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International Centre for
Technical and Vocational
Education and Training

UNESCO-UNEVOC

Medium-Term Strategy for 2021–2023

Strengthening TVET capacities and
cooperation in the Member States

The background of the page features several large, light gray wireframe gears of various sizes, arranged in a scattered pattern. The gears are rendered in a 3D perspective, showing their teeth and central hubs. The largest gear is positioned in the lower-left quadrant, while others are scattered towards the top and right edges.

UNESCO-UNEVOC

Medium-Term Strategy for 2021–2023

This Medium-Term Strategy for 2021-2023 (MTS-III) seeks to address the emerging challenges in technical and vocational education and training (TVET) over the course of the next three years.

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.

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.



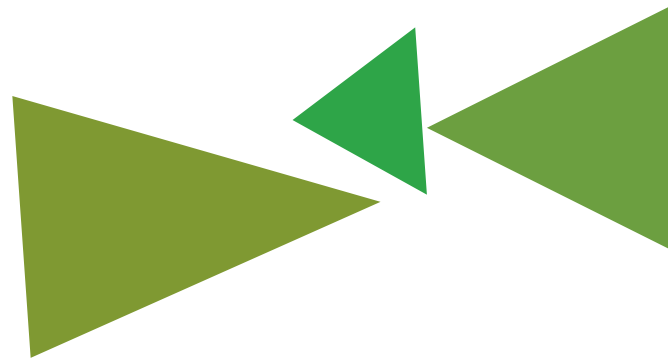
Education
Sector



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1 Background



1.1 Global context

Technical and vocational education and training (TVET) institutions are expected to address multiple economic and societal demands by helping youth and adults develop the skills they need for employment, decent work and entrepreneurship. They are also key players in steering the transition towards sustainable societies and greener economies. In most Member States, TVET institutions have been undergoing important transformations to meet the changing demands of labour markets and the need for sustainable development. However, in the context of the multifaceted COVID-19 crisis, skills development and job markets are being re-imagined and TVET institutions are being called upon to develop innovative strategies to tackle current challenges and prepare for an evolving future of work.

1.2 Sustainable Development Goals (SDGs)

The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (hereinafter referred to as 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:

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- Target 4.3: ensuring equal access for all women and men to affordable quality technical, vocational and tertiary education, including university



- Target 4.4: substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship



- Target 4.5: eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

By supporting Member States in ensuring that quality TVET is accessible for all, UNESCO-UNEVOC contributes to the achievement of targets beyond SDG 4, particularly those focused on poverty reduction (SDG 1), gender equality (SDG 5), decent work and economic growth (SDG 8), industry, innovation and infrastructure (SDG 9), climate action (SDG 13), and global partnerships (SDG 17).

1.3 UNESCO priorities

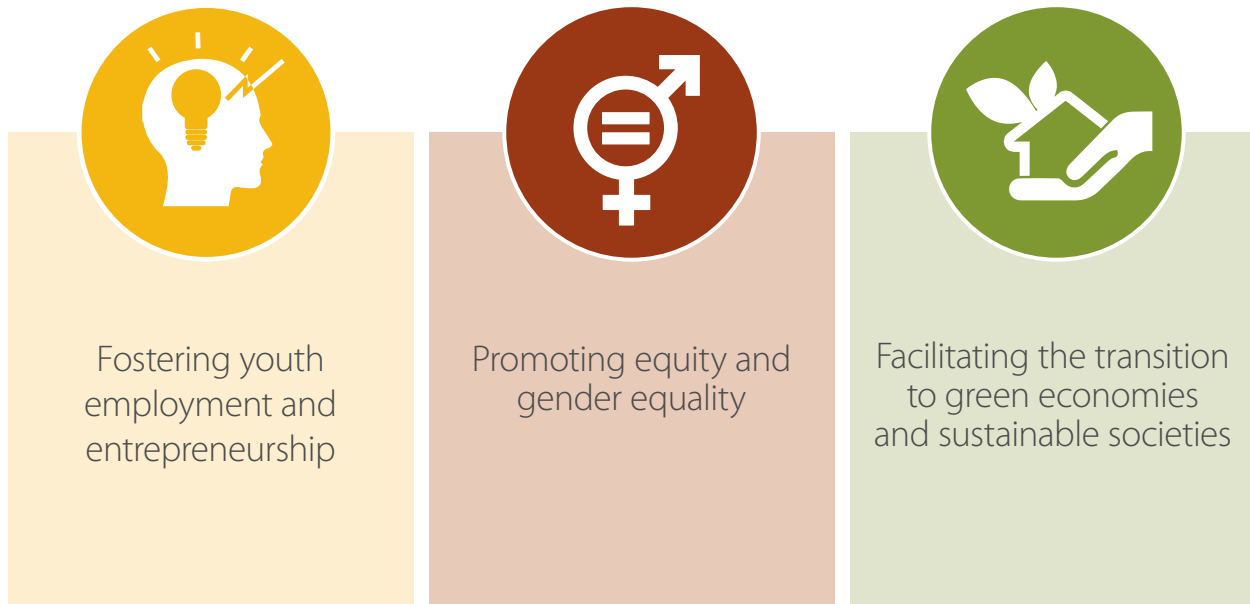
The education agenda of UNESCO is designed to advance two important flagship priorities:

- **Priority Africa** – UNESCO’s Operational Strategy for Priority Africa¹ (2014-2021) supports the vision of the African Union, which is to achieve an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena.
- **Priority Gender Equality** – Actions for UNESCO’s Priority Gender Equality² place emphasis on the creation of policies and initiatives that promote an enabling environment for all women and men. This equity lens is applied across all of UNESCO-UNEVOC’s work, particularly through efforts to ensure equal rates of female and male participation in programme activities.

1 <https://unevoc.unesco.org/i/693>

2 <https://unevoc.unesco.org/i/691>

UNESCO's Strategy for TVET (2016-2021)³ has three priority areas:



The strategy sets out a number of key policy areas and actions with the aim of supporting Member States to enhance the relevance of their TVET systems. 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 this strategy.

1.4 MTS-II: Lessons learned

A review of MTS-II verified its relevance, effectiveness and alignment with national strategies and the priorities of TVET institutions. Its implementation led to increased collaboration within the TVET community and the UNEVOC TVET Leadership Programme was instrumental in developing the capacities of TVET leaders while contributing to the overall strengthening of the UNEVOC Network. As evidenced during the evaluation process, the UNEVOC Network continues to be UNESCO-UNEVOC's greatest asset.

During the MTS-II period, expanded opportunities for knowledge sharing, collaboration and peer learning between UNEVOC Centres led to a better understanding of how different contexts affect outcomes at the institutional level. However, a clear need was identified for follow-up support to assist TVET institutions in applying the knowledge that was gained through capacity-building programmes. There were also calls to adopt a blended-model approach to training, thereby combining face-to-face and online delivery for increased flexibility.

In terms of the thematic priorities advanced in MTS-II, UNESCO-UNEVOC showed that it had the capacity to set the agenda for TVET at the global level and become a leading voice in greening TVET. However, the reach and impact of its engagements on fostering youth employment and promoting inclusive TVET were limited. Even though the knowledge resources produced through these thematic engagements were considered to be both useful and relevant, the dissemination of different knowledge products tailored for a diverse range of audiences would need to be improved. While there was a set of guidance resources developed under each theme in MTS-II, more practical materials for use during implementation at the institutional level were deemed to be lacking.

MTS-II was characterized by its ambitious targets, which presented UNESCO-UNEVOC with several challenges that were carefully considered when developing MTS-III. Such a large and diverse range of activities as laid out in MTS-II, but with a limited staff provision to execute the work, highlighted the difficulties in ensuring sustainability and the quality of output. Going forward, UNESCO-UNEVOC will prioritize streamlining and the implementation of efficient processes to become a more agile and dynamic organization.

³ <https://unevoc.unesco.org/i/692>

2 Vision for MTS-III

“Promoting future-oriented TVET that is responsive to sustainable development and labour market demands.”



Quality TVET for all

2.1 UNESCO-UNEVOC's mission

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, its guiding mission has been to actively support Member States in strengthening and upgrading TVET. Well-developed TVET institutions offer approaches for delivering skills that are in-demand, formulate effective strategies for advancement and develop meaningful courses of action for implementation. UNESCO-UNEVOC supports this process through technical assistance and thematic interventions, programmes that build the capacities of TVET leaders and staff, and the promotion of knowledge exchange and peer learning, particularly within the UNEVOC Network. The UNEVOC Network is UNESCO's global network for institutions specialized in TVET and is coordinated by UNESCO-UNEVOC. It comprises of more than 250 members that are referred to as 'UNEVOC Centres'.



2.2 Theory of change

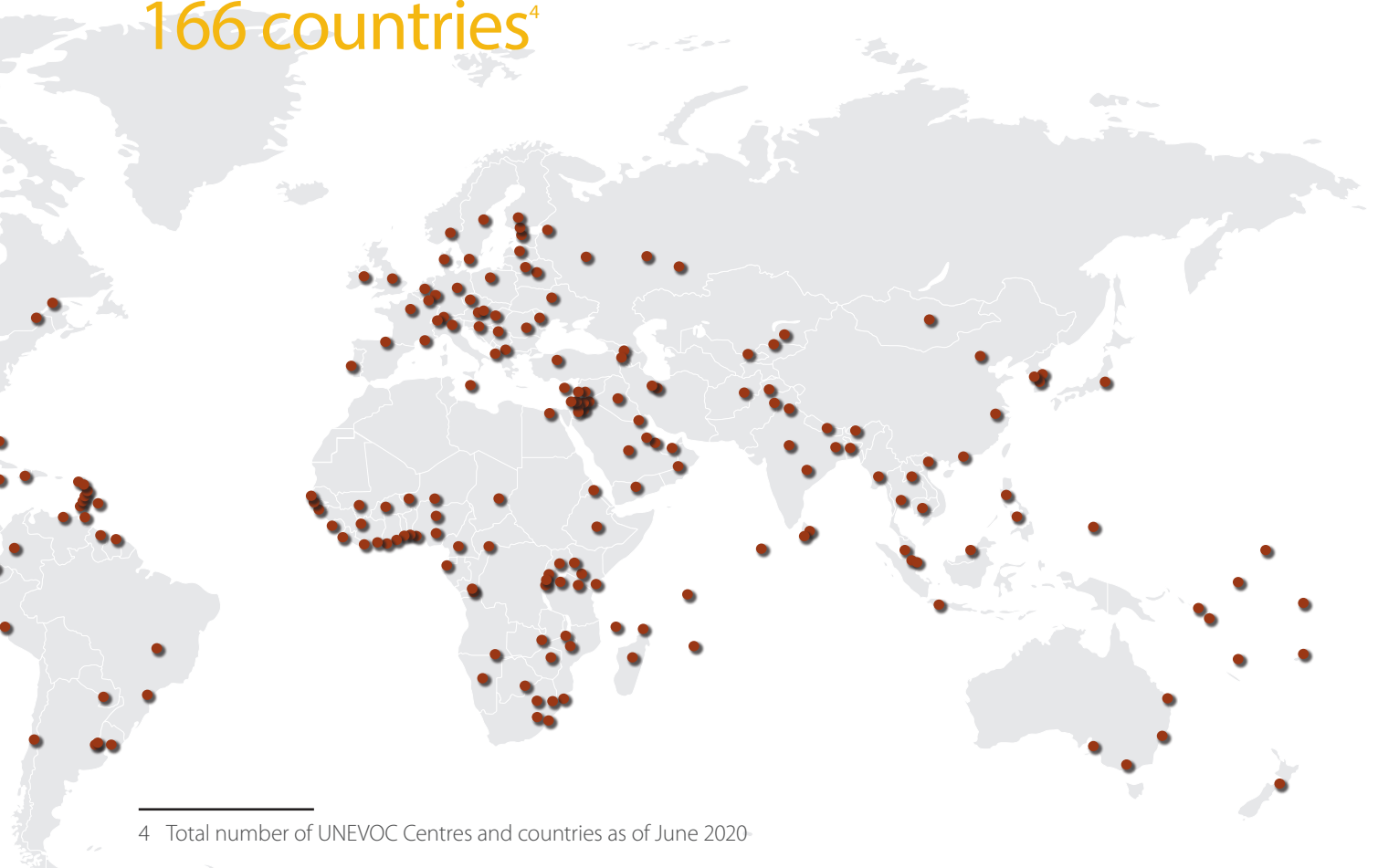
UNESCO-UNEVOC recognizes the need for Member States to develop TVET institutions that are attuned to lifelong learning principles and aligned with dynamic labour markets. With its Medium-Term Strategy for 2021-2023 (MTS-III), UNESCO-UNEVOC sets out the programme areas, objectives and activities that will enable TVET institutions to meet these demands and provide quality skills training for a sustainable future of work.

The COVID-19 crisis has highlighted the importance of flexible and distance learning, and revealed the limitations that many TVET institutions face in this regard. It has become evident that the transition towards online learning and programmes that capture the best of both worlds, face-to-face and virtual, cannot wait. The pandemic has provided the momentum to promote increased knowledge sharing and peer learning within the UNEVOC Network, and UNESCO-UNEVOC will seize this

opportunity to fully develop its convening authority by adopting a new blended approach to capacity development.

The connection between TVET and the world of work will be reframed in the post-COVID-19 era. More than ever before, there will be an urgent need to build stronger links and promote collaboration with industry to ensure that TVET remains relevant and demand-driven. MTS-III will move the discussion forward to focus on anticipated futures and preparing for emerging trends. This will enable TVET institutions to position themselves in these realities and swiftly adapt their strategies to respond. Throughout this process of innovation and advancement, TVET institutions must prioritize the skills development of migrants and disadvantaged youth, with a special focus on girls and women, to ensure that they commit to “Leaving no one behind” under the 2030 Agenda for Sustainable Development.

254 UNEVOC Centres in 166 countries⁴



⁴ Total number of UNEVOC Centres and countries as of June 2020.

2.3 Key features

The development process of MTS-III was guided by three central questions.

First, whether it would be relevant to the perceived current and future needs of different types of TVET institutions and the overall mandate of UNESCO-UNEVOC.

Second, whether it would be impactful in triggering transformative change at the institutional level and by extension in the wider community.

Third, whether it would be realistic to deliver considering the available resources and the capacity of TVET institutions to engage.

In view of these guiding questions, MTS-III will first and foremost facilitate a shift by UNESCO-UNEVOC towards a more inclusive, gender-equal and hands-on approach to supporting actions on the ground. Technical assistance will be expanded and piloting initiatives are to take place within specific contexts. To support the activities more sustainably and coherently, a programme approach will be applied to develop and implement sets of interrelated activities over the course of the next three years. In an effort to better respond to the specific interests of the target groups, relevant programmes will identify and focus on a particular sector, delving into the most pressing issues in the sector where TVET interventions have the greatest impact.

During the implementation phase, four principles will be applied: **partnership, optimizing, prioritizing** and **adapting**. UNESCO-UNEVOC will work with the development community and global partners as well as actors and stakeholders at the regional and country levels. A particular emphasis will be placed on developing a new partnership scheme with the private sector. By identifying and utilizing resources, both material and technical, UNESCO-UNEVOC will optimize what it already has access to, while continuing to seek new sources of support. Most importantly, in preparation for unknown major disruptions that could occur in the course of implementation of MTS-III, UNESCO-UNEVOC will adhere to the principles of prioritizing and adapting, aptly discerning the priorities to be pursued and adopting the delivery modalities deemed most feasible.

4 principles will be applied during the implementation phase

adapting
partnership
prioritizing
optimizing

2.4 Targeted overall impact

Area 1	TVET staff better prepared for digitalization	<ul style="list-style-type: none"> At least 500 TVET staff targeted
Area 2	TVET institutions undertaking concrete actions to address climate change	<ul style="list-style-type: none"> 450 TVET stakeholders targeted for advocacy 100 TVET stakeholders from 50 TVET institutions targeted for capacity building 30 TVET institutions targeted for technical assistance for implementation
Area 3	TVET institutions more actively catering for the specific needs of migrants and disadvantaged youth	<ul style="list-style-type: none"> 10 TVET institutions in 10 different community settings piloting the initiative, potentially benefitting 200 trainees
Area 4	Synergy increased between global companies and the development community in TVET	<ul style="list-style-type: none"> 20 business cooperation opportunities between global companies and development communities in TVET identified in different country settings 2 global platform meetings organized per year
Area 5	UNEVOC Centres better engaged and supported for actions	<ul style="list-style-type: none"> 70 leaders trained through 3 global UNEVOC TVET Leadership Programmes and added to the more than 200 global alumni of TVET leaders 30 TVET Centres actively involved in 3 regional peer learning programmes, and 10 of them assisted with implementation
Area 6	Quality information on TVET systems, practices and activities disseminated globally	<ul style="list-style-type: none"> Global TVET community provided with quality comparative information on the TVET systems of all Member States 30 promising and innovative practices accessible via an online database 4 issues per year of the UNEVOC Quarterly summarizing activities
Special Project	Strengthening the responsiveness, agility and resilience of TVET institutions in the post-COVID-19 era	<ul style="list-style-type: none"> 10 TVET institutions supported to implement post-COVID response programmes based on local training needs, benefitting up to 600 trainees 10 TVET institutions supported in their implementation of new services, with capacity building for up to 100 TVET managers and teachers 100 institutional stakeholders engaged in peer learning 10 promising and innovative practices compiled and disseminated to the global TVET community

Target Groups

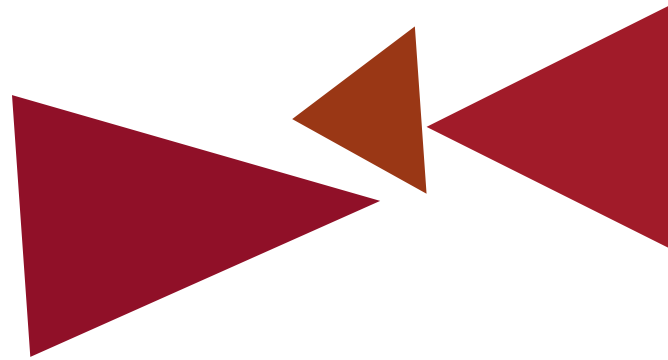
- Global, with a priority on Africa and small island developing states (SIDS)
- Disadvantaged groups, with a focus on migrants and youth
- TVET institutions delivering services
- UNEVOC Centres prioritized

2.5 Budgetary resources

The strategy will be implemented through the funds provided by the Federal Government of the Republic of Germany and UNESCO. Additional contributions from other donors will be mobilized as needed. The amount of 4.8 million USD or 4.4 million EUR⁵ is estimated to be required for three years to ensure the successful implementation of the strategy.

⁵ Estimated amount in USD based on June 2020 current exchange rate 1 USD = 0.906 EUR.

3 Programme areas



3.1 Supporting TVET staff for a digitalized world

Aim: To increase the capacity of TVET staff to handle a digitalized world

Digitalization has led to extensive changes in the skills required for work and life. For TVET institutions to remain relevant and attractive, they need to identify and introduce key digital skills and competencies for the changing world of work, and better utilize the opportunities provided by digitalization, particularly distance learning. The COVID-19 pandemic has revealed countries' different levels of preparedness in terms of distance learning and varying abilities to address this challenge effectively.

Success in harnessing the benefits and tackling the challenges of digitalization largely depends on the digital capabilities of TVET staff - i.e. managers, teachers and trainers. However, teachers and trainers often lack the capacity to keep up with the latest digital transformations and the opportunity to update their skills in applying modern and technology-aided instruction. Likewise, managers of TVET institutions are hindered by the lack of support in creating enabling digital environments and building innovative institutions.

By outlining the specific digital challenges facing TVET institutions and building on the relevant outputs of two key projects - Bridging Innovation and Learning in TVET (BILT) and Skills for Innovation Hubs (i-hubs), UNESCO-UNEVOC will support TVET staff in preparing for a gender-inclusive, digitalized world of work and TVET delivery.

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8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



OBJECTIVES	ACTIVITIES	OUTPUT
To map specific challenges facing TVET staff	Conducting a survey and action research to map challenges	Web-portal providing data on the challenges and latest trends
To prepare TVET staff for a digitalized world	Developing a guide for TVET staff	A training guide on digitalization published for TVET staff
To increase the digital capacities of TVET staff	Organizing capacity building workshops on digitalization	500 TVET staff trained

3.2 TVET for climate action

Aim: To mainstream climate change responses in TVET

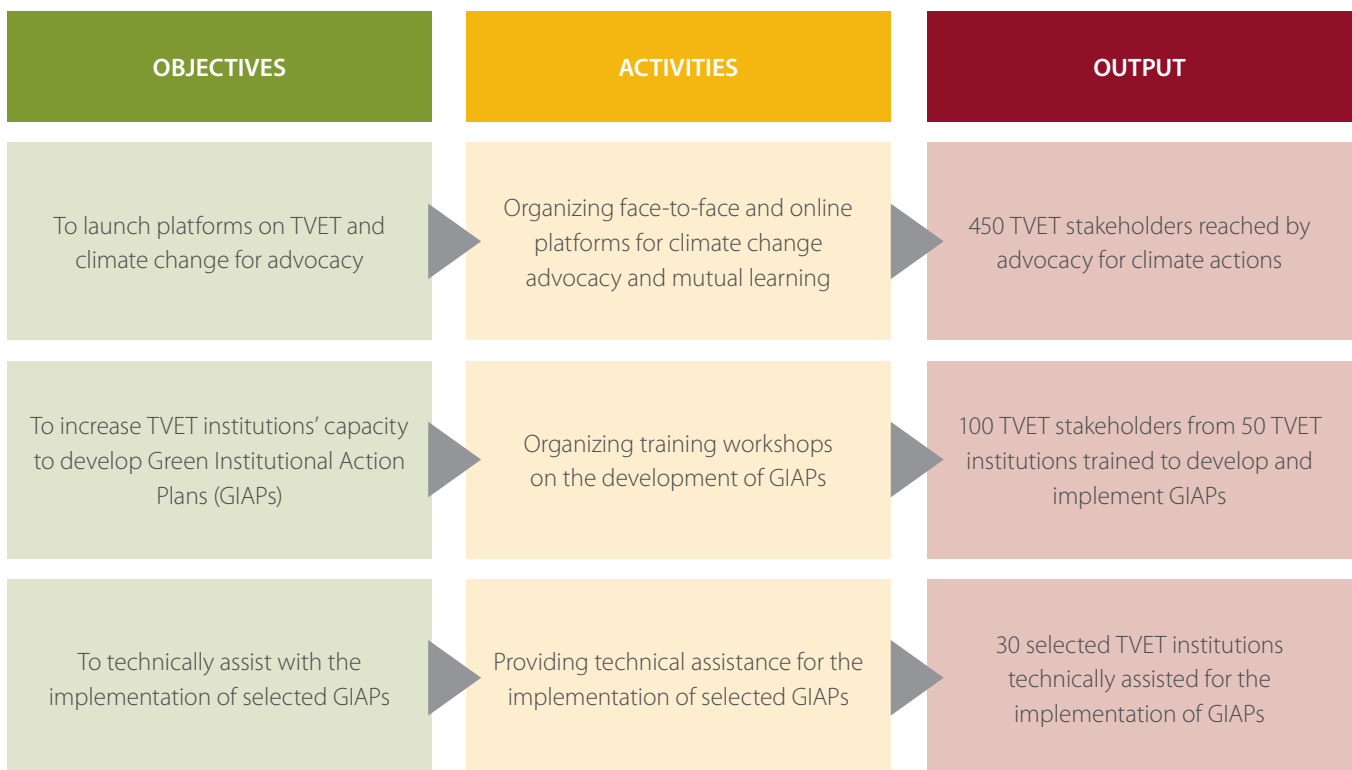
Quality education and climate action are critical goals of the 2030 Agenda for Sustainable Development. Combined actions to achieve these goals not only promote education for sustainable development but contribute to sustainability in the employment sector. The green transition could result in the creation of 24 million new jobs if the right policies are implemented (ILO, 2018). However, TVET institutions are often not empowered to seize the potential of this transition proactively nor adequately trained to engage with the employment sector to structure a long-term response. Due to the often disjointed responses of TVET institutions to climate change, collaboration with key actors in the employment sector and communities remains limited.

UNESCO-UNEVOC will support 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 practices, as laid out in the Greening TVET Practical Guide, UNESCO-UNEVOC will enable leaders and educators to effectively develop institutional green and climate-responsive strategies that have a positive impact on society and the labour market. Consequently, this programme area will contribute to the accelerated involvement of the TVET sector in the implementation of UNESCO's Education for Sustainable Development 2030 Roadmap.

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EDUCATION



13 CLIMATE
ACTION



3.3 Inclusive TVET for migrants and disadvantaged youth

Aim: To expand the skills pathways for migrants and disadvantaged youth

TVET and its focus on developing professional competencies for the world of work is often seen as a vehicle for improving the labour market outcomes of migrants and disadvantaged youth. However, migrants and disadvantaged youth, especially girls, continue to face significant barriers when it comes to accessing quality skills training provided by formal TVET institutions.

Globally, migration has increased due to amplified conflicts, natural disasters and strained economies - in 2019, the number of international migrants reached 272 million (IOM, 2020). In the face of rising demand, TVET institutions often find themselves unprepared to ensure sufficient transition pathways to education, training or employment for migrants and disadvantaged youth.

TVET institutions and teachers can be hindered by a lack of practical knowledge and experience in meeting the specific needs of migrants and disadvantaged youth in traditional learning settings. As efforts are made to adapt TVET institutions to address this deficiency, necessary practical interventions include training of teachers, adaptation of curricula and facilitation of local work experience for the smooth transition to the world of work.

To expand the inclusiveness of TVET institutions, UNESCO-UNEVOC will seek partnerships with local organizations, the development community working in TVET at the country-level and non-formal TVET providers. It will also identify and facilitate cross-sectoral projects aimed at improving the accessibility of skills training for migrants and disadvantaged youth. Based on previous thematic work in the area of entrepreneurship, UNESCO-UNEVOC will place special emphasis on the development of entrepreneurial competencies and financial literacy skills to further increase employability.

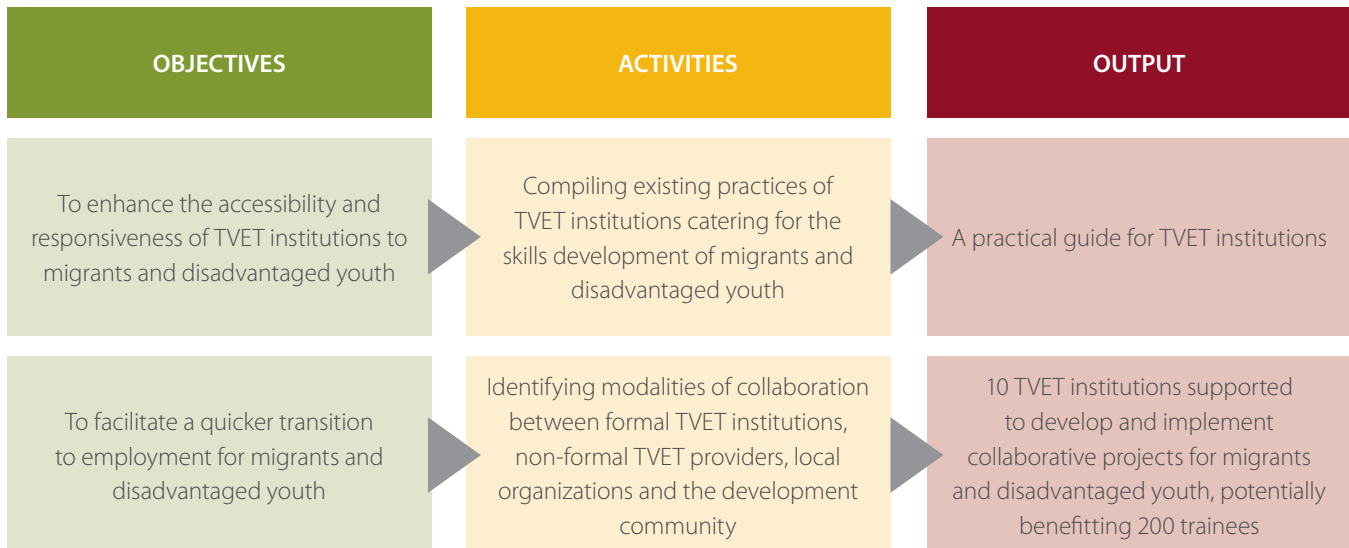
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5 GENDER EQUALITY



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3.4 Private sector engagement

Aim: To synergize private sector investment in TVET

Aligning existing TVET programmes to industry demand is a top priority as the world of work and training prepares for post-COVID-19 adjustments. Global companies have a strategic role to play in injecting innovation and delivering TVET, particularly in the priority sectors undergoing rapid digitalization and automation. These companies are already making necessary adjustments in their training strategies and delivery, while preparing their existing and future workforce to acquire the skills needed for emerging jobs. At a country level, the development community is refocusing its programmes and investments to foster employment and quality TVET through strategic cooperation projects.

UNESCO-UNEVOC recognizes the importance of fostering discussion and engagement with global companies to ensure TVET is demand-driven. Despite being such key players, global companies have not been visible partners of the development community. Both are working to improve quality of training and have critical investment stakes, but venues for them to meet and strategize for maximum impact of their respective TVET investments have been limited.

UNESCO-UNEVOC proposes to establish a platform for dialogue and business synchronization between global companies and the development community in TVET. This platform will provide opportunities for both parties to prepare for the future of work and TVET collectively, and to synergize respective investments at the country level. To maximize impact, UNESCO-UNEVOC will prioritize the industries most likely to be disrupted by the processes of digitalization, automation and greening.

4 QUALITY EDUCATION



17 PARTNERSHIPS FOR THE GOALS



3.5 UNEVOC Network

Aim: To promote networking and peer learning among TVET institutions

Since its launch in 1993, the UNEVOC Network has been a key driver for mutual learning and capacity-building. With more than 250 UNEVOC Centres in 166 UNESCO Member States, its diversity and depth provide unparalleled opportunities for learning and exchange among UNEVOC Centres. Building on the success of previous efforts to increase the relevance and effectiveness of the UNEVOC Network, UNESCO-UNEVOC will focus on two lines of work for future development: one targeted at improving the management and governance of the UNEVOC Network, the other aimed at supporting UNEVOC Centres in the implementation of concrete actions and capacity building.

A key factor in the overall improvement of collaboration between UNEVOC Centres has been the UNEVOC TVET Leadership Programme. Since 2016, the programme has trained over 200 TVET leaders to become effective agents of change. During the MTS-III period, UNESCO-UNEVOC will expand the reach of its global UNEVOC TVET Leadership Programme by offering blended learning modules while adapting its regional programme to focus on capacity-building among middle-level TVET managers. By providing programmes that are more flexible and interactive with the added elements of follow-up support and institution-level technical assistance, UNESCO-UNEVOC will ensure that the UNEVOC Network continues to be dynamic and responsive to the needs of all UNEVOC Centres.

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17 PARTNERSHIPS FOR THE GOALS



OBJECTIVES	ACTIVITIES	OUTPUT
To improve the governance framework of the UNEVOC Network	Consultations with UNEVOC Centres and partners on revising the UNEVOC Network Manual of Operating Procedures	A revised and up to date UNEVOC Network Manual of Operating Procedures published
To develop a strategy for future development of the UNEVOC Network	Drafting recommendations for strategic UNEVOC Network growth	Completed strategy for Network Development
To train a critical mass of TVET leaders	Organizing global UNEVOC TVET Leadership Programmes	1 global UNEVOC TVET Leadership Programme organized per year and a total of 70 new TVET leaders trained
To build the capacity of middle-level TVET managers in the UNEVOC Network	Organizing workshops for UNEVOC Centres from all five regions Providing follow-up technical assistance for a selected number of UNEVOC Centres	1 regional peer learning workshop organized per year, engaging a total of 30 UNEVOC Centres 10 UNEVOC Centres assisted technically for the implementation of a concrete action plan

3.6 Knowledge management

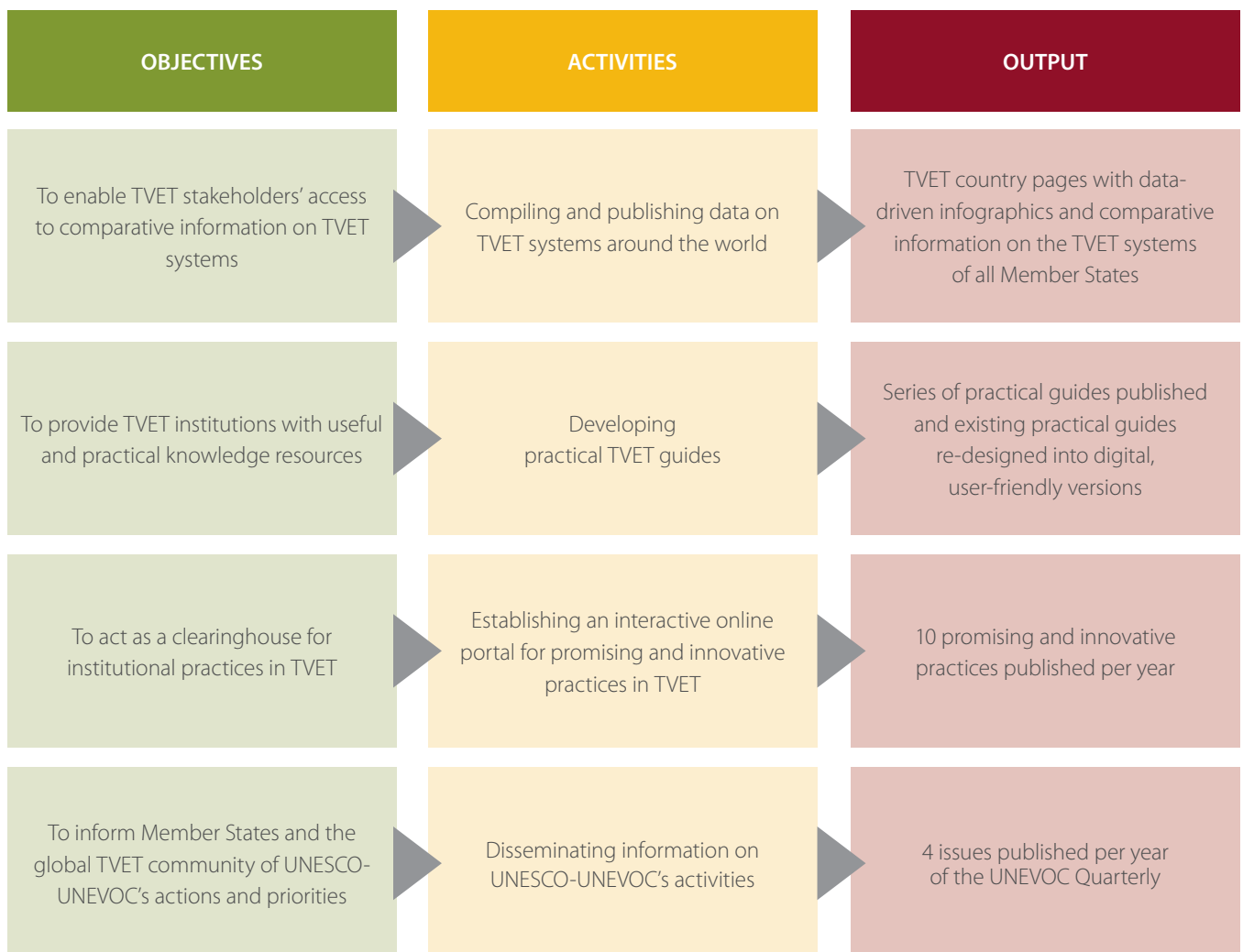
Aim: To advance TVET through knowledge exchange

UNESCO-UNEVOC acts as a clearinghouse for comparative data, innovative initiatives and practical resources from the TVET sector. Recognizing the relevance and usefulness of the knowledge generated across the six programme areas outlined in this strategy, UNESCO-UNEVOC will focus on streamlining its publications output and better integrating the rich content derived from its thematic engagements into its knowledge resources.

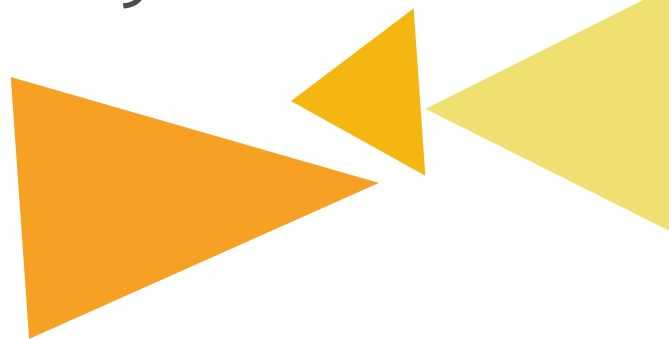
The COVID-19 pandemic has significantly increased the demand for data and information that allows for quick and decisive action. To better align with changing demands, new knowledge products will be significantly shorter, more focused, and able to convey a concise and clear message. Through the publication of a series of practice-oriented guides based on key programme areas, and the dissemination of promising and innovative practices in TVET that focus on implementation, UNESCO-UNEVOC will prioritize supplying TVET institutions with the pragmatic knowledge needed to carry out responsive and innovative initiatives.

Owing to the global shift towards digital content and acknowledging its effectiveness as a mechanism to promote knowledge exchange on a wider scale, UNESCO-UNEVOC will offer upgraded and extensive online resources, including but not limited to: an expansion of the TVET databases available on its website, the promotion of online knowledge sharing through targeted social media campaigns, the development of a more user-friendly and engaging TVeT Forum, and a range of interactive virtual conferences linked to user demand.

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4 Special COVID-19 response project



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

Aim: To mitigate the impact of the COVID-19 pandemic

The COVID-19 pandemic is substantially challenging the world economy. 1.25 billion workers are projected to be affected by job losses, displacement, and reduced working hours (ILO, 2020). In addition to economic and health concerns, the pandemic has also significantly impacted the education sector.

The contribution that TVET institutions can make to the post-COVID 19 recovery is threefold. First, they can help provide short-term training to meet the urgent demand for skilled workers in highly impacted sectors. Second, well-placed TVET institutions can assess the impact of the pandemic on labour market skills demands and make the necessary systemic adjustments to provide re-skilling and upskilling programmes. Third, they can take the opportunity to strengthen their own preparedness for future crises and disruptions.

This special project is conceived to help alleviate the immediate, mid- and long-term effects of the global crisis by providing TVET institutions around the world, especially those in developing countries, with opportunities to address the aforementioned three functions in the post-COVID-19 era.

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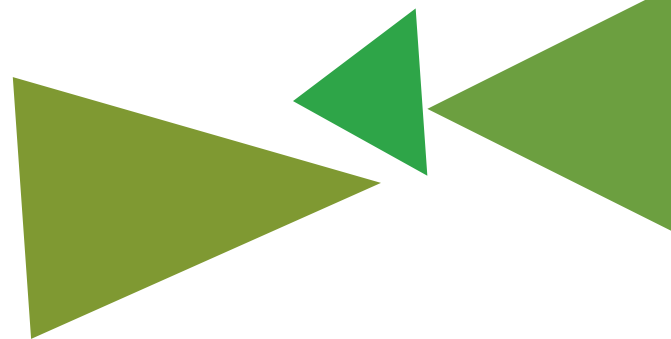


8 DECENT WORK AND ECONOMIC GROWTH



OBJECTIVES	ACTIVITIES	OUTPUT
To provide short-term training for workers urgently needed in the post-COVID-19 era	Mapping immediate local training and mobilizing TVET institutions with capacity to deliver short-term training	10 TVET institutions supported to implement post-COVID response programmes based on local training needs, benefitting up to 600 trainees
To strengthen the capacity of TVET institutions to provide post-COVID-19 reskilling, upskilling and vocational guidance	Developing locally relevant and digitally-based capacity-building programmes to strengthen institutional services	10 TVET institutions supported in their implementation of new services, with capacity building for up to 100 TVET managers and teachers
To support the development of TVET institutions' responsiveness, agility and resilience to crises	Implementing regional peer learning programmes for institutions with a focus on crisis management and digital solutions	Up to 100 institutional stakeholders engaged in peer learning
To compile lessons drawn from the COVID-19 experience	Compiling promising and innovative practices on each of the above	10 promising and innovative practices compiled and disseminated to the global TVET community

5 Monitoring and evaluation



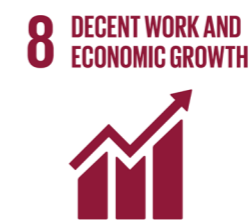
5.1 Progress monitoring and reporting

MTS-III will adopt UNESCO's guidelines on results-based management (RBM), ensuring that performance indicators are identified and monitored for each area of work. In terms of implementation, UNESCO-UNEVOC will utilize a participatory approach to ensure management efficiency and effective programme delivery. The pre-defined results of the strategy will be managed and monitored by tracking the outputs developed under each of the activity interventions and analysing the outcomes of activities as described in the results chain. During the implementation of activities defined in MTS-III, UNESCO-UNEVOC will identify and apply any remedial actions needed to manage unforeseen circumstances and other external or internal risks.

Regular reporting of the overall progress in implementing the strategy and its attained results will be made using UNESCO monitoring and reporting tools. In addition, regular donor reports will be prepared to enable an efficient way of tracking UNESCO-UNEVOC's progress of implementation and the results achieved at the end of each year.

Reports will provide quantitative and qualitative progress in the different programme areas supported by the strategy. Corresponding budget utilization updates will be provided to donors at the end of each year, or beginning of the following year of implementation, in line with UNESCO's financial management practices. A final financial report will be prepared by UNESCO at the end of the strategy's implementation. An external evaluation of the effectiveness, efficiency, relevance and impact of the activities implemented will be organized before the end of the final year of implementation in 2023.

5.2 Results chain





Sustainable
Development
Goals