions, and education solution providers to discuss critical issues in education. UNESCO-UNEVOC was a lead partner for the Green Education track and was represented at the event by Director Soo-Hyang Choi. In her remarks, Ms Choi elaborated on the ways in which the new normal impacts greening education and the role of TVET to advocate changemakers for greening economies towards inclusive ecosystems. Other high-level perspectives for the Green Education discussion were from ILO, Global Apprenticeship Network (GAN), and Lucas Nülle GmbH, among others.



- **WorldSkills Conference 2021: Job-rich opportunities of the green transition**

UNESCO-UNEVOC and UNIDO co-organized a session on **Job-rich opportunities of the green transition** at the WorldSkills Conference 2021. While the session showcased a range of cooperation mechanisms with industry, social partners and communities, it also revealed that a shortage of highly-skilled, professional-level engineers and technicians, who possess industry-based competencies, can impact the introduction of green technologies and the overall uptake of companies introducing green jobs.

The conference session, which was co-moderated by Kenneth Barrientos, Programme Officer, UNESCO-UNEVOC, and Robert Parua, Education Specialist, UNESCO Beijing Cluster Office, featured several examples of TVET providers engaging with business and industry to supply a workforce with green competencies, including from UNEVOC Centres in Singapore and Sri Lanka.

Whole-institution approach to green TVET institutions

- UNESCO-UNEVOC and **UNESCO's International Institute for Educational Planning (IIEP-UNESCO)** joined forces to promote sustainable development and greening technical and vocational education and training. The two-hour webinar was organized for selected francophone African countries on 29 June 2021 to raise awareness about the concepts and motivations for greening TVET and explore the opportunities for TVET institutions to mainstream sustainable development. **More than 20 TVET managers from Benin, Burundi, Madagascar, Mali, Mauritania, Senegal and Togo** participated in practical discussions on developing and implementing sustainable solutions within TVET institutions facilitated by the joint UNESCO-UNEVOC and IIEP team.
- UNESCO-UNEVOC contributed to the ITC-ILO E-learning Course on the Management of Vocational Training Centres (Advanced) on 12 October 2021. Guidance on how to manage green TVET approaches as a whole-institution model was shared based on UNEVOC's practical guide on greening TVET and its work with UNEVOC Centres that have adopted institutional strategies. Greening TVET was one of the important areas for training of the ITC-ILO course, which ran from 20 September to 05 November 2021 and was attended by 58 TVET practitioners.



Resources

- In 2020, UNESCO-UNEVOC published a discussion paper on **Skills development for renewable energy and energy efficient jobs** to analyse developments in the renewable energy sector and their impacts on jobs and training. The paper also explores how the available technologies in the market will further align with global trends in the energy efficiency and renewable energy sectors.
- UNESCO-UNEVOC's discussion paper on **Skills development and climate change action plans: Enhancing TVET's contribution** reviews relevant information regarding the country submissions (Nationally Determined Contributions and National Communications) in 57 selected countries. The 2021 paper summarizes key information that helps assess the ongoing and potential contribution of TVET to the realization of climate change action plans.



Inclusion and Youth

Entrepreneurial learning

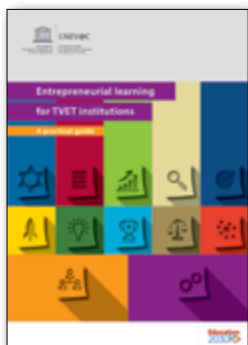
TVET institutions need to ensure not only job-specific skills that align with labour market demands, but also the development of entrepreneurial competencies and mindsets to respond to 21st century challenges. The importance of entrepreneurial skills in equipping youth for the world of work and improving their capabilities to adapt to changing skills demands is well reflected in the commitments made by the international community. SDG 4 on quality education and SDG 8 on decent work and economic growth call for the strengthening of skills for employment, decent jobs and entrepreneurship. During the 2020-2021 biennium, UNESCO-UNEVOC led the development of practical resources and implemented capacity-building programmes to support TVET stakeholders in understanding and applying entrepreneurial learning in their institutional context.

- UNESCO-UNEVOC mobilized UNEVOC Centres from all five regions of the UNEVOC Network to contribute to the development of its practical guide on entrepreneurial learning for TVET institutions. From 12 to 14 February 2020, a workshop was co-organized with the Basque VET Applied Research Centre (Tknika) in the Basque Country, Spain. Participants and experts from UNEVOC Centres in Austria, Chile, China, India, Italy, Nigeria, Paraguay, South Africa, Spain and Tunisia, as well as the European Training Foundation (ETF), exchanged experiences in promoting and mainstreaming entrepreneurial learning in TVET, and helped to test and elaborate the concept of the practical guide. These partners also further contributed by peer reviewing the draft version.



Participants at the workshop in Basque Country, Spain

- **Entrepreneurial learning for TVET institutions: A practical guide** was published in 2020 in English, Spanish and French, followed by an interactive online version in three languages in 2021. The guide helps TVET institutions to



focus on what really drives entrepreneurial learning by providing the tools to assess the needs of the target group and the framework to explore the added value of an entrepreneurial learning ecosystem. The Entrepreneurial Learning Institution Canvas (ELIC) enables TVET institutions to develop their own concept

for entrepreneurial learning, map out which entrepreneurial learning activities are relevant to their institutional context and apply innovative approaches and models.

[Access the PDF version in three languages.](#)

Access the interactive version in [English](#), [French](#) and [Spanish](#)

- UNESCO-UNEVOC and the Austrian Federal Ministry for Education and Skills (BMBWF) jointly organized a three-part series of capacity-building webinars on entrepreneurial learning in TVET from September to November 2021. The webinars built upon UNESCO-UNEVOC's existing work in this area by offering interactive sessions structured around the ELIC. **Thirty-eight participants from UNEVOC Centres in Botswana, Ethiopia, Kenya, Mauritius and Nigeria took part in the programme.**
- Based on the aforementioned practical guide, new resource material on Entrepreneurial learning for disadvantaged youth was developed in collaboration with the National Skill Development Corporation, India, featuring consultations with 10 UNEVOC Centres. The material will be converted into an online interactive guide, which will be launched in 2022.



Gender equality in STEM-related TVET

Gender equality is a global priority for UNESCO and inextricably linked to its efforts to promote the right to education and support the achievement of the Sustainable Development Goals. UNESCO's work on education and gender equality focuses on system-wide transformation to benefit all learners equally and supports targeted action for girls' and women's empowerment across three areas of priority: better data, better policies and better practices.

Despite the progress made, the number of girls and women enrolled in TVET continues to lag behind that of general education. According to the UNESCO Institute for Statistics, women make up only 43% of the students enrolled in vocational education at upper secondary level (ISCED 3), as opposed to 49% in general education. Furthermore, women are generally underrepresented in the science, technology, engineering and mathematics (STEM) fields, where they only occupy 35% of higher education enrolment.

- Recognizing the gap in TVET-specific data and literature on the participation of girls and women in STEM fields, UNESCO-UNEVOC published a study report in 2020 on [Boosting gender equality in science and technology. A challenge for TVET programmes and careers.](#)

The study report examined factors influencing the participation of women in STEM-related TVET at the personal, institutional, and societal level. UNEVOC Centres from Australia, Chile, Costa Rica, Germany, Ghana, Jamaica, Lebanon, the Netherlands, the Philippines and South Africa took part in the study.



- To coincide with the launch of the study report, UNESCO-UNEVOC organized a virtual conference on **Understanding the causes of gender disparities in STEM-related TVET** from 23 to 27 November 2020. The conference was moderated by representatives from the Centre for Innovation of Education and Training (CINOP), the Netherlands. Participants from 26 countries explored the multidimensional factors hindering the participation



of girls and women in STEM-related education and shared insights on successful practices and initiatives.

- In 2021, UNESCO-UNEVOC started the development of capacity-building programmes to support formal and non-formal TVET institutions in delivering career guidance services in a post-COVID-19 world, with a focus on STEM-related TVET and careers for young women and girls. These programmes are set to be launched in 2022.

Inclusive TVET institutions

UNESCO's approach to inclusion and equity is grounded in a well-established right to education and the work that has stemmed from this, including the 2020 **Global Education Monitoring Report on Inclusion and education: All means all**.

While TVET can act as an enabler for social mobility and facilitate the transition to formal employment and decent work, vulnerable groups continue to face significant barriers when it comes to accessing quality skills training. TVET institutions and teachers can be hindered by a lack of practical knowledge and experience in meeting the specific needs of these groups in traditional learning settings. Disadvantaged youth are particularly at risk of dropping out of school or being excluded from the formal TVET system.

UNESCO-UNEVOC's thematic work in this area focuses on expanding the inclusiveness of TVET institutions and improving the accessibility of skills training for disadvantaged youth.

- In 2021, UNESCO-UNEVOC and the University of Nottingham published a discussion paper on **Technical and vocational education and training for disadvantaged youth**. The paper maps some of the main barriers disadvantaged youth face in TVET and examines available evidence on strategies and approaches that are being used or can be used to meet the needs of disadvantaged youth. It discusses these barriers using a framework that looks at '4As': availability, accessibility,



acceptability and adaptability. About 50 UNEVOC Centres contributed to a survey on the topic, the results of which are reflected in the discussion paper.

- Following the discussion paper, UNESCO-UNEVOC collaborated with CINOP, the Netherlands, to develop a practical guide on inclusive TVET. The purpose of the practical guide is to advise teachers, managers, and leaders of formal TVET institutions, as well as other actors that collaborate with such institutions, on how to create a supportive and inclusive environment to cater for skills development needs of disadvantaged youth. The guide will contain tools for TVET institutions to self-assess how inclusive their policies and practices are, and guidelines to help stakeholders plan and introduce inclusive approaches within their institutions.



Youth employment and skills

According to a recent report (ILO, 2020), 267 million young people between the ages of 15-24 are not in employment, education or training (NEET), and many more endure substandard working conditions. The past biennium was particularly challenging for young people. The COVID-19 pandemic made major life-cycle transitions difficult if not impossible, including graduation from general education or TVET at secondary or tertiary level, residential autonomy and labour market insertion. Young women, youth living with disabilities, youth from disadvantaged backgrounds and all those in informal or self-employment have had to confront the greatest challenges.

TVET has a key role to play in fostering the resilience of young people. It is crucial for all stakeholders to ensure the continuity of skills development and to introduce training programmes to bridge skills gaps. Solutions need to be reimagined in a way that considers not only the realities of the present, but also the full range of possibilities for the future.

World Youth Skills Day

In 2014, the United Nations General Assembly declared 15 July as **World Youth Skills Day (WYSD)**, to celebrate the strategic importance of equipping young people with skills for employment, decent work and entrepreneurship. Every year since then, UNESCO-UNEVOC has joined global celebrations to mark the occasion and continues to be one of the key actors in the WYSD campaign by mobilizing members of the UNEVOC Network and organizing activities to amplify the voices of young people.



- In 2020 and 2021, virtual events aligned with the global themes of ‘Skills for a resilient youth’ and ‘Reimagining youth skills post-pandemic’ were jointly organized by the Permanent Missions of Sri Lanka and Portugal to the UN, the Office of the Secretary-General’s Envoy on Youth, UNESCO and ILO. Selected UNEVOC Centres joined these events as panellists to share their perspectives as TVET providers.
- Members of the UNEVOC Network were encouraged to organize their own skills competitions, workshops, discussions and online campaigns to raise awareness about WYSD. In 2020 and 2021, a total of **23 UNEVOC Centres from all 5 regions of the Network** organized activities to celebrate youth skills.
- In July 2020, UNESCO-UNEVOC held a virtual conference on **Skills for a resilient youth**. The conference was moderated by the Commonwealth of Learning and attended by **more than 130 participants from 47 countries**. It gathered knowledge, insights, experiences and practices from the international TVET community to understand how the pandemic was affecting youth and how TVET teachers, institutions and government agencies were responding.
- UNESCO-UNEVOC invited photographers from around the world to capture youth skills as part of its annual **Skills in Action Photo Competition**. The **more than 600 submissions** focused on how TVET is equipping young people with skills for a sustainable, digital and inclusive future.
- The COVID-19 pandemic has reached a scale that could hardly have been anticipated at the start of the biennium. As young people showcased their resilience during the crisis, UNESCO-UNEVOC called on **TVET youth to share videos** of how they were coping during the pandemic and which skills they think will be most important in the post-pandemic era. Videos were received from **more than 60 young people** from all five regions of the UNEVOC Network.



Skills in Action Photo Competition



Private Sector Engagement

Recognizing the importance of fostering discussion and engagement with private enterprises to ensure TVET is demand-driven, UNESCO-UNEVOC launched a programme within its Medium-Term Strategy to strengthen cooperation between the UNEVOC Network and the private sector. This initiative aimed at providing venues for both parties to cooperate in preparing for the future of work and TVET collectively. A matching process for TVET-related trainings has been created to facilitate exchange between interested private enterprises and UNEVOC Centres. To maximize impact, UNESCO-UNEVOC has prioritized sectors disrupted by the processes of digitalization, automation and green recovery.

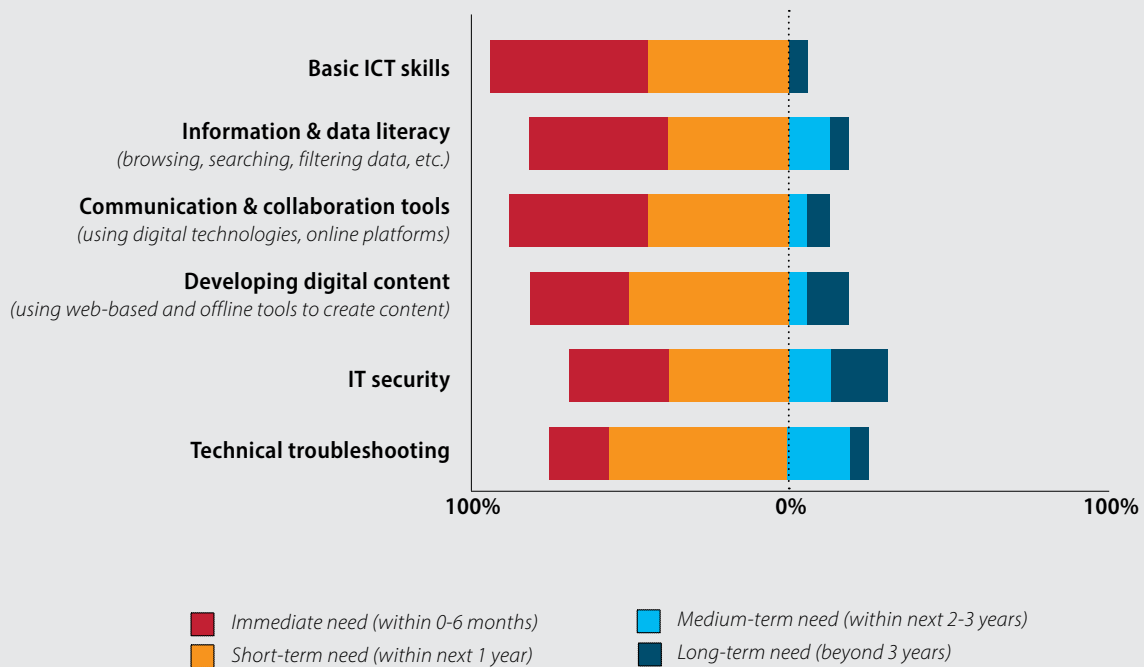
UNESCO-UNEVOC's private sector engagement programme also contributes towards the outcomes of UNESCO's Strategy for TVET 2016-2021, wherein UNESCO aims to support Member States in creating national, regional and sectoral stakeholder platforms to foster private sector participation and communication between education and the world of work. One such example is the UNESCO **Global Education Coalition (GEC)** that was launched in response to the COVID-19 pandemic. GEC is a platform for collaboration and exchange

to protect the right to education during this unprecedented disruption. **It brings together more than 175 members from the UN family, civil society, academia and the private sector to ensure that #LearningNeverStops.**

Matching skills demands with training

- UNESCO-UNEVOC kept the immediate and short-term training needs of its global UNEVOC Network at the centre of its matching process. In March 2021, a survey was conducted where UNEVOC Centres indicated their immediate (0-6 months) and short-term (6-12 months) training needs in building the digital, transversal and pedagogical competencies of their TVET staff and learners. The respondents were asked to rank themes in which they were interested in cooperating with private companies. Topics such as digitalization, STEM training and entrepreneurship were the first priority for the majority of respondents.

How urgent are the training needs in the following DIGITAL COMPETENCIES for your selected target group(s)?



Source: UNEVOC Network survey on cooperation with the private sector

- Based on the results of the needs survey, strategic cooperation opportunities with private companies and development partners were identified. During the PSE matching webinar series, companies shared information about various TVET and employability-related trainings. **More than 90 TVET Institutions, including UNEVOC Centres or affiliated schools/institutions, have participated in the matching webinars.** Companies such as Lenovo presented about their online courses on AI, Big Data and Smart Manufacturing, while **atingi** – a special programme under the Africa Cloud initiative – offered access to its digital learning portfolio of **300+ courses in 6 languages** to the UNEVOC Centres for free. Other capacity-building workshops and trainings to support implementation are continuously being planned for interested UNEVOC Centres.

UNESCO's Global Skills Academy

- Under the umbrella of the Global Education Coalition, the mission of the Global Skills Academy (GSA) is to support **one million youth and adults** to develop technological and cross-cutting skills to increase their rate of employability and help people thrive in digitized economies and labour markets during the COVID-19 pandemic and beyond. By leveraging partnerships with the UNEVOC Network, the GSA has shifted to a stage beyond pilot phase (July 2020 to July 2021) and is now implementing a demand-driven approach, an enhanced communications strategy, and is developing tracking and tracing tools towards a sustainable project.

- As of October 2021, 16 partners from the Global Education Coalition have joined the Global Skills Academy and **142,000 people have benefited from skilling and reskilling programmes offered by Global Skills Academy partners.** Since its launch, the GSA has reached more than 150 TVET institutions in 54 countries, including 18 in Africa, 7 in Europe and North America, 15 in Asia and the Pacific, 9 in Latin America and the Caribbean, and 5 in the Arab States. Free trainings from partners, facilitated through the GSA, covers a wide range of technical, digital and task-oriented skills, as well as cognitive, creative, social and emotional skills. You can read more about the GSA [here](#).
- Participation of UNEVOC Centres in GSA**
TVET staff, learners and apprentices participated in several information sessions and trainings offered by four GSA partners. National level MOUs have been signed between GSA partners and UNEVOC Centres (training authorities and ministries) as a result of the matching process. Collaborations between partners such as Fundación Telefonica, WHO Academy, OECD Academy, ILO and interested UNEVOC Centres are currently being facilitated.

Global Skills Academy Partners



Source: GSA Partners Meeting Report, March 2021

Matching UNEVOC Centres to trainings offered by companies under GSA

Huawei	UNEVOC Centres from 9 countries including Indonesia, Pakistan, Philippines and UAE were engaged in trainings offered by the Huawei Skills Academy.
IBM	46 UNEVOC Centres and their institutes from 32 countries have engaged in information sessions on the trainings offered by SkillsBuild (formerly Open-PTech).
Coursera	14 UNEVOC Centres participated in an information session organized by Coursera for Campus. The courses target teachers and trainers at universities.
FESTO	45 UNEVOC Centres from 31 countries and their affiliates participated in information sessions on trainings in water technology.
Microsoft Learn	15 UNEVOC Centres from 14 countries participated in information sessions on the benefits of the Microsoft Learn platform for teachers and trainers. The Bangladesh Technical Education board (BTEB) and TESDA in the Philippines are in the process of signing country-level MOUs with Microsoft for training their teachers and trainers.

2021/2 Global Education Monitoring Report

- The **2021/2 edition** of UNESCO’s flagship Global Education Monitoring (GEM) Report focuses on the role of non-state actors in education: Who chooses, who loses? Considering the important role of non-state actors, especially the private sector in provision of TVET within formal and non-formal systems, UNESCO-UNEVOC organized an expert consultation (comprising of 10 UNEVOC Centres and partners) to contribute experiences and best practices to the study.

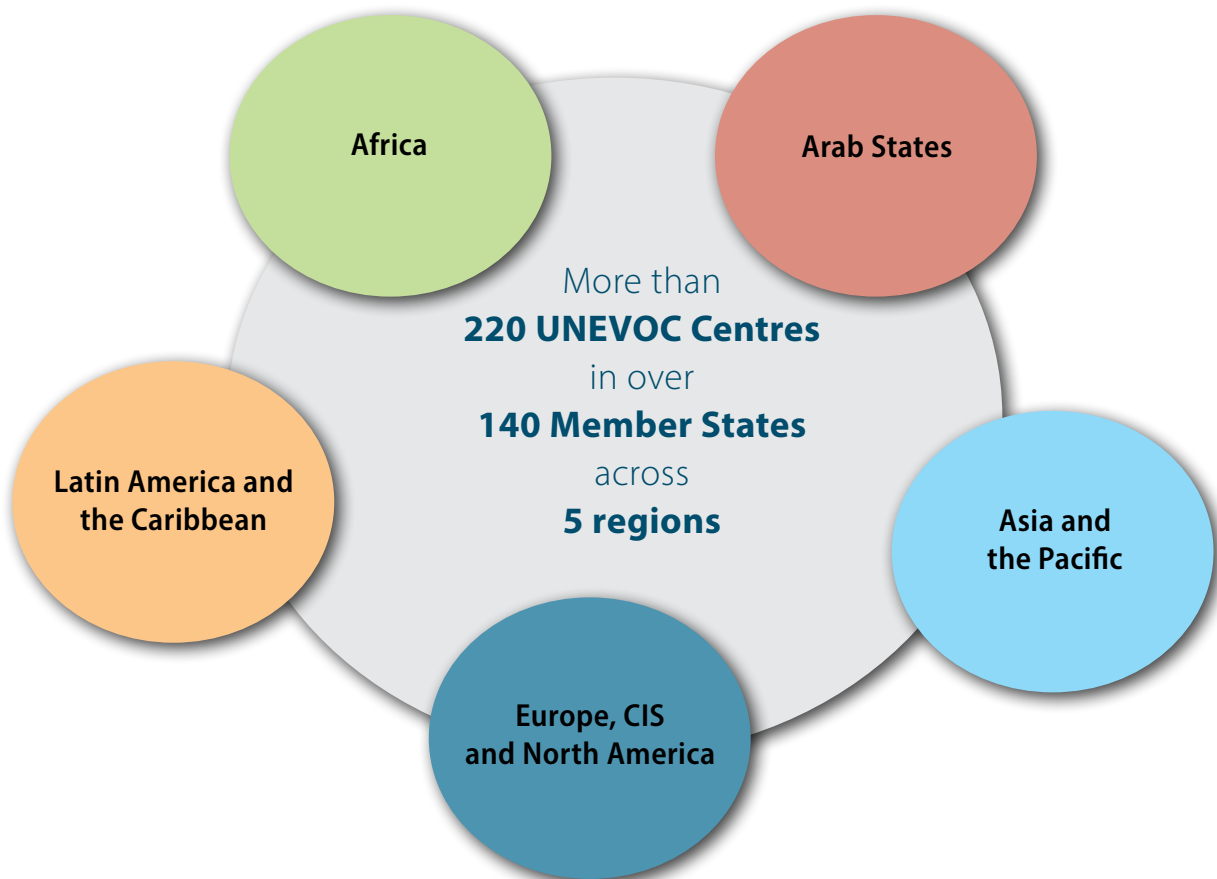




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The UNEVOC Network

The UNEVOC Network is UNESCO's global platform for institutions specialized in TVET. Coordinated by UNESCO-UNEVOC, the Network provides unparalleled opportunities for exchange, cooperation and mutual assistance among its members — UNEVOC Centres.



- This year, the UNEVOC Network Manual of Operating Procedures, originally released in 2015, has undergone a comprehensive review and update. Developed by the UNEVOC Network Secretariat in consultation with UNEVOC Centres and programmatic teams of UNESCO-UNEVOC, the manual has been renamed **Handbook for the UNEVOC Network** and serves as a guide for both existing Network members and prospective institutions that are looking to join a global community of TVET institutions.
- Towards the end of 2021, the UNEVOC Network Secretariat launched the pilot UNEVOC Network Coaction Initiative. The purpose of this initiative was to support UNEVOC Centres to design and implement selective joint projects on issues of common interest in order to help strengthen collaboration and partnership within the UNEVOC Network as well as facilitate mutual learning and capacity building.



Building the capacities of TVET leaders

Capacity building of TVET leaders is one of the core aims of the UNEVOC Network, in addition to providing a platform to network with other senior TVET leaders across the globe. From 2016 to 2019, UNESCO-UNEVOC trained and supported **322 TVET leaders, managers and staff from 95 countries** through its global, regional and country-level adaptation of the UNEVOC TVET Leadership Programme. The interventions benefited **89 UNEVOC Centres**, within the broader scope of the strategy to develop the capacity of TVET leaders in Member States and support them to apply their acquired leadership and managerial capacities. These alumni continue to collaborate and actively contribute to the work of UNESCO-UNEVOC.

From 2020 to 2021, the UNESCO-UNEVOC TVET Leadership Programme trained and supported a total of 332 TVET leaders, managers and staff from 52 countries

The UNESCO-UNEVOC TVET Leadership Programme 2020 – Special Edition

The 2020 TVET Leadership Programme, specially organized during the COVID-19 pandemic, was implemented through a call for proposals to help address the problems faced by TVET institutions in meeting the demands of the digital transition to a 'new normal'. Common themes revolved around the

need for upskilling in online teaching as well as training in creating digital content and producing open educational resources (OER). The following nine programmes, submitted by UNEVOC Centres and alumni of past TVET Leadership Programmes, received financial support from UNESCO-UNEVOC:

Africa

- ***ICT skills certification for TVET staff – University of Cape Coast, Ghana***

The University of Cape Coast wanted to create a mechanism for equipping TVET staff with ICT skills during the pandemic. They began by assessing training needs, then developed a resource manual and other materials accordingly. In the end, **45 participants were awarded certification in ICT skills** and were able to apply the knowledge gained to their teaching methodology.

- ***Training the trainers – Higher Institute of Technology of Antsiranana, Madagascar***

The Higher Institute of Technology of Antsiranana sought to strengthen the ICT skills of their teachers and trainers by implementing a training programme to help staff produce their own online courses for immediate use. The programme focused on 'train the trainer' workshops and **helped 27 TVET staff to create online courses** for direct implementation with students in the classroom. The success of the programme has led to the same materials being used to train staff at neighbouring TVET schools.

Asia and the Pacific

- ***The Digital TVET Learning Platform – University Tun Hussein Onn, Malaysia***

UTHM recognized the need for improved staff capacity in remote teaching, specifically the incorporation of augmented and virtual reality technologies. To bridge this gap, the university developed an online learning platform for TVET courses. The Digital TVET Learning Platform **allowed 25 TVET staff members to expand their knowledge** about open educational resources (OER), strengthen their digital skills and produce their own digital content.



Access the Promising Practice on this initiative [here](#).

Latin America and the Caribbean

- ***Developing competency-based open educational resources – The TVET Council, Barbados***

Due to the growing importance of online learning both as a result of the pandemic and technological advances, the TVET Council implemented a programme to **assist 16 staff members in the development of competency-based open educational resources (OER)**.



- ***Más mujeres en las TICs (More women in ICT) – Duoc UC, Chile***

5% of those working in ICT in Chile are female (compared to 24% globally) and only 10% of those currently in training are female – figures that have not changed in more than 10 years. To tackle this problem, the ICT School of Duoc UC has focused its efforts on increasing the number of girls and women in ICT. As a result of this initiative, **up to 400 women are enrolling in ICT programmes annually** at the institution.

Access the Promising Practice on this initiative [here](#).

- ***Assistive technologies for TVET students and employees with disabilities – The University of the West Indies (UWI), Trinidad and Tobago***

This programme helped **30 teachers and instructors come to grips with assistive technology** and the role that it can play within TVET, as well as enhanced their understanding of how persons with disabilities can be adequately provided for in training.

Access the Promising Practice on this initiative [here](#).



Europe, CIS and North America

- ***The Fundamentals of Pedagogical Design for Online TVET Courses – Republican Institute for Vocational Education, Belarus***
- ***Equitable digital capacities in TVET – Cometa Formazione, Italy***

The Republican Institute for Vocational Education aimed to create a resource which could be useful for instructing staff in the future creation of online materials. The programme began by assessing the needs of staff before developing 'The Fundamentals of Pedagogical Design for Online TVET Courses'. This was followed by **capacity-building webinars for 42 TVET professionals**.

Cometa Formazione saw the pandemic as an opportunity to re-consider its approach to TVET, and to address the growing need for equitable digital capacities. Cometa set up a **task force of TVET experts** to review and revise the existing school model, and to create a handbook to navigate the new reality. TVET staff were also trained in how to incorporate these new materials using blended learning techniques.

- ***Leading organizational transitions during COVID-19 and beyond – Niagara College, Canada***

A potential barrier to any post-COVID-19 recovery for TVET staff is the lengthy duration of the pandemic, throughout which they experience significant insecurity, both physical and psychological. This initiative by Niagara College supported **37 TVET leaders from 13 countries** to reflect on both personal and institutional change styles and how to integrate change management theory and models into their daily practice.

Access the Promising Practice on this initiative [here](#).



The UNESCO-UNEVOC TVET Leadership Programme 2021

The 2021 TVET Leadership Programme focused on the theme of digital transformation and responding to future demands. Unlike previous years, where the programme took place face-to-face at the UNESCO-UNEVOC International Centre in Bonn, Germany, the 2021 edition was delivered fully online in two batches (September and November 2021), under the theme 'Skills for the digital transformation: How TVET institutions can respond to future demands'. The topics covered included:

- Adjusting to the 'new normal' – a renewed TVET for new, digital skillsets
- Exploring strategies for institutions and leaders to become more resilient in responding to the digital transformation
- Planning for future TVET delivery that anticipates a quickly changing digital landscape

The online programme was delivered through a month-long series of interactive webinars and **trained 62 TVET leaders and managers from 45 countries, including 28 UNEVOC Centres.**



Trends



Case studies



Strategies



Future planning

Feedback from participants



“The 2021 TLP gave us a great opportunity to obtain some of the most up-to-date trends and strategies in TVET and exchange ideas with international experts and peers. Through the group discussions, I learned about different solutions for the challenges and difficulties of rapidly changing worlds. Moreover, the group discussion allowed us to know more about each other and our institutions, which will help us to develop cooperation in future.”

Qianmin Lin
Programme Officer, Shenzhen Polytechnic, China (UNEVOC Centre)

“The TVET Leadership Programme was an excellent opportunity for TVET leaders to explore the impact of digitalization on labour markets and to gain knowledge on how to adapt their institutions to manage the evolving digital landscape. Furthermore, the sessions, materials, and discussions were quite helpful in providing TVET institutions with concrete strategies to build institutional resilience in the digital era. I found the group discussions to be one of the most beneficial aspects of the programme.”



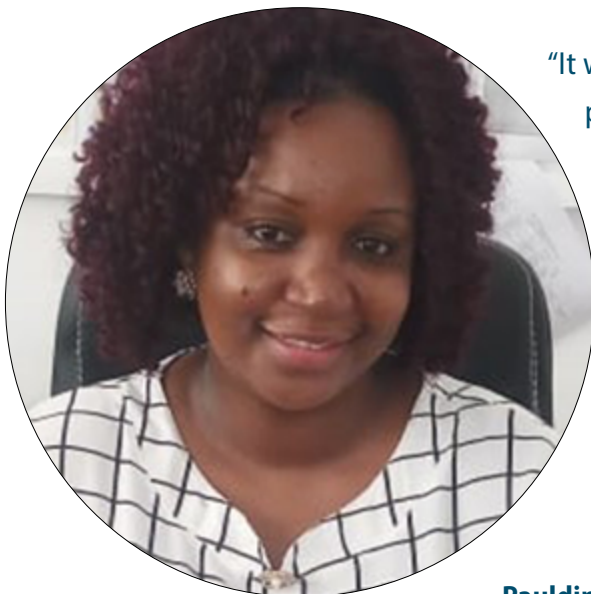
Bewar Haji
Director, Career Development Centre – Duhok Polytechnic University, Iraq

“The UNESCO-UNEVOC TVET Leadership Programme was timely and inspiring. The topic of skills for digital transformation provided new and meaningful insights as TVET leaders grapple with challenges that have been exacerbated by the COVID-19 pandemic. It was especially interesting to note that this was not unique to my country or institution as both developed and developing countries faced similar challenges. The interaction provided an opportunity for us to ideate and to share best practices from countries that are ahead in their digitalization and TVET agendas.”



Marcine Taylor-Brown

Director/Principal, HEART/NSTA Trust, Jamaica (UNEVOC Centre)



“It was necessary to have such a programme for professionals around the world to meet and discuss the challenges institutions are facing, the different platforms which are working with regards to digitalization and also to find a way forward. I was able to share my experiences and hear from other TVET professionals and this was a great experience. We could learn from each other and we were able to come up with strategies for the future.”

Pauldina Lajoie

Head of Programme, Seychelles Institute of Technology, Seychelles (UNEVOC Centre)

UNEVOC Network consolidation meetings

Arab States 2-4 February 2020

To foster collaboration and enable action-oriented partnerships between UNEVOC Centres in the Arab States, a UNEVOC Network consolidation workshop was organized in collaboration with the Abu Dhabi Centre for TVET (ACTVET). The workshop was held in Abu Dhabi and examined responsive programmatic engagement in the region.



Around 25 participants attended the workshop, representing 8 UNEVOC Centres across 8 Member States, as well as representatives from UNESCO-UNEVOC, and the UNESCO Offices in Doha and Beirut. Four thematic priorities for strengthened engagement of UNEVOC Centres in the region were identified and discussed: skills for the future; improving the perception of TVET; promoting entrepreneurship and innovation; and enhancing inclusion and social equity. The meeting also served as a platform to deepen understanding of the key trends and developments in TVET in the respective countries.

East and South East Asia 9 September and 14 October 2021

As part of an annual and ongoing contribution to the UNEVOC Network, the Korea Research Institute for Vocational Education and Training (KRIVET) coordinated two East and Southeast Asian Network workshops for UNEVOC Centres to enhance cooperation and facilitate discussion on TVET policies, systems, practices and leadership. The workshops were designed based on a survey conducted among UNEVOC Centres in the region, as well as input from UNESCO-UNEVOC and the UNESCO Beijing Cluster Office.

The overarching theme was 'For a New Normal in TVET: Innovation, Equity and Respect'. Representatives and experts from UNEVOC Centres in the region shared the respective countries' recent experiences on topics such as greening TVET, use of technology in TVET and issues of equity in TVET.



UNESCO's Strategy for TVET 2022-2029

Members of the global UNEVOC Network came together during two online workshops on 30 September and 01 October 2021 to exchange insights and propose interventions for UNESCO's Strategy for TVET 2022-2029 under the theme 'Transforming TVET for successful and just transitions'.



The consultations were organized jointly by UNESCO's Section for Youth, Literacy and Skills Development and UNESCO-UNEVOC International Centre. The two workshops brought together **UNEVOC Centres from all five regions of the Network, a total of 98 participants representing 71 UNEVOC**

Centres. This event provided a space where UNEVOC Centres were able to explore key elements and make contributions to further develop the new strategy.

The three main lines of action were presented as 1) develop skills for all individuals to learn, work and live; 2) develop skills for inclusive and sustainable economies; and 3) develop skills for inclusive and peaceful societies.

The UNEVOC Network has been instrumental in the success of UNESCO's current TVET strategy and is considered as the backbone for implementation of the new Strategy in the years to come. The Strategy for TVET 2022-2029 will build upon these achievements and seek to generate a global momentum for TVET, contributing to the post-COVID-19 social and economic recovery and to an acceleration of progress towards the 2030 Agenda.



Knowledge management

The COVID-19 pandemic has significantly increased the demand for information that allows for quick and decisive action. To keep up with these developments, UNESCO-UNEVOC has worked to strengthen its role as a hub for comparative data, innovative initiatives and practical resources on all aspects of TVET.



TVET Country Profiles

UNESCO-UNEVOC's **TVET Country Profiles** provide reliable and up-to-date information on TVET systems worldwide. During the biennium, UNESCO-UNEVOC relaunched its TVET Country Profiles in an interactive format with expanded data and up-to-date TVET statistics for more than 190 countries. Clear and concise diagrams illustrate education systems at a glance, with a focus on TVET.



Promising and Innovative Practices in TVET

UNESCO-UNEVOC publishes **Promising and Innovative Practices** for the benefit of the global TVET community, including policymakers and practitioners. Between 2020 and 2021, the database was updated with more than 50 new practices from all five regions of the UNEVOC Network and sourced from various projects such as BILT, i-hubs and COVID-19 response.



TVET Forum

The **TVET Forum** is an online community of TVET experts, practitioners, students and stakeholders from around the world. Members engage in discussion, knowledge sharing and peer learning on TVET-related issues. At the end of 2021, the TVET Forum had more than 6,600 members from over 185 countries and territories.



Online library

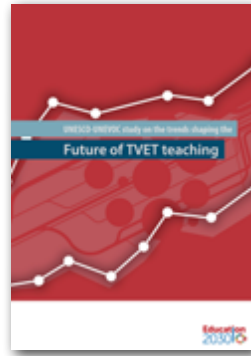
Below is a selection of publications from 2020 and 2021. More can be found in our [online library](#).



The impact of AI on skills development



Promoting quality in TVET using technology: A practical guide



Trends mapping study on the future of TVET teaching



Understanding the return on investment from TVET



YEM Knowledge Platform

Youth Employment in the Mediterranean (YEM) was a three-year regional initiative (2018 - 2020) led by UNESCO and funded by the European Union, extended until July 2021. The project supported youth employment in the South Mediterranean region through improved skills anticipation and assessment systems, the promotion of quality and relevant TVET, and regional collaboration. Within the scope of this project, UNESCO-UNEVOC fostered collaboration and knowledge sharing in the region through the development of a **dedicated YEM Knowledge Platform**.



Global OER Grant Programme

UNESCO-UNEVOC's **Global Open Educational Resources Grant Programme** aimed to promote the use of OER and motivate the TVET community to develop OER-related initiatives and practices. In 2020, the five winning projects came from Germany, India, Kenya, Paraguay and the Philippines, and focused on a range of topics such as leadership and management skills, digital literacy development and greening the agricultural value chain.

The UNEVOC Quarterly

The **UNEVOC Quarterly** is an online newsletter that was launched in April 2021. Published online four times a year, it informs the global education community about the programmes and activities of UNESCO-UNEVOC and the UNEVOC Network. Over the course of the biennium, eight issues of the UNEVOC Quarterly were published in English and French.



Staff list

Director's Office

Soo-Hyang Choi
Director

Friedrich Huebler
Acting Head of Office (since November 2021)

Lenny Martini
Programme Assistant

Innovation and the Future of TVET

Sarah Elson-Rogers
*Programme Officer,
Team Leader for Innovation and the Future of TVET*

Wilson Lima Júnior
Project Manager, BILT Project

Natalie Ax
Project Officer, BILT Project

Alexandra Filippova
Programme Assistant, BILT Project

Anne Maletjane
Administrative and Financial Assistant, BILT Project

SDGs and Greening TVET

Kenneth Barrientos
*Programme Officer, Team Leader for SDGs
and Greening TVET*

Inclusion and Youth

Miki Nozawa
*Programme Specialist,
Team Leader for Inclusion and Youth*

Wouter de Regt
Programme Officer, Inclusion and Youth

Private Sector Engagement

Pooja Gianchandani
*Programme Expert on Loan (GIZ),
Team Leader for Private Sector Engagement*

UNEVOC Network Secretariat

Miki Nozawa
*Programme Specialist,
Team Leader for the UNEVOC Network Secretariat*

Ruairi Gough
Programme Assistant, UNEVOC Network Secretariat

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Max Ehlers
*Associate Officer, IT,
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Nickola Browne
Associate Officer, Communications

Aldrich Mejia
Assistant Officer, IT

Administrative Office

Caroline Bajer
Administrative Officer

Carolin Schaulandt
Assistant Officer, HRM

Ulrike Krämer
Office Assistant

Other staff during the biennium

Tristan Cole
Project Officer, BILT Project (until July 2020)

Jean Hautier
*Programme Assistant, Network Secretariat
(until November 2020)*

Jens Liebe
*Programme Officer, Team Leader for Innovation
and the Future of TVET (until July 2021)*

Zubair Shahid
*Programme Assistant, Private Sector Engagement
(until October 2020)*

External consultants and experts

We would like to extend our deep gratitude to the external consultants and experts who have shared their invaluable knowledge and experience. Without your input, UNESCO-UNEVOC would not be where it is today.

Interns and volunteers

During the biennium, we welcomed five interns into the UNESCO-UNEVOC family. We are grateful for their hard work and we are happy to have shared valuable skills and experiences on this part of their professional journey.

Isobel Aiken (UK)

Feven Antonious (Ethiopia)

Sabrina Ferraz Guarino (Brazil/Italy)

Conor McCutcheon (Ireland)

Dan Zhang (China)

Financial overview

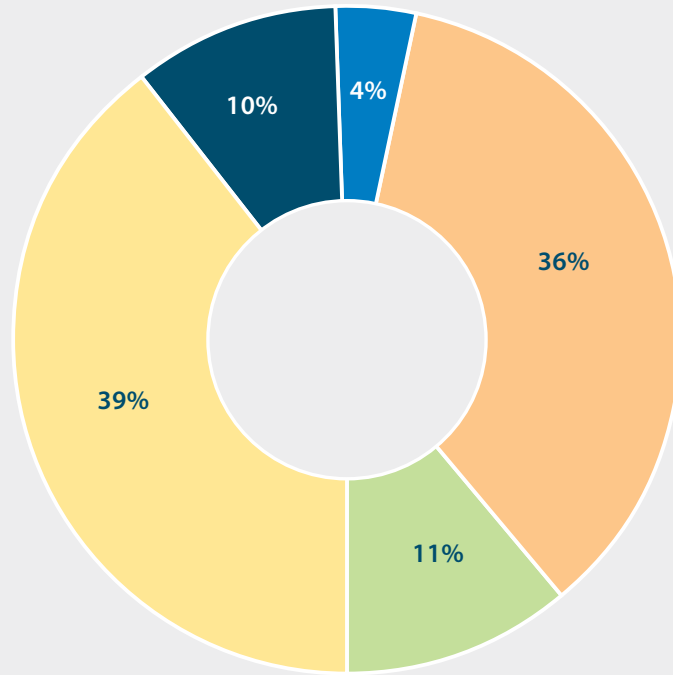
In the biennium 2020–2021, UNESCO-UNEVOC generated funds through UNESCO's regular programme and extra-budgetary projects. As a result, UNESCO-UNEVOC had the following budget at its disposal to implement its programmes and activities:

	2020 USD	2021 USD	Total USD
Regular Programme funds (UNESCO RP)	\$ 120,000	\$ 100,000	\$ 220,000
Programme and Operating funds, received under Funds-in-Trust (FiT) Agreements with the Federal German Ministry of Education and Research (BMBF)	\$ 1,046,378	\$ 1,125,308	\$ 2,171,686
Programme and Operating funds, received under Funds-in-Trust (FiT) Agreements with the Federal German Ministry for Economic Cooperation and Development (BMZ)	\$ 452,488	\$ 237,812	\$ 690,300
Project funds, received under the Funds-in-Trust (FiT) Agreement with the Federal Institute for Vocational Education and Training (BiBB) *	\$ 1,001,140*	\$ 1,398,560*	\$ 2,399,699
Project funds, received under the Funds-in-Trust (FiT) Agreement with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)		\$ 591,456	\$ 591,456
Total	\$ 2,620,006	\$ 3,453,136	\$ 6,073,142

* The amounts reflect the total funding received for the implementation of project phases 1 & 2 (March 2019 - December 2021 & August 2020 - June 2022).

Further to these funding agreements, GIZ has provided an expert on loan to UNESCO-UNEVOC, appointed from January 2020 until June 2022.

UNEVOC Budget Overview 2020 - 2021



- UNESCO Regular Programme (2020-2021)
- FiT Germany BMBF
- FiT Germany BMZ
- Fit Germany BiBB (BILT March 2019-June 2022)*
- FiT Germany GIZ



UNESCO-UNEVOC in Bonn

The decision was taken at the UNESCO General Conference in 1999 to launch the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in order to foster closer coordination between Member States on matters concerning TVET. The Government of Germany generously offered for the Centre to be located in Bonn and the inauguration ceremony took place in April 2002. The UN presence in Bonn has grown steadily from a handful of staff in 1996 to what has become a UN family with more than 20 organizations and almost 1,000 staff members. UNESCO-UNEVOC, alongside all the UN agencies in Bonn, supports governments and people in their efforts to achieve a sustainable future on this planet.



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International Centre for
Technical and Vocational
Education and Training

Biennial Report 2020-2021

Adapting to the new normal

This report gives an overview of the UNESCO-UNEVOC International Centre's activities during the biennium 2020 - 2021. It highlights how UNESCO-UNEVOC has supported Member States in their efforts to strengthen and upgrade their TVET systems and promoted opportunities for productive work, sustainable livelihoods, personal empowerment and socio-economic development, especially for youth, women and the disadvantaged.

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