



Biennial Report 2022-2023

Transforming TVET for the Future

UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners and responding to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



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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Biennial Report 2022-2023

Transforming TVET for the Future

Foreword



Recently, we have seen concrete national and global commitments to transform education and training – a transformation that is timely and urgent. More than 1 in 5 young people are not in education, employment or training. Informal employment remains pervasive, representing 58% of total employment worldwide.

The new UNESCO strategy for TVET 2022-2029 was launched to chart a path to recovery, resilience building and the reimagining of education and training. The title of the strategy, 'Transforming TVET for successful and just transitions', signals UNESCO's recognition of the important contribution that technical and vocational education and training is expected to make to the development of individuals, economies and societies.

The interconnected themes of recovery and resilience were at the core of UNESCO-UNEVOC's work in 2022 and 2023. These actions were carried out through capacity-building programmes, cooperation with the UNEVOC Network, and flagships such as Bridging Innovation and Learning in TVET (BILT), Building Resilience in TVET for a Just and Sustainable Transition, and the UNEVOC TVET Leadership Programme, as well as partnerships with the private sector through UNESCO's Global Skills Academy.

During this time, UNESCO-UNEVOC benefited greatly from the support of the Government of the Federal Republic of Germany, through the Federal Ministry of Education and Research (BMBF), the Federal Ministry for Economic Cooperation and Development (BMZ), the Federal Institute for Vocational Education and Training (BIBB) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, which provided financial contributions as well as thematic expertise. In addition, collaboration with UNESCO Headquarters and Field and Regional Offices, supported by UNESCO through its Regular Programme funds, amplified the impact of UNESCO-UNEVOC programmes and expanded the reach of the UNEVOC Network.

The UNESCO-UNEVOC International Centre for TVET marked the 20th anniversary of its establishment in 2022, which is a testament to the commitment and generosity of the host government and to the hospitality of Bonn – Germany's UN City.

In the coming years, the expectations placed on TVET to ensure sustainable transitions and build equitable societies will be even greater. UNESCO-UNEVOC stands ready to shape responsive TVET systems that equip youth and adults with the relevant skills for the future.

Friedrich Huebler
Head of UNESCO-UNEVOC

Our impact in 2022-2023

233

UNEVOC
Centres in



151

UNESCO
Member States



200+

mid- to senior-level
TVET leaders trained
in the UNEVOC
TVET Leadership
Programme



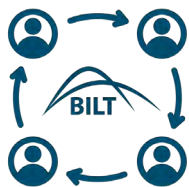
500+

TVET planners,
managers, teachers
and trainers
reached by training
interventions



245

young people and
new labour market
entrants benefitted
from tailored training



2000+

TVET stakeholders
engaged in BILT
hybrid events and
learning labs



3000+

participants in
UNESCO-UNEVOC
webinars and forums



200+

TVET country profiles
provide the latest
data on national TVET
systems



20

companies provided
employability
training for learners,
teachers and trainers
in the UNEVOC
Network



27

innovative and
promising practices
added to UNESCO-
UNEVOC's inventory
of now 100+
practices

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Background

UNESCO-UNEVOC is UNESCO's specialized centre for technical and vocational education and training (TVET)

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training actively supports Member States in strengthening and upgrading their TVET systems. Through capacity-building programmes, knowledge sharing and the global UNEVOC Network of more than 230 UNEVOC Centres in 151 countries, UNESCO-UNEVOC advocates for quality TVET that is accessible to all.

Sustainable Development Goals

The Sustainable Development Goals (SDGs) 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. SDG 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, is the cornerstone of UNESCO-UNEVOC’s work, specifically the following targets:

Promoting skills for work and life



4 QUALITY EDUCATION



Target 4.3

Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.



Target 4.4

Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.



Target 4.5

Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Transforming education, building our future

The UN Transforming Education Summit was convened on 16, 17 and 19 September 2022 in response to a global crisis in education – one of equity and inclusion, quality and relevance. The Summit provided a unique opportunity to elevate education to the top of the global political agenda and to mobilize action, ambition, solidarity and solutions to recover pandemic-related learning losses and sow the seeds to transform education in a rapidly changing world.

UNESCO's strategy for TVET 2022-2029

The UNESCO strategy for TVET 2022-2029 presents a vision to

- transform TVET for successful and just transitions by promoting skills;
- develop for empowerment, productive employment and decent work; and
- facilitate the transition to more digital, green and inclusive economies and societies.

UNESCO supports Member States to respond to current and future challenges in TVET through three main lines of action:



UNESCO-UNEVOC is central to the implementation of the UNESCO strategy for TVET, which recognizes the International Centre as the hub of the UNEVOC Network and a resource centre for research and innovation, knowledge sharing and capacity development.

To reinforce this role, the official launch of the UNESCO strategy for TVET was held at the UN Campus in Bonn, Germany on 25 and 26 October 2022. The conference was jointly opened by the UNESCO Assistant Director-General for Education, Stefania Giannini, Parliamentary State Secretary to the Federal Minister of Education and Research (BMBF), Jens Brandenburg, and Parliamentary State Secretary to the Federal Minister for Economic Cooperation and Development (BMZ), Niels Annen, and was attended by several ministers



Develop skills for all individuals to learn, work and live



Develop skills for inclusive and sustainable economies



Develop skills for inclusive and peaceful societies

and secretaries of education and training from Member States (Brazil, Gambia, Uzbekistan and Venezuela). The event featured high-level political segments, as well as technical and operational segments. More than 150 delegates from over

50 countries convened in Bonn for the two-day event, while hundreds of TVET stakeholders from around the world joined the sessions online.



Stefania Giannini, Assistant Director-General for Education (3rd from left) with (from left to right) Borhene Chakroun, Director of Division for Policies and Lifelong Learning Systems; Pierre Gomez, Minister of Higher Education, Research, Science and Technology, Gambia; Jens Brandenburg, Parliamentary State Secretary, BMBF, Germany; Tomás Dias Sant'Ana, Secretary of Professional and Technological Education, Brazil; and Hubert Gijzen, Director, UNESCO Regional Office for Southern Africa.



Friedrich Huebler, Head of UNESCO-UNEVOC (3rd from left), moderating a session with TVET stakeholders

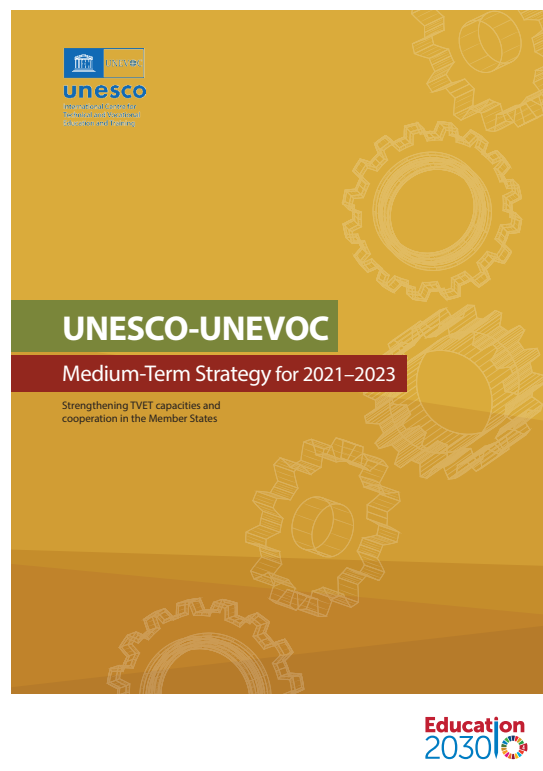
Speakers, guests and participants of the International Conference for the launch of the Strategy for TVET 2022-2029 held in Bonn, Germany



UNESCO-UNEVOC's medium-term strategy for 2021-2023

The biennium marked the completion of UNESCO-UNEVOC's medium-term strategy for 2021-2023 (MTS III). It set out the programme areas, objectives and activities to enable TVET institutions to meet evolving skills demands and provide quality skills training for a sustainable future of work.

A review of the MTS III highlighted its relevance, effectiveness, efficiency and impact. It also emphasized the need for future strategies to establish clear alignment with the UNESCO strategy for TVET, a strong focus on outcomes, identification of key flagship programmes and activities, and articulation of the expected impact of UNESCO-UNEVOC and the UNEVOC Network. These recommendations have been incorporated into the UNESCO-UNEVOC medium-term strategy for 2024-2026.



Reflection from
the external
evaluation of the
MTS III conducted
by Simon Broek,
Ockham Institute
for Policy Support

The work of UNESCO-UNEVOC should even more be seen from the result-chain-perspective that all activities together (research, networking, capacity building, knowledge sharing, peer learning, etc.) build a conducive environment for TVET institutions to make changes in the system in line with the vision of TVET being inclusive, green, oriented to lifelong learning, democratic values and equality.



Innovation and the Future of TVET

In the evolving landscape of education and training, TVET systems play a crucial role in equipping individuals with the necessary skills and competencies to thrive in the modern workforce. However, the digital revolution and uncertain environmental and social changes have presented significant challenges to TVET systems. These challenges include effectively forecasting future competencies and qualifications, integrating them into occupational profiles and curricula, and ensuring that TVET institutions keep pace with rapidly advancing skills developments.

Integrating digital technologies in TVET classrooms offers several benefits for both educators and learners. For educators, it provides opportunities to diversify instructional strategies and engage students with interactive and immersive learning experiences. For learners, it promotes active participation, problem-solving skills and critical thinking abilities. Utilizing digital technologies also allows TVET staff to personalize learning experiences, catering to the individual needs and interests of each student.



By incorporating digital technologies into their teaching practices, TVET staff can better prepare their students for the modern workforce. This includes utilizing artificial intelligence, robotics, 3D technologies, and augmented and virtual reality in the classroom. These digital tools not only enhance the learning experience for students but also enable TVET staff to stay up to date with the latest industry trends and teaching methodologies.

The future of TVET in Europe: trends and lessons for a global debate

In January 2023, UNESCO-UNEVOC's BILT project hosted a webinar in partnership with the European Centre for the Development of Vocational Training (Cedefop) on the current trends in European TVET. Representatives from Cedefop presented the findings of a wide-ranging in-depth study on 'The future of vocational education and training' (Cedefop, 2019-2022) to the global TVET audience. The publication of this study marks 20 years since the Copenhagen Declaration encouraging European cooperation on VET.

Internationalizing vocational excellence: a new self-assessment tool for TVET

UNESCO-UNEVOC organized a webinar in November 2023 to disseminate information on the work of the European Training Foundation (ETF) in developing an International Self-Assessment Tool for Centres of Vocational Excellence (ISATCOVE). Vocational skills providers can use ISATCOVE to discover their own profile of excellence – a profile which does justice to the complexity of the dimensions and layers that make up excellence.

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Digital skills development in TVET teacher training

Harnessing the benefits and tackling the challenges of digitalization depends largely on the digital capacities and capabilities of TVET teachers and trainers. To prepare learners to function effectively in today's digitalized workplace and digital society, TVET teachers and trainers need to be able to:

- apply new pedagogical approaches, instructional tools and educational technologies to deliver learner-centred, future-oriented teaching and training; and
- competently use digital tools, technologies and resources to deliver pedagogically effective online or offline distance learning.

Trends mapping study

UNESCO-UNEVOC published a trends mapping study in 2022 on digital skills development in TVET teacher training. The study provides a snapshot of trends and challenges before and during the COVID-19 pandemic, and examines how countries have responded to the need to move to remote learning environments. It also provides examples of how TVET teachers and trainers have been supported to develop the skills and competencies needed to use digital tools, services and technologies to deliver high quality, learner-centred education and training.

A corresponding webinar was organized to present an overview of the key findings of the trends mapping study, followed by the sharing of promising practices for tackling digitalization challenges in TVET teacher training. Representatives from TVET teacher training organizations and projects operating in Southeast Asia, Africa and Europe took part in the panel discussion.



Empowering human teaching talent with digital skills

In November 2023, UNESCO-UNEVOC's Bridging Innovation and Learning in TVET (BILT) project hosted a webinar in partnership with the European Centre for the Development of Vocational Training (Cedefop) on the current digital trends in European vocational education and training. Cedefop experts also presented on different national professional development approaches, and opportunities for vocational education and training (VET) teachers and trainers, in both school- and work-based settings, to acquire and further develop their digital skills.

Digital frameworks and toolkits

UNESCO-UNEVOC launched a series of databases in 2022 to provide TVET stakeholders and practitioners with access to online, free-to-use toolkits and frameworks.

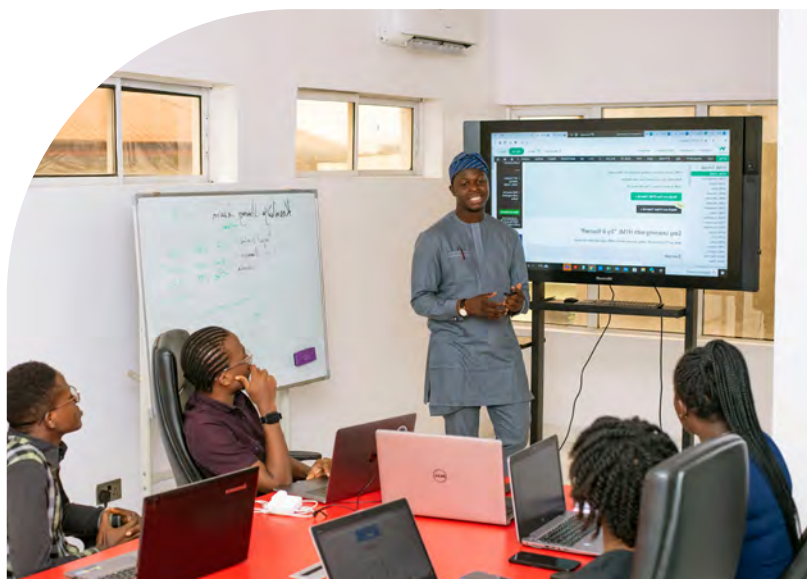
Digital competence frameworks for teachers, learners and citizens

The database of digital competence frameworks provides a global reference point for information on how digital competencies are being defined for citizens, learners and educators. The content is relevant to national and international policy-makers, researchers and practitioners. Additionally, the database provides links to articles and think-pieces discussing the implications of changing digital skills needs on TVET provision.

Two webinars were held on the topic:

- Building digital competence – The UNESCO-UNEVOC digital competency online initiative (June 2022)
- How Europe is addressing the digital education challenge: DigComp, DigCompEdu and SELFIE (May 2023)

Access the frameworks here: <https://unevoc.unesco.org/home/Digital+Competence+Frameworks>



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Toolkits for TVET providers

The platform for TVET Toolkits aims to provide TVET stakeholders and practitioners with comprehensive information on available online toolkits. The purpose of such toolkits ranges from facilitating TVET providers' self-reflection on aspects of their provision to quantitative performance assessments. Some toolkits have a thematic focus, for example, on digitalization or greening, whereas others have an organizational focus. For some themes, there are multiple toolkits to assess or reflect upon the training needs of TVET teachers and trainers.

Access the toolkits here: <https://unevoc.unesco.org/home/Toolkits+for+TVET+providers>



Apprenticeship



Emergency/
Covid-19 response



Digitalization



Entrepreneurship



Equity and inclusion



Greening



Training, curriculum
and qualifications



TVET management



TVET partnership
with industry



Career guidance



Employment



Sectors



SDGs and Greening TVET

TVET for climate action

Climate change phenomena such as global warming, rising sea levels, biodiversity loss, climate displacement and migration caused by shifting natural ecosystem patterns and human-induced environmental degradation pose risks to people and the planet. The path to climate neutrality calls for new green strategies and climate mitigation and adaptation measures. However, climate plans still lack targeted skills-based approaches, which jeopardizes the 100 million new jobs that could potentially be created in a green economy by 2030¹.

The education and training sector has tried to address the policy alignment gap. About 53% of 100 national education curricula reviewed by UNESCO contain references to climate change.² 68% of Member States have introduced or adopted policies or practices to enable the greening of TVET systems.³ Globally, there are differentiated levels of priorities in education and training, and differentiated levels of capacities to design and implement skills-based climate adaptation and mitigation measures.

UNESCO-UNEVOC's objective of mainstreaming climate action in TVET is shaped by its advocacy to raise awareness and deploy education for sustainable development (ESD). Its efforts to build capacities of institutions and professionals respond to the call for transformative education to break the knowledge, skills and mindset barriers to achieve global climate ambitions.

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1 International Labour Organization. 2022. Guide for young people, job seekers and those who support them. Accessed on 29.01.2024 via https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_856666.pdf.

2 UNESCO. 2021. Getting every school climate ready. How countries are integrating climate change issues in education. Accessed on 29.01.2024 via <https://unesdoc.unesco.org/ark:/48223/pf0000379591>.

3 UNESCO. 2023. Consolidated report on the implementation by Member States of the 2015 Recommendation concerning Technical and Vocational Education and Training (TVET). Accessed on 29.01.2024 via <https://unesdoc.unesco.org/ark:/48223/pf0000387355>.

Green skills for a just transition

Green skills development is urgently needed, including upskilling, reskilling and development of green qualifications measures. TVET institutions have a critical role to play in shaping a new transformative skills agenda that could benefit individuals, economies and societies.

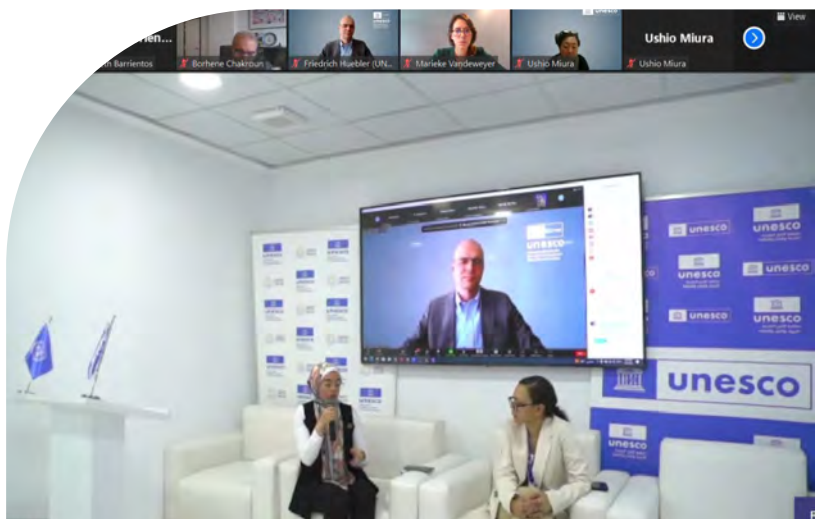
UNESCO-UNEVOC's work in the biennium focused on advocacy for the SDGs and climate-oriented practices in TVET, support for whole-institution greening of TVET systems and programmes and upgrading skills of TVET personnel and learners. These interventions supported over 1,000 TVET planners, managers, teachers, educators and learners in over 80 institutions, increasing the number of champions of green TVET and climate change education that will work alongside UNEVOC to implement green TVET in the years to come.



A session organized by UNESCO-UNEVOC under the Greening Education Partnership at COP28 in Dubai, United Arab Emirates, featured the perspectives of youth, policy makers, academics and researchers

TVET at the UNFCCC climate change conventions

UNESCO-UNEVOC, the UNESCO Institute for Lifelong Learning and the UNESCO Cairo Office organized a hybrid side event, 'Greening TVET, adult learning and education', at the 27th Conference of the Parties of the United Nations Framework Convention on Climate Change COP27, held in Sharm El Sheikh, Egypt. The event shed light on the importance of TVET and adult learning and education for climate action. It provided environment and education stakeholders a space to gain insights from relevant best practices from the UNEVOC Network, the UNESCO Global Network of Learning Cities and the UNESCO ESD Network.



UNESCO-UNEVOC virtual session at COP27, organized in collaboration with the UNESCO Institute for Lifelong Learning and UNESCO Cairo

UNESCO-UNEVOC, in collaboration with the Higher Colleges of Technology (a UNEVOC Centre), the International Labour Organization and WorldSkills International, organized two sessions at COP28 held in Dubai, United Arab Emirates. They spotlighted the experiences of young people in acquiring relevant skills and knowledge needed for the green transition. The COP28 sessions also presented policy, practitioner and research perspectives on meeting shifting skill demands in sectors that adopt climate-friendly practices. The sessions were organized as part of the UNESCO Greening Education Partnership (GEP).

UNEVOC-BMZ Dialogue Forum: Green skills for a just transition – What do we need?

Climate change and environmental degradation are some of the most urgent challenges of our time, putting development successes at risk and compromising development opportunities. Acknowledging the importance of acting now, the German Federal Ministry for Economic Cooperation and Development (BMZ) and UNESCO-UNEVOC organized a dialogue forum on 14 October 2023 in Bonn, Germany. Through exchanges on projects linked to the needs of the renewable energy, transportation, circle economy, agri-food and city planning sectors, the conference identified workforce requirements for a just transition to a green economy and concluded with a call from BMZ and UNESCO-UNEVOC for a green transformation of TVET.

Heike Kuhn (right), Head of Education Division, BMZ, at the UNEVOC-BMZ Dialogue Forum on 14 October 2023 in Bonn



Friedrich Huebler, Head of UNESCO-UNEVOC, and Birgit Thomann, Head of BIBB's Department "VET International", moderating a session during the Thai-German TVET Conference on Research Cooperation in Southeast Asia



Thai-German TVET Conference on Research Cooperation in Southeast Asia

The Thai-German TVET Conference on Research Cooperation in Southeast Asia took place on 25 and 26 September 2023 in Bangkok, Thailand to promote research cooperation on sustainable vocational training. UNESCO-UNEVOC's global role as a hub for research, innovation, knowledge sharing and capacity building was accentuated as an enabling factor for regional cooperation. A Live Learning Lab co-hosted by UNESCO-UNEVOC and the German Federal Institute for Vocational Education and Training (BIBB), showcased research initiatives and practical solutions from Bangladesh, Germany, Malaysia and Viet Nam, on teacher training and vocational education.



Panelist address questions during the UNEVOC-BIBB Live Learning Lab on New Greening Qualifications and Competencies in TVET for a Sustainable Future.

Building capacities of leaders, teachers and learners

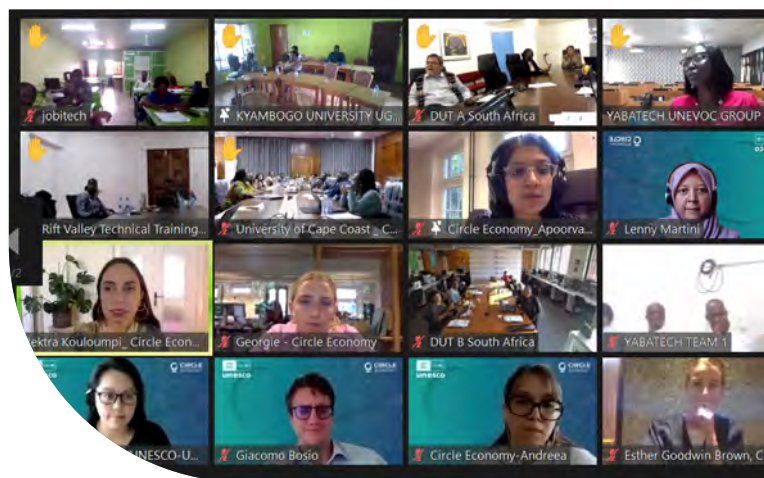
UNESCO-UNEVOC supports the capacity building of TVET leaders, institutions, training providers and their stakeholders in raising awareness, mainstreaming education for sustainable development, and greening TVET approaches in day-to-day operations, teaching and learning processes, training arrangements and outcomes.

As part of the project '**Capacity building of TVET personnel and institutions and upskilling of TVET graduates to manage an inclusive and sustainable post-pandemic recovery**', funded by the German Federal Ministry for Economic Cooperation and Development (BMZ), UNESCO-UNEVOC implemented capacity building programmes targeted at TVET personnel, new labour market entrants and TVET alumni.

Microlearning programme on circular economy principles

In January and February 2023, UNESCO-UNEVOC, in collaboration with Circle Economy (Netherlands) and Circulab (France), organized two microlearning programmes on green and circular economy principles for 85 young TVET graduates and new labour market entrants in Africa, the Arab States and Latin America. The programmes raised awareness of circular jobs and upskilled young people on the circular economy model and practical applications in business processes.

Eight teams of teachers and trainers from seven TVET providers in Ghana, Kenya, Nigeria, South Africa and Uganda engage in online ToT on Circular Economy in entrepreneurial learning.



Training of trainers on the circular economy

A Training of Trainers series delivered by UNESCO-UNEVOC with Circle Economy and Circulab strengthened the capabilities of TVET personnel, institutions and training providers in guiding young people in their entry or re-entry to the job market and entrepreneurial ventures, with a focus on youth unemployed due to the COVID-19 pandemic. A total of 122 TVET personnel from 12 TVET Institutions in Africa, the Arab States and Latin America were supported through capacity building and coaching on circular economy concepts, practical applications in the business sector, and pedagogical tools and resources to achieve a more resilient, inclusive and sustainable post-pandemic recovery.

The programme enhanced the notion that the Sustainable Development Goals can have practical applications across a diversified training portfolio in many TVET institutions. UNESCO-UNEVOC also provided technical assistance and reached TVET personnel and trainers of the Mauritius Institute for Training and Development through a series of training on green and circular economy, as part of the project, Greening MITD's institutional action plan.



Peer learning and reflections from capacity building programmes on Greening TVET

In October 2023, UNESCO-UNEVOC and the Education University of Hong Kong (a UNEVOC Centre), co-hosted a webinar on '**Reflections from capacity building programmes on Greening TVET**'. The webinar took stock of the lessons learned from UNEVOC-led programmes, practices and initiatives on greening TVET and climate action introduced by UNEVOC Centres, including new curricula and teacher practices. More than 120 programme alumni attended.

In September 2023, a cohort of alumni of the 2022 UNEVOC TVET Leadershop programme on '**Rethinking TVET systems and programmes to anticipate demand, adapt and take action for a just and green transition**' gathered in Bonn. They shared updates on their actions and initiatives six months after the leadership programme and explored options for future collaboration.

A cohort of successful alumni of the 2022 UNEVOC TVET Leadership Programme with UNESCO-UNEVOC staff



Green and resilient TVET workshops for SIDS

In March 2023, UNESCO-UNEVOC and UNESCO Kingston jointly supported the '**Capacity building of policymakers and planners on strengthening resilience and greening of TVET institutions and programmes**', aimed at Small Island Developing States (SIDS) in the Caribbean. This was followed by a workshop in May 2023 on '**Greening and transforming TVET for more resilient and sustainable economies**', also targeted at Caribbean SIDS. Both events succeeded in building the capacities of TVET planners and stakeholders, with the goal of improving governance and implementation of well-designed education and training initiatives. Good practice examples from UNEVOC Centres in Jamaica, Mauritius and Trinidad and Tobago, and from TVET schools in France and Kenya provided insights on training delivery for green TVET and climate resilience.

Raising awareness on TVET and the SDGs

UNESCO-UNEVOC actively collaborates with the World Federation of Colleges and Polytechnics (WFCP) and Colleges and Institutes 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. Regular knowledge sharing webinars are organized by the Affinity Group to exchange best practices and knowledge on the integration of SDGs in TVET approaches, and to inform debates on the interconnections between the SDGs.

WFCP SDG Affinity Group Symposium

Two symposia and two live workshops on TVET and its contributions to sustainable development were co-organized by UNESCO-UNEVOC as a collaborator in the World Federation of Colleges and Polytechnics (WFCP) SDG Affinity Group. The symposia, hosted virtually in Chile by INACAP, and the workshops in San Sebastian, Spain and Montreal, Canada engaged over 350 TVET and higher education stakeholders, including representatives of UNEVOC Centres, educators and managers.

Graphic recording of a WFCP SDG Affinity Group webinar
by Sofia Halamoda for GRNB



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Simulating climate solutions

UNESCO-UNEVOC and co-leads of the SDG Affinity Group held a two-hour virtual workshop in April 2022 on the Energy Rapid Overview and Decision Support (En-ROADS) climate change solutions simulator. Over 50 participants from 15 countries attended the seminar organized in collaboration with the University of Massachusetts-Lowell (Climate Change Initiative). En-ROADS is a free, easy-to-use computer simulation model that allows learners, educators and facilitators to design climate action scenarios at a global scale and get immediate feedback about the expected results of decisions.

The role of UN agencies in achieving the SDGs

'E-Meet the UN Expert: UN agencies in Bonn - their role and perspectives in achieving the SDGs' was a webinar series organized by the United Nations University - Institute for Environment and Human Security (UNU-EHS) for the AGEP Network. As part of the knowledge sharing series, UNU-EHS engaged experts from various UN agencies and programmes that have their headquarters, official representations or programmes on the UN Campus in Bonn, as well as some of the partners supporting their work. More than 100 participants from the AGEP Network followed the three sessions organized in 2022 and 2023, meeting and exchanging with representatives from WHO-ECEH, UNCCD, UNRISD, NDC Partnership and UNESCO-UNEVOC.



Inclusion and Youth

Education plays a central role in equalizing opportunities and providing everyone with the skills they need to achieve their full potential. Yet, many individuals face exclusion from education, contributing to a global not in employment, education or training (NEET) rate of 22% in 2023, with two-thirds of them being women.⁴ This inequality extends to the labour market, where young people are three times as likely to be unemployed as adults.⁵

Exclusion from education can result from a variety of factors such as gender, social class, race, ethnicity, age, disability, migration status, geographic location and lack of opportunities.

TVET is well positioned to address the needs of disadvantaged groups by providing them with practical skills and knowledge to enhance their employability and expand opportunities for decent work, resilience and dignity. To strengthen this role, UNESCO-UNEVOC is committed to:

- developing practical resources to foster inclusive and equitable TVET institutions,
- promoting inclusive TVET environments that spur innovation, creativity and youth entrepreneurship, and
- creating lifelong learning opportunities for all that contribute to sustainable development and peaceful societies.

Moving forward, emphasis will be given to raising awareness of best practices and strategies to promote the inclusion of all learners. Additionally, UNESCO-UNEVOC will enhance its work on entrepreneurship with a focus on the dual green and digital transition, targeting NEETs, migrants, internally displaced people and other disadvantaged groups.

⁴ UN SDG indicators database, indicator 8.6.1, <https://unstats.un.org/sdgs/dataportal/analytics/GlobalRegionalTrends>. Accessed on 08.05.2024

⁵ UN SDG indicators database, indicator 8.5.2 <https://unstats.un.org/sdgs/dataportal/analytics/GlobalRegionalTrends>. Accessed on 08.05.2024.

Gender equality and equity

Gender equality is a global priority for UNESCO and inextricably linked to efforts to promote the right to education and support the achievement of the SDGs. The UNESCO strategy for gender equality in and through education 2019-2025 focuses on system-wide transformation to benefit all learners equally in three key areas: better data to inform action, better legal and policy frameworks to advance rights and better teaching and learning practices to empower.⁶

TVET can bridge the gap between learning and the world of work to contribute to the equal and productive participation of women in the labour market. However, this potential remains largely unfulfilled in certain occupational sectors, particularly in the fields of science, technology, engineering and mathematics (STEM).

Career guidance in STEM-related TVET

Gender-responsive career guidance is intended to inform, empower and give confidence to girls to pursue STEM careers, solve students' challenges, clarify misconceptions, provide educational and emotional support, increase the scope of choosing careers and avoid exploitation and abuse at work.

In October and November 2022, UNESCO-UNEVOC supported 52 TVET trainers and managers from 22 TVET institutions in Africa (Ghana, Madagascar, Nigeria, South Africa, Uganda and the United Republic of Tanzania) and Latin America and the Caribbean (Chile, Colombia, Cuba, Grenada, Jamaica, Mexico, Paraguay and Peru), to deliver post-pandemic career guidance and increase the participation and progression of young women and girls in the workforce through STEM-related TVET.



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Workshop on gender-responsive TVET

In March 2023, UNESCO-UNEVOC and the UNESCO Kingston Office co-organized a gender-responsive TVET workshop. Participants included 17 TVET system planners from 9 Caribbean countries and territories (British Virgin Islands, Cayman Islands, Dominica, Guyana, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Saint Maarten and Suriname).

⁶ UNESCO 2019. From access to empowerment: UNESCO strategy for gender equality in and through education 2019-2025. Accessed on 24.01.2024 via <https://unesdoc.unesco.org/ark:/48223/pf0000369000>.

Promoting inclusive TVET practices

Piloting inclusive approaches

Between March and December 2022, UNESCO-UNEVOC supported 6 TVET institutions as part of the 'Piloting inclusive approaches and modalities to become more inclusive TVET' programme in Cameroon, Lao People's Democratic Republic, Mauritius, Nigeria, United Republic of Tanzania and Viet Nam. In total, 120 participants benefited from the pilot programme.

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Practical guide on inclusive TVET

UNEVOC commissioned work to finalize its '**Practical guide on inclusive TVET**'. The practical guide will be published in 2024 and offers simple actionable steps to kickstart inclusive practices and solutions to overcome implementation hurdles. It considers diverse learner journeys and acknowledges their experiences and challenges related to application, enrolment, retention, graduation and labour market insertion.



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Education for social and environmental justice

At the UKFIET Conference 2023 on 'Education for social and environmental justice: diversity, sustainability, responsibility', UNESCO-UNEVOC hosted a symposium on inclusive TVET. The panellists included representatives from the Bridging Innovation and Learning in TVET (BILT) project, two UNEVOC Centres – Hudson Valley Community College (USA) and Cometa (Italy) – and the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS).

The symposium presented diverse perspectives based on empirical research, theoretical and conceptual pieces, and lessons learned from practice and programming. The discussion encompassed interconnected topics, such as innovative approaches to enhance inclusion, shifting paradigms in inclusive TVET delivery, gender equality, climate justice, removing the barriers to education for refugees, migrants and displaced persons, as well as the social inclusion of individuals from disadvantaged groups.

Inclusive TVET for refugees and migrants

In partnership with the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), UNESCO-UNEVOC organized workshops on '**Inclusive TVET for refugees and migrants**'. The first series of capacity-building workshops ran from April to May 2023 and was attended by 53 TVET system planners and managers from the Arab States, including three UNEVOC Centres. The second series of workshops was held from March to October 2023 and supported four TVET institutions (3 from UNRWA, 1 UNEVOC Centre) from Jordan, Lebanon and Palestine.

Youth employability and entrepreneurship

Encouraging young people to develop entrepreneurial skills and mindsets can give them the transferable skills they need to rise to the challenges of the 21st century labour market. Creating start-ups can give people the ability to earn their own living and allow countries to grow their economies. At the same time, entrepreneurial learning excels at helping people overcome disadvantage, so it is vital to ensure that it is inclusive and available to all who need it.

UNESCO-UNEVOC supports Member States in promoting youth employability and entrepreneurship through innovative approaches to skills development and training. Responsive skills development programmes need to ensure not only functional consistency with the world of work, but also the development of transversal skills and competencies that enable youth to respond to changing industry demands.

Entrepreneurial learning for out-of-school youth

In May and June 2022, UNESCO-UNEVOC provided training to 47 TVET trainers and managers from 9 institutions in 6 countries (Ghana, Indonesia, Kenya, Mauritius, the Philippines and the United Republic of Tanzania) on the topic of entrepreneurial learning for out-of-school youth.



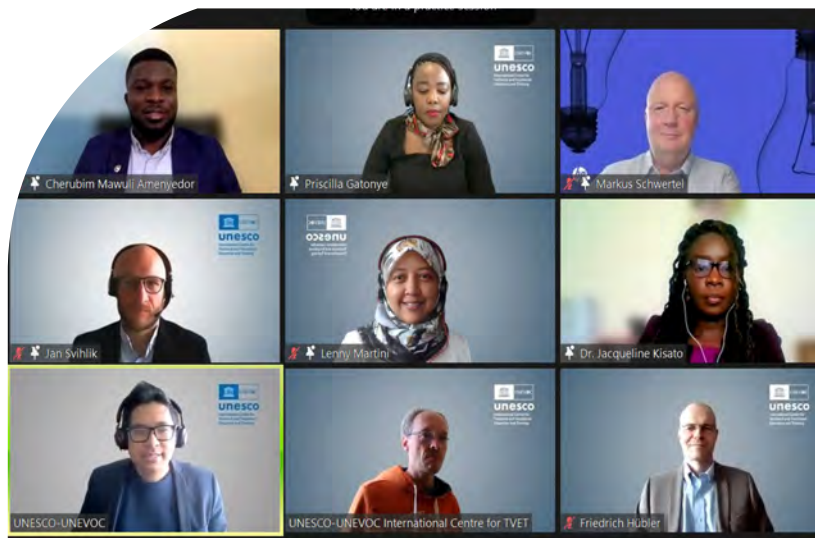
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UNESCO-UNEVOC and HP LIFE: Promoting innovation, employability and entrepreneurship among youth

UNESCO-UNEVOC and HP LIFE teamed up to promote innovation, employability and entrepreneurship among youth, with a focus on Africa. The online courses are free, self-paced, and available in Arabic, Bahasa Indonesia, Chinese, English, French, Hindi, Portuguese and Spanish. Upon completion of every course, an HP LIFE certificate of completion is issued. The kick-off webinar to launch the partnership was held in May 2023. 161 young people benefitted from this opportunity..



Webinar by UNESCO-UNEVOC and HP LIFE, May 2023

9th UNESCO-APEID meeting on entrepreneurship education

UNESCO-UNEVOC joined the 9th UNESCO-APEID meeting on entrepreneurship education on 26 and 27 October 2023 in Hangzhou, China. Sessions included a panel discussion and a workshop on entrepreneurial learning in TVET, with participation from four UNEVOC Centres in Austria, China and Zambia.

World Youth Skills Day

In 2014, the United Nations General Assembly declared 15 July as World Youth Skills Day to celebrate the strategic importance of equipping young people with skills for employment, decent work and entrepreneurship. Every year since then, UNESCO-UNEVOC has been one of the leaders of the global celebration to mark the occasion.

Global campaign

In 2022 and 2023, UNESCO-UNEVOC organized a range of activities to celebrate World Youth Skills Day, including a 'TVET Youth Voices' video campaign, a youth survey, a youth-focused hybrid event, a global social media campaign and a photo competition. Members of the UNEVOC Network were mobilized to plan skills competitions, workshops, discussions and online campaigns to raise awareness of World Youth Skills Day.



Participants of UNESCO-UNEVOC session during the 9th UNESCO-APEID meeting



Empowering youth for a sustainable future

For World Youth Skills Day 2023, UNESCO-UNEVOC and WorldSkills International, in collaboration with WorldSkills Germany, the German Federal Ministry for Economic Cooperation and Development (BMZ) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, came together to showcase the positive impact of youth skills development in the event 'Empowering youth for a sustainable future'. A report was published, compiling the inputs from various speakers and participants at the hybrid event, as well as the results of the UNESCO-UNEVOC youth survey.

Skills in Action photo competition

UNESCO-UNEVOC invited photographers from around the world to capture unique moments highlighting skills in action. More than 500 photos were submitted, showing how TVET equips young people with skills for inclusive and sustainable societies.



Private Sector Engagement

Both formal and informal TVET are dependent on the involvement of various private and non-state actors for quality, effectiveness and relevance of training. Where on- and in-the-job practical learning is an inherent feature of TVET provision, employers' contributions to its design and financial sustainability are becoming increasingly important.

Engagement with the private sector is a crucial component of UNESCO-UNEVOC's work to promote future-oriented TVET that is responsive to sustainable development and labour market demands. These partnerships aim to foster economic, social and personal empowerment and guarantee relevant training, skills and competencies for today and tomorrow.

UNESCO's Global Skills Academy

The Global Skills Academy leverages strategic partnerships and mobilizes over 230 technical and vocational education and training institutions across more than 150 countries through UNESCO and the UNEVOC Network.

The Global Skills Academy connects individual learners, institutions and governments to a wide range of training programmes offered by UNESCO's Global Education Coalition partners. The programmes support youth and adults on their journeys to developing essential skills and competencies for improved employability and resilience.

Global Skills Academy highlights (February 2024)



1,000,000+ learners



25+ partners from
the Global Education
Coalition



170+ TVET institutions
across the world



63+ countries

Some Global Skills Academy initiatives			
Initiative	Regional scope	Partners	Beneficiaries reached
Conecta Empleo	Colombia, Peru, and Venezuela (Bolivarian Republic of)	Telefónica Foundation, UNESCO-UNEVOC	3,680
Skills development in water technology	Global	Festo, UNESCO-UNEVOC	Over 10,000
Digital Literacy Training	Philippines	Microsoft, UNESCO-UNEVOC	Over 17,000

Source: UNESCO.2023. Transforming education together: The Global Education Coalition in action. Accessed on 05.02.2024 via <https://unesdoc.unesco.org/ark:/48223/pf0000384812/>

Aligned with the UNESCO strategy for TVET 2022-2029, the Global Skills Academy is scaling up to equip 10 million learners with skills for decent jobs that can accelerate a transition to more inclusive, sustainable and resilient economies by 2029.

The UNEVOC Network and the Global Skills Academy

SENATI and Fundación Telefónica: Access to training for 100,000 students

In 2022, Fundación Telefónica and SENATI teamed up to deliver skills training in Peru as part of a two-year partnership.

SENATI — an education and professional training institution in Latin America and a member of the UNEVOC Network — is implementing the Fundación Telefónica's Conecta Empleo programme, providing 100,000 young people across Peru with access to training in key employability skills. The Conecta Empleo programme allows young people to access no-cost and certified online training to improve their digital skills and transition into the labour market.



© SENATI

NSDC and KPMG: Mentorship for 100 TVET students

Within the framework of the Global Skills Academy, KPMG launched a new mentorship initiative in 2023 to support young graduates entering the labour market in India.

KPMG professionals are providing initial mentorship to 100 young people from the National Skill Development Corporation (NSDC) of India to help them get job ready. The experts based in the country are paired with soon-to-be graduates who are currently training at the NSDC, India's main centre for skills development and a member of the UNEVOC Network.

UNESCO and Microsoft organize training days for vocational educators

On 28 February and 1 March 2022, UNESCO and Microsoft jointly organized digital training for vocational educators. The training targeted vocational educators in upper secondary and higher education institutions of business, technology, engineering, computer science and AI.

Over 1,000 registered participants had the opportunity to complete the online training, either via a live session or a recording. In addition, all registered participants were given access to practice tests and exam vouchers on the Microsoft Learn platform to gain industry-recognized certifications.



Striking the right balance: State and non-state engagement within TVET

The Global Education Monitoring Report 2021/2 on 'Non-state actors in education' reviews a wide range of stakeholders and their activities across all levels of education, with an entire chapter dedicated to non-state engagement within TVET.

The report examines non-state involvement in the design, delivery and funding of TVET. It also provides insights on challenges and reflections on improving public and private sector cooperation on TVET.

UNEVOC supported the development of the TVET chapter of the report and in 2022 organized a joint webinar with the GEM Report team on 'Striking the right balance: State and non-state engagement within technical and vocational education and training'. The webinar examined non-state engagement in TVET systems and discussed current policies and initiatives designed to ensure quality, access and equity, and what lessons they hold for policy-makers around the globe.

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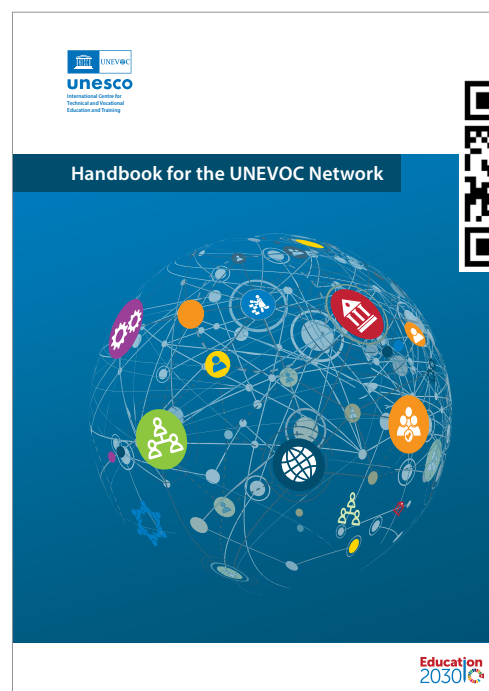
UNEVOC Network

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, known as UNEVOC Centres.

There are currently 233 UNEVOC Centres in 151 Member States across five regions:

- Africa
- Arab States
- Asia and the Pacific
- Europe, CIS and North America
- Latin America and the Caribbean

The Handbook for the UNEVOC Network, published in 2022, serves as a comprehensive guide for participation in the Network. Additionally, it aims to provide clarity on the Network's functioning, helping partners gain a better understanding. The Handbook offers insights into the membership process, along with details about the programmes and project activities facilitated by UNESCO-UNEVOC.



Strengthening the UNEVOC Network

Review of the UNEVOC Network

Following a request by the UNESCO Executive Board in 2021, UNESCO-UNEVOC commissioned an independent review of the UNEVOC Network to explore the feasibility of creating an additional network of vocational education institutions under the coordination of UNESCO-UNEVOC.

The review, completed in 2022, found that the UNEVOC Network is recognized for its institutional diversity, the networking opportunities it provides, the access to innovative ideas and best practices, and the opportunities for professionalization and learning. The Network was described as a think tank that offers emerging ideas, solutions, models, tools and frameworks for TVET providers. The study also concluded that it was not advisable to create an additional network and recommended instead strengthening the existing UNEVOC Network and reinforcing engagement with the different types of member institutions.

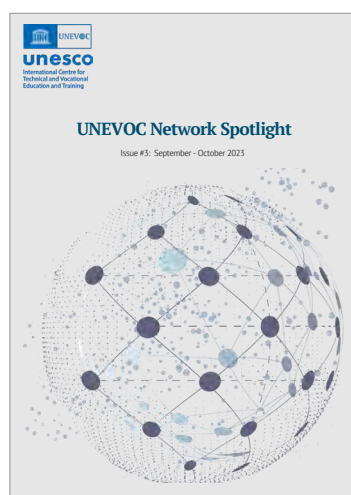
In response to the recommendations, UNESCO-UNEVOC began to implement a series of actions in 2022 and 2023 that are aimed at stimulating interaction between UNEVOC Centres and increasing the reach and impact of the UNEVOC Network.

UNEVOC staff with participating representatives from UNEVOC Centres in Asia and the Pacific and Europe meet to share updates. The network meeting was hosted by Temasek Polytechnic in Singapore.



UNEVOC Network Spotlight

The UNEVOC Network Spotlight was launched in 2023 as a bimonthly activity report covering the actions of UNEVOC Centres. It chronicles and disseminates key TVET-related programmes and activities across the Network, highlights notable achievements and keeps UNEVOC Centres apprised of each another's engagements to help them identify potential areas of cooperation.



Database of TVET experts

UNESCO-UNEVOC has started to compile a database of TVET practitioners, researchers and subject matter experts within UNEVOC Centres. This database will facilitate research partnerships and collaboration and help UNESCO-UNEVOC mobilize joint expertise for projects by Member States, UNESCO Headquarters, UNESCO field offices, and other partners.

Multi-partner TVET projects

UNESCO-UNEVOC has placed an increased emphasis on TVET projects and proposals that involve multiple UNEVOC Network members as implementing agencies or beneficiaries. A notable example is the multi-year Bridging Innovation and Learning in TVET (BILT) project, funded by the German Federal Ministry of Education and Research (BMBF) and implemented by UNESCO-UNEVOC with support from the German Federal Institute for Vocational Education and Training (BIBB). In addition to promoting knowledge exchange and peer learning among UNEVOC Centres in Africa, Asia and the Pacific and Europe, the project has led to bilateral agreements between UNEVOC Centres from different regions.

Induction of new UNEVOC Centres

UNESCO-UNEVOC welcomed five new UNEVOC Centres into the Network in 2022 and 2023. In line with the recommendations from the review of the UNEVOC Network, priority is given to TVET institutions that are members of other networks or that have the potential to operate as national coordinating bodies.

- Situated in the United States, Hudson Valley Community College stands out as one of the most highly regarded colleges within the State University of New York. Hudson Valley Community College is dedicated to offering transformative, student-centred, and high-quality educational opportunities, aiming to meet the diverse needs of both local and global communities.
- Pontifical Catholic University of Ecuador (PUCE) has seven campuses across different cities in the country. With a history spanning over 75 years, the university has introduced PUCE TEC to address the demand for specialized TVET faculties within higher education institutions. Notably, PUCE TEC is recognized as Ecuador's first UNEVOC Centre.
- The Azerbaijan Public Employment Agency (APEA) functions as a governmental entity under the Ministry of Labour and Social Protection of the Population in the Republic of Azerbaijan. APEA is not only recognized as Azerbaijan's first UNEVOC Centre, it is also the first of this type of institution to be admitted into the UNEVOC Network.
- The Secretariat of Vocational and Technological Education (Setec) in the Ministry of Education of Brazil holds the mandate for formulating, planning, coordinating, implementing, overseeing, and assessing public policies pertaining to TVET in the country. These policies are collaboratively developed with education systems and social partners.
- Shaanxi Polytechnic Institute (SXPI) offers 65 academic specialties, with a distinct emphasis on engineering. Over its 72-year history, SXPI had more than 140,000 graduates. The college has received several awards and accolades, including recognition as a Chinese Advanced Unit of Vocational Education.

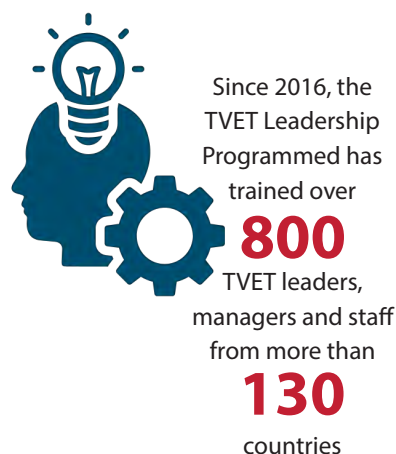


UNEVOC TVET Leadership Programme

The UNESCO-UNEVOC TVET Leadership Programme enhances the skills and capabilities of TVET leaders globally, empowering them to become impactful agents of change within their institutions and beyond. The alumni of these programmes collaborate with and actively contribute to the work of UNESCO-UNEVOC. Since 2016, the TVET Leadership Programme has trained over 800 TVET leaders, managers and staff from over 130 countries. UNESCO-UNEVOC also aims to re-establish regional and national TVET Leadership Programmes to help strengthen linkages between UNEVOC Centres, while building the capacity of participants.

Re-thinking TVET systems and programmes to anticipate demand, adapt and take action for a just and green transition

The 2022 edition of the TVET Leadership Programme focused on education for sustainable development, greening TVET institutions and the skill demands of the green transition. Its primary goal was to bridge the knowledge gap related to system-level change by increasing awareness and building capacities. This allowed TVET professionals to actively contribute to the relevant transformation of institutions and approaches in order to manage the requirements of the green transition. The programme reached 140 TVET leaders and managers.



Managing change through transformative TVET Leadership

The 2023 edition of the UNESCO-UNEVOC TVET Leadership Programme aimed to refine leaders' visions, share the latest TVET knowledge and trends and offer a platform for skill enhancement. The sessions enabled participants to grasp UNESCO strategies, international agendas for TVET, and practical frameworks for greening TVET, inclusive TVET and digital transformation. The webinars also covered results-based management skills and theories of change to meet industry needs in a rapidly evolving landscape. The programme reached more than 200 TVET leaders and managers.



UNEVOC Network Coaction Initiative

In February 2022, UNESCO-UNEVOC introduced the inaugural UNEVOC Network Coaction Initiative, a series of projects collaboratively designed by UNEVOC Centres. Each project within the Initiative involves a Lead Centre and various partner Centres, all actively contributing to and benefiting from the project's outcomes which include capacity building, peer learning and knowledge sharing. The Lead Centre oversees project coordination with support from UNESCO-UNEVOC. During the first and second edition of the Coaction Initiative, seven projects were implemented, engaging 35 UNEVOC Centres across all five regions of the UNEVOC Network.

Coaction Initiative projects in 2022 and 2023:

- The **'Digital Competency Framework for TVET'**, led by the Faculty of Technical and Vocational Education, University Tun Hussein Onn Malaysia, focused on enhancing digital competencies among TVET teachers, managers and administrators.
- The **'Future Foresight Institutional Capacity'** project, led by the Higher Colleges of Technology of the United Arab Emirates, aimed to train TVET staff in strategic foresight, enhancing institutional planning capacity to respond to post-COVID-19 global trends.
- The **'Capacity Building for SDGs in TVET'** project, led by The Education University of Hong Kong, focused on capacity building for UNEVOC Centres, emphasizing the SDGs and green transition through curriculum and pedagogy.
- Duoc UC, Chile organized a mentorship programme for UNEVOC Centres from Brazil, Paraguay, the Philippines and Uruguay. The initiative focused on the sharing of best practices to promote gender equality and increased opportunities for women in STEM.
- The **'Capacity Building on Digital Transformation in TVET'** project, led by Shenzhen Polytechnic University, built the capacity of 60 leaders, programme directors and key teachers and trainers in TVET institutions to promote their digital mindset and skills.
- The **'Strengthening TVET institutions for effective instructional delivery and sustainable private sector engagement'** project, led by the University of Nigeria, Nsukka, enabled TVET teachers, instructors and institutions to effectively engage the private sector in order to best determine the objectives and contents to be included in TVET programmes.
- HEART/NSTA Trust of Jamaica led the **'Results-Based Management - Strengthening the responsiveness of TVET institutions in the Post COVID-19 era'** project with four other UNEVOC Centres in the Caribbean.



East and Southeast Asia UNEVOC Network Consolidation Workshop

The 2023 East and Southeast Asia UNEVOC Network Consolidation Workshop, hosted by the Korea Research Institute for Vocational Education and Training (KRIVET), a UNEVOC Centre, took place from 17 to 19 October 2023 in Seoul. The three-day event, titled **'Future of TVET: What is the priority of TVET in the great transition era?'**, brought together UNEVOC Centres from the East and Southeast Asia region, UNESCO-UNEVOC and UNESCO field office representatives and an array of international TVET experts. Participants engaged in knowledge sharing and learned about TVET trends, best practices, research and policy developments in the Republic of Korea and the participating countries.

Technical Cooperation

The Technical Cooperation Unit (TCU) was formed in 2022 to facilitate the technical assistance function of UNESCO-UNEVOC's thematic programmes and the UNEVOC Network Secretariat. The TCU supports multistakeholder projects financed by governments, as well as donor agencies, such as the European Union and the Korea International Cooperation Agency (KOICA). It provides technical assistance to UNEVOC Network members to meet emerging skills demand by mobilizing TVET experts. It also contributes to the development of knowledge products and tools at UNESCO Headquarters.

With the TCU in collaboration with thematic teams, UNESCO-UNEVOC supported UNESCO Field Offices in Benin, Brazil, Guinea-Bissau, Indonesia, Iran and Kenya during the development of TVET project proposals and facilitated mobilization of funds. UNESCO-UNEVOC also provided technical support for the design of the third phase of UNESCO's Better Education for Africa's Rise (BEAR) project, which aims to offer better employment opportunities for youth in Côte d'Ivoire, Ghana, Nigeria and Sierra Leone by strengthening the TVET systems of these countries and making them more resilient.

UNESCO-UNEVOC facilitated institutional capacity building in Kenya, Mauritania, Oman and Senegal by assisting in reviews of TVET policies, quality assurance guidelines and National Qualifications Frameworks.

Technical assistance to UNEVOC Centres and UNESCO Field Offices for the facilitation of training and sharing of experiences contributed to the dissemination of good practices and capacity building of more than 1,100 participants, including youth and TVET teachers. UNESCO-UNEVOC supported in-person and online training workshops and webinars in Azerbaijan, Cambodia, Cameroon, China, Jamaica, Kazakhstan, Mongolia, Morocco, the Republic of Korea, Senegal, Singapore, Switzerland, Trinidad and Tobago, Tunisia, United Arab Emirates and Venezuela, in cooperation with UNEVOC Centres and national TVET institutions.

[Training workshop for TVET leaders and practitioners under the Pan-African Initiative for the Digital Transformation of TVET and Skills Development Systems in Africa, Dakar, Senegal, September 2023](#)



These activities included:

- Training of policy makers on TVET policy development within the framework of the Pan-African Initiative for Digital Transformation, held in Dakar, Senegal on 19 and 20 September 2023.
- The Gyeongbuk International Education Forum on 18-19 October 2023 in Andong, Republic of Korea, which featured participants from three UNEVOC Centres: the Federal Institute for Vocational Education and Training (BIBB) from Germany, Temasek Polytechnic from Singapore, and the Korea Research Institute for Vocational Education and Training (KRIVET) from the Republic of Korea.
- Webinars held in connection with the launch of UNESCO's 'Enhancing digital transformation in TVET in developing countries' report on 26 April 2023 at UNESCO Headquarters.
- A webinar on inclusion in TVET, organized by the International Academy of Sciences, Ecology, Engineering and Pedagogy in Kazakhstan, with facilitators from four UNEVOC Centres: Swiss Federal University for Vocational Education and Training, Bilingual Technical School of Nkolbisson (Cameroon), Azerbaijan Public Employment Agency and the National Skill Development Corporation (India). The webinar was attended by over 700 participants from Kazakhstan and abroad.
- 'Student-led vocational learning at TVET', organized by the Abu Dhabi Centre for Technical and Vocational Education and Training (ACTVET, a UNEVOC Centre) and attended by more than 100 young students.
- A kick-off seminar on vocational training in the textile and leather sector in Morocco, as part of a five-year partnership agreement between UNESCO and Alwaleed Philanthropies.
- A training workshop for 80 experts and executives from TVET authorities and other national institutions from 12 francophone African member states of the Organisation of Islamic Cooperation (OIC).
- A training workshop on 'Promoting innovation and entrepreneurship among young people in francophone African OIC member states' organised by the Statistical, Economic and Social Research and Training Centre for Islamic Countries (SERSIC) on 14-16 March 2023.



Knowledge Management

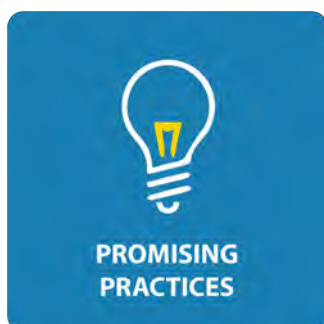
UNESCO-UNEVOC continuously reviews and updates its online resources to expand its role as a hub for comparative data, innovative initiatives and practical guidance on all aspects of technical and vocational education and training.

During the biennium, a range of new products and publications were compiled, completed, updated and disseminated, improving access to various policy documents, knowledge products and TVET-oriented materials that are useful for policy guidance and improving practices in TVET.



TVET Country Profiles

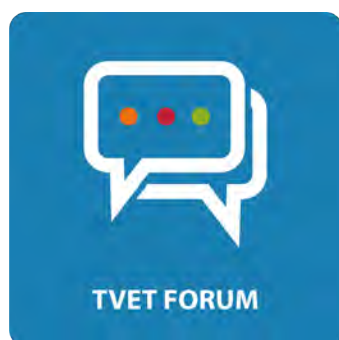
UNESCO-UNEVOC's TVET Country Profiles provide reliable and up-to-date information on TVET systems worldwide. The database is continuously updated with statistics and education system diagrams for more than 200 countries and territories, with the option to compare statistical data across countries. Information from UNESCO's Global Review of Training Funds for 70 countries was added in 2022.



Innovative and Promising Practices in TVET

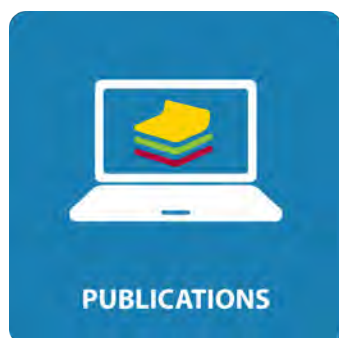
UNESCO-UNEVOC publishes Innovative and Promising Practices for the benefit of the global TVET community, including policy-makers and practitioners. At the end of 2023, the database contained more than 100 practices from all five regions of the UNEVOC Network.





TVET Forum

The TVET Forum is an online community of TVET experts, practitioners, students and stakeholders from around the world. Members engage in discussions, knowledge sharing and peer learning on TVET-related issues. As of December 2023, the Forum had more than 6,500 members from over 190 countries and territories.



Online library

The UNESCO-UNEVOC online library offers a digital catalogue of TVET resources that have been published by UNESCO, UNESCO-UNEVOC, UNEVOC Network members and specialized organizations working in the fields of education and skills training. It also contains periodicals such as the UNEVOC Quarterly, the Network Spotlight and the Inter-Agency Group on TVET newsletter. The library was accessed over 54,000 times in the biennium.



TVETipedia Glossary

The TVETipedia glossary aims to help create a common TVET language and to reduce misunderstandings in global TVET discussions. It was relaunched in February 2023 in a new interactive format.

At the end of 2023, the collection featured more than 1,200 TVET terms with more than 1,800 definitions, grouped in 55 themes and sub-themes.





Bridging Innovation and Learning in TVET

The Bridging Innovation and Learning in TVET (BILT) project supports the TVET community in Africa, Asia and the Pacific, and Europe to address challenges in TVET, which arise from technological, environmental, social and workplace changes. BILT is implemented by UNESCO-UNEVOC with support from the German Federal Institute for Vocational Education and Training (BIBB) and is sponsored by the German Federal Ministry of Education and Research (BMBF).

BILT themes

The overarching theme of BILT is new qualifications and competencies to enable TVET to remain relevant for individuals, economies and societies. The four complementary themes of the project are digitalization and TVET, greening TVET, entrepreneurship in TVET, and migration and TVET.



New Qualifications and Competencies (NQC)



Digitalization



Greening



Entrepreneurship

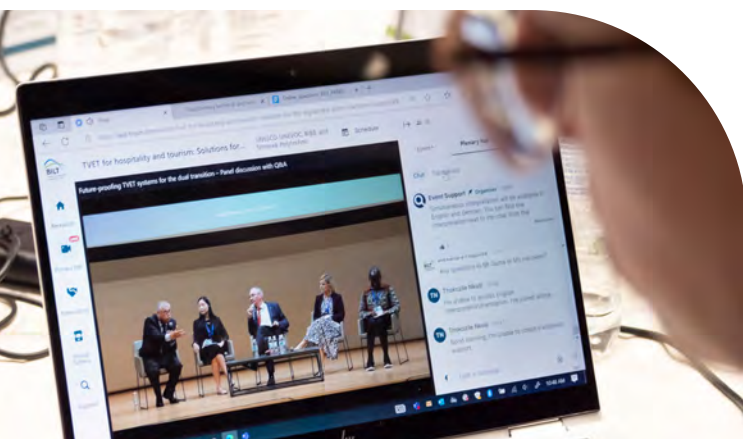


Migration

BILT Bridging events

In 2022 and 2023, BILT organized four bridging events: three regional conferences and the global BILT Learning Forum. The events brought together policy-makers, employers' associations, TVET providers and other stakeholders from the three project regions, connecting TVET institutions and fostering new partnerships for collaboration. The regional conferences were hosted by UNEVOC Centres in Finland, Kenya and Singapore, while the BILT Learning Forum was hosted by UNESCO-UNEVOC at the UN Campus in Bonn, Germany.

Study visit to Kibondeni College of Catering and Hospitality Management during the BILT Bridging Event for Africa, hosted by TVETA, Kenya



High-level panel discussion at the BILT Bridging Event for Asia and the Pacific, hosted by Temasek Polytechnic, Singapore



Global and regional policies for excellence in TVET.
Graphic recording at the BILT Learning Forum

BILT Expert Groups

Following the first BILT Expert Group that examined new qualifications and competencies, the second expert group, launched in 2023, explored new qualifications and competencies with a specific focus on the hospitality and tourism sector. The Expert Group was composed of 28 experts from the project regions and international organizations, and discussed trends and challenges to address the dual transition of greening and digitalization. Besides recommending promising practices at macro (TVET governance), meso (TVET advocacy) and micro (TVET delivery) level, the Expert Group produced a synthesis report with recommendations for TVET policy and practice. The report and the compendium of practices are set to be published in 2024.

Participants at the BILT Bridging Event for Europe, hosted by Omnia, Finland





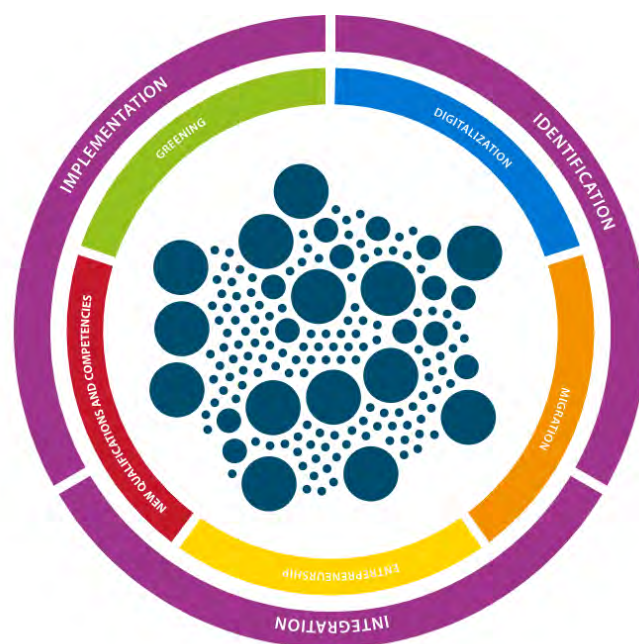
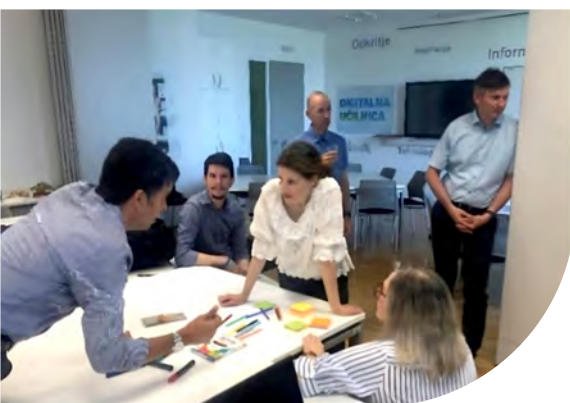
Innovation and Learning Practices

Between 2022 and 2023, BILT published 16 Innovation and Learning Practices (ILPs) focusing on the project themes and originating from the TVET community in the project regions. These practices were added to the UNESCO-UNEVOC online database of Innovative and Promising Practices in TVET.

BILT Learning Labs

Seven Learning Labs – webinars that facilitate the transfer and implementation of specific promising practices through a deep-dive discussion – were organized during the biennium. BILT collaborated with private and public institutions and NGOs to discuss TVET practices related to digitalization, greening and inclusion. In 2023, for the first time ever, BILT organized a live Learning Lab during the BILT Learning Forum, which provided an opportunity to explore a concrete example and share different regional perspectives on the use of digital micro-credentials in TVET.

Self-Reflection Workshop session with Šolski center Nova Gorica staff, Slovenia



BILT Peer-Learning Wheel

Self-Reflection Tool and Peer-Learning Wheel

Two tools have been developed by the BILT team to support the TVET community in offering relevant qualifications.

The Self-Reflection Tool is an online tool which is based on a process that involves several TVET stakeholders, such as managers, teachers, students and industry partners. It helps TVET institutions to understand their preparedness to identify, integrate and implement green, digital and other skills. In 2022, the tool was piloted in nine TVET institutions, three of which have been selected as coach institutions. In 2023, the tool was improved based on feedback provided by the pilot institutions and a workshop was organized to prepare for the multiplier phase in 2024.

The Peer-Learning Wheel is an interactive online tool which maps institutions to their area of expertise (identification, integration or implementation of new qualifications and competencies), and to their theme of engagement within the BILT project. It supports the continuation of peer learning and knowledge exchange outside of conferences and bridging events and facilitates collaborative partnerships among TVET stakeholders.



Building resilience in TVET for a just and sustainable transition

The COVID-19 pandemic reversed several years of progress on poverty eradication and pushed 93 million more people into extreme poverty in 2020.⁷ UNESCO reported that around 1.6 billion students and youth globally were severely affected by the pandemic.⁸ People's capacity to persist, adapt and transform in the face of change was put to the test.

To support TVET institutions in their long-term recovery, UNESCO-UNEVOC implemented the 'Building TVET resilience for a just and sustainable transition' project from January 2022 to March 2023. The project sought to stimulate opportunities for TVET systems, institutions and TVET stakeholders, including teachers and students, to adapt to new paradigms in education and training. This included adopting resilient approaches to planning, designing and implementing training in the three areas of digital delivery, greening TVET and entrepreneurial learning for a transition to a more equitable and sustainable economy and society.



Workshop on advancing open and distance learning for TVET in Kingston, Jamaica, December 2022 © UNESCO-UNEVOC

⁷ UN Statistics. Accessed on 29.01.2024 via <https://unstats.un.org/sdgs/report/2022/goal-01>

⁸ UNESCO. Education: From COVID-19 school closures to recovery. Accessed on 29.01.2024 via <https://www.unesco.org/en/covid-19/education-response>



Inclusion



Digital transition

Just and green
transitionResilient TVET
institutions

The project was implemented with the support of the German Federal Government through the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. The activities focused on capacity building of planners, research, peer learning and best practice sharing, engaging 242 TVET stakeholders from 48 institutions in 33 countries. In-person workshops on entrepreneurship and digitalization were held in Nairobi, Kenya and Kingston, Jamaica. These actions were carried out in collaboration with various partners, including the Commonwealth of Learning (digitalization), UNIDO and UNESCO Kingston (greening and resilience) and Kenya Technical Trainers College (inclusion).

The project resulted in the development and piloting of training resources and guidance documents to be released for publication in 2024. It also exposed project stakeholders to various relevant tools and frameworks that informed how these tools can be used in the enhancement of resilience approach through policies and plans and the design of curricula and training. Communications and outreach activities ensured extensive engagement through peer learning and information exchange with over 10,000 stakeholders reached through the project website and the learning forum.

Workshop on mainstreaming inclusive entrepreneurial learning in TVET,
Nairobi, Kenya, December 2022 © UNESCO-UNEVOC





Staff list

Office of the Head

Friedrich Huebler, Head of UNESCO-UNEVOC

Lenny Martini, Assistant Programme Officer

Innovation and the Future of TVET

Sarah Elson-Rogers, Programme Officer, Team Leader for Innovation and the Future of TVET (until February 2023)

Kenny Muscat, Project Manager, BILT (since April 2023)

Wilson Lima Júnior, Project Manager, BILT (until February 2023)

Natalie Ax, Project Officer, BILT

Alexandra Filippova, Assistant Programme Officer, BILT

Anne Maletjane, Assistant Administrative Officer, BILT

Felister Munyi, Programme Assistant (since July 2023)

Liucheng Pan, Programme Expert on Loan (Shenzhen Polytechnic University) (from October 2022 until August 2023)

SDGs and Greening TVET

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

Manish Joshi, Project Officer, SDGs and Greening TVET (until July 2023)

Giacomo Bosio, Programme Assistant, SDGs and Greening TVET (from May 2022 until April 2024)

Inclusion and Youth

Miki Nozawa, Programme Specialist, Team Leader for Inclusion and Youth (until August 2022)

Priscilla Gatonye, Programme Officer, Team Leader for Inclusion and Youth (since July 2022)

Wouter de Regt, Programme Officer, Inclusion and Youth (until January 2022)

Private Sector Engagement

Jan Svihlik, Programme Expert on Loan (GIZ), Team Leader for Private Sector Engagement (since May 2022)

Pooja Gianchandani, Programme Expert on Loan (GIZ), Team Leader for Private Sector Engagement (until February 2022)

UNEVOC Network Secretariat

Olivier Pieume, Chief of the Technical Cooperation Unit and Team Leader for the UNEVOC Network Secretariat (since August 2022)

Miki Nozawa, Programme Specialist, Team Leader for the UNEVOC Network Secretariat (until August 2022)

Ruairi Gough, Assistant Programme Officer, UNEVOC Network Secretariat

Sanskruiti Ghosalkar, Programme Assistant, UNEVOC Network Secretariat (since June 2022)

Knowledge Management and IT

Max Ehlers, Associate Officer, IT, Team Leader for Knowledge Management and IT

Nickola Browne, Associate Officer, Communications and Publications

Aldrich Mejia, Assistant Officer, IT

Administrative Office

Caroline Bajer, Administrative Officer

Carolyn Schaulandt, Assistant Officer, Human Resource Management

Anne Maletjane, Assistant Administrative Officer, BILT

Ulrike Krämer, Office Assistant

External consultants and experts

We would like to extend our appreciation to the external consultants and experts who shared their valuable knowledge and expertise.

Interns, trainees and volunteers

During the biennium, we welcomed interns, trainees and volunteers into the UNESCO-UNEVOC family. We are grateful for their contributions and wish them well in their future studies and careers.

Interns

Mathilde Bouzigues (France)

Lingqin Liu (China)

Carolin Rehm (Germany)

Trainee

Jiaxu Mi (China)

Volunteer

Cosme Odjo (Benin)



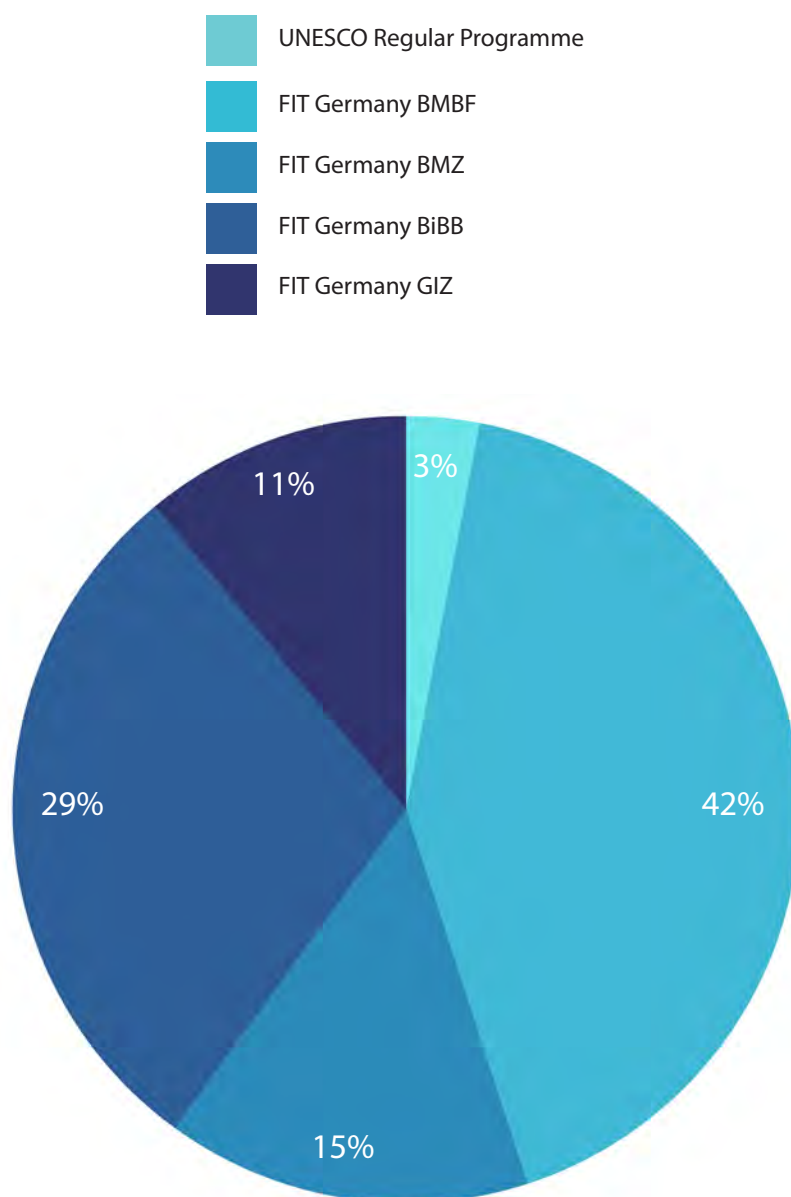
Financial overview

In the biennium 2022-2023, 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:

	2022 USD	2023 USD	total USD
Regular Programme funds (UNESCO RP)	\$ 50,000	\$ 100,000	\$ 150,000
Programme and Operating funds, received under Funds-in-Trust (FiT) Agreements with the German Federal Ministry of Education and Research (BMBF)	\$ 1,039,326	\$ 1,007,625	\$ 2,046,951
Programme and Operating funds, received under Funds-in-Trust (FiT) Agreements with the German Federal Ministry for Economic Cooperation and Development (BMZ)	\$ 446,429	\$ 291,539	\$ 737,968
Project funds, received under the Funds-in-Trust (FiT) Agreement with the Federal Institute for Vocational Education and Training (BIBB)	\$ 472,150	\$ 964,914	\$ 1,437,064
Project funds, received under the Funds-in-Trust (FiT) Agreement with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH	\$ 529,615	\$ 0	\$ 529,615
Total	\$ 2,537,520	\$ 2,364,078	\$ 4,901,598

In addition to the programme funds, UNESCO provided UNESCO-UNEVOC with 2 fixed-term staffing positions: the Head of Office (P-5) and one Programme Specialist (P-4). GIZ provided two experts on loan to UNESCO-UNEVOC, one appointed from 2020 until 14 February 2022 and one from 1 May 2022 until 31 October 2023.

UNEVOC budget overview 2022-2023





UNESCO-UNEVOC in Bonn

In 1999, the UNESCO General Conference decided to launch the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training to foster closer coordination between Member States on matters concerning TVET. The Government of Germany offered to host the Centre in Bonn and the inauguration ceremony took place in 2002.

On 8 April 2022, UNESCO-UNEVOC celebrated its 20th anniversary. During his speech to mark the occasion, Friedrich Huebler, Head of UNESCO-UNEVOC, thanked the City of Bonn for its hospitality and expressed appreciation for the generous support of the Federal Government of Germany. He reassured TVET institutions that 'they can count on the support of UNESCO-UNEVOC in the next phase of their journey.'

Browse highlights from UNESCO-UNEVOC's history, view video messages from key partners and tour the virtual exhibition of skills in action photos on the [20th anniversary page](#).



unesco

International Centre for
Technical and Vocational
Education and Training

Biennial Report 2022-2023

Transforming TVET for the Future

This report provides a comprehensive summary of the activities of the UNESCO-UNEVOC International Centre for TVET during the 2022-2023 biennium. It highlights UNESCO-UNEVOC's commitment to assisting Member States in improving their TVET systems, with an emphasis on the twin pillars of green and digital transformation, inclusivity, youth employability, and collaboration with the private sector. The report also describes the Centre's role in advocating for skill acquisition for decent and productive work, training and capacity building, and the realization of the Sustainable Development Goals within the framework of inclusive, sustainable and peaceful economies and societies.

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